



MCPHERSON COLLEGE

SCHOLARSHIP • PARTICIPATION • SERVICE | CAREER-ORIENTED LIBERAL ARTS

2008-2009 CATALOG



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McPHERSON
COLLEGE

2008-2009 Catalog

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www.mcpherson.edu

McPherson College does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disabled veteran status, or any other classification that precludes a person from consideration as an individual.

McPherson College Statement of Mission and Identity

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

Chartered in 1887 by leaders of the Church of the Brethren, McPherson College has a 119 year history of providing excellent career-oriented liberal arts education shaped by the essential values of its founding denomination. The Church of the Brethren is a Christian denomination founded in Germany in 1708. It accepts the New Testament as the rule of faith and emphasizes the inherent value of all persons, the communal discernment of truth, the necessity of putting faith into action, and the biblical calls to simplicity, non-violence, non-conformity and transformation through education. Brethren strive to “continue the work of Jesus – peacefully...simply...together.”

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

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

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

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

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

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

The Campus

The present campus, with its 16 major buildings and 23-acre setting, has matured into an institution of which its founders would be proud. To celebrate its 100th anniversary in 1987-88, McPherson College architecturally redesigned its entire campus, a factor that has improved the quality of living and learning at McPherson College. In the spring of 2000 state-of-the-art theatre and fine arts facilities were added to the instructional facilities, and Melhorn Science Hall opened its doors for fall 2001 classes.

Bachelor of arts and bachelor of science degrees are offered in 20 academic majors.

The teaching faculty includes 40 full-time professors, more than half of whom hold terminal

degrees. A 13/1 student-faculty ratio offers a personalized education tailored to students' needs.

McPherson College has been led by 13 presidents in its 120 years, presidents whose leadership has provided stability to the college. Their commitment to excellence in scholarship, participation and service, as well as the commitment of faculty and staff and the support of constituents, have provided quality educations for the thousands of students who have attended McPherson College.

The College's alumni span five continents and over 40 countries of the world today, resulting in a widespread dispersion of the McPherson College experience. These alumni include outstanding graduates who have served and are serving their communities, the church, and the world.

Accreditation

McPherson College is accredited by The Higher Learning Commission and is a member of the North Central Association (30 North LaSalle, Suite 2400, Chicago, Illinois 60602, telephone: 312/263-0456, web address: www.ncahigherlearningcommission.org); and by the Kansas State Department of Education (120 East 10th Street, Topeka, Kansas 66612); and by the National Council for the Accreditation of Teacher Education. In addition, the college is a member of the following:

- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Health, Physical Education and Dance
- American Council on Gift Annuity
- American Library Association
- Associated Colleges of Central Kansas
- Association of American Colleges
- Association of Departments of English
- Association of Governing Boards
- Association of Higher Education Facilities Officers
- Association of Teacher Education-Kansas
- Brethren College Association
- Church of the Brethren Committee on Higher Education
- Council for Aid to Education
- Council of Independent Colleges
- Council for Advancement and Support of Education
- Great Plains Association of College Admissions Counselors
- Kansas Association of College Teachers of Education
- Kansas Association of Collegiate Registrars and Admissions Officers
- Kansas Association of Private Colleges in Teacher Education
- Kansas Association of Student Financial Aid Administrators
- Kansas Collegiate Athletic Conference
- Kansas Independent College Association
- Kansas Independent College Fund
- Kansas State Department of Education
- McPherson Chamber of Commerce
- McPherson Main Street
- McPherson Ministerial Alliance
- Mid-States Association of College Stores
- Missouri College & University Personnel Association
- National Academic Advising Association
- National Association for Foreign Student Administrators
- National Association of College and University Business Officers
- National Association of College Stores
- National Association of Colleges and Employers
- National Association of Independent Colleges and Universities
- National Association of Intercollegiate Athletics
- National Association of Student Financial Aid Administrators
- National Association of Student Personnel Administrators

National Council for Accreditation of Teacher Education
The Higher Learning Commission – North Central Association
Rocky Mountain Association of Student Financial Aid Administrators
South Central Kansas Regional Library System

Policy Of Non-discrimination

McPherson College does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disabled veteran or Vietnam era veteran status, or any other classification that precludes a person from consideration as an individual.

Without limitation, McPherson College complies with Title IX of the Educational Amendments of 1972, as amended, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and other applicable laws and related administrative regulations and executive orders. Inquiries concerning the application of Title IX, Sections 503 and 504, and other nondiscrimination laws may be referred to the McPherson College Business Office (Telephone 620-242-0451), the office assigned the administrative responsibility of reviewing such matters.

Students With Disabilities

Efforts are made in every department to inform students and prospective students of the rights of persons with disabilities under the law and the commitment of McPherson College to non-discrimination toward persons with disabilities. Students who have either a temporary or permanent disability are welcome at McPherson College under the regular admissions requirements. These students are urged to inform the college of their disability and special needs prior to their arrival to allow the college ample time to determine necessary resources and accommodations. Prior notice is helpful to the college so that appropriate classroom and housing arrangements can be made. Persons may notify the Admissions Office or the Director of the Royer Center for Academic Development located on the main floor of Miller Library.



Campus Life

For information regarding Campus Life please go to www.mcpherson.edu/students/

Career Services

The college recognizes that general life skills such as communications, computations, logical thinking, positive interpersonal relationships and decision making constitute the major portion of the skills people need to be successful in their careers as well as life in general. Through special programs, seminars, and courses, our faculty and staff encourage and assist students in refining life objectives, career goals, internships, and in making sound educational choices for achieving those goals and objectives. Seminars and workshops are also available for assisting students in preparing their resumes and developing the skills needed to secure employment. For additional information, consult the Career Services Office in Miller Library.

Testing

College-level entrance examinations required for admission to McPherson College are also used for academic advising. Additional inventories may be given to freshmen. To systematically assess student academic achievement in their major programs and their individual courses as well as in the general education program, the McPherson College faculty have developed an assessment program that uses appropriate instruments to measure learning and provide feedback to promote changes necessary for improving learning. All freshmen and seniors are required to take C-Base (a general knowledge exam); release time from classes will be scheduled on a Wednesday morning during fall and spring terms.

Center For Academic Development

The Center for Academic Development, located in Miller Library, serves students who want to learn to study more efficiently. Through individualized study, small group instruction, supplemental instruction or tutoring, students are offered personalized attention while working to improve reading, writing, math, or study skills.

Miller Library

Miller Library provides library and media services to the students and staff of McPherson College in support of their classroom activities,

For more information regarding Miller Library please go to www.mcpherson.edu/library



Admissions

McPherson College is an ideal place for students to develop as whole persons, to learn, to explore and to grow. Offering a challenging liberal arts foundation, relevant career oriented majors and broad opportunities for internships in real-life settings, McPherson College provides a nurturing environment in which tomorrow's leaders can discover their life's work and their place in the world. Students who invest in the McPherson College experience will discover success measured in terms of classroom achievement, personal relationships, career opportunities and the enrichment of their entire lives.

Admissions Process

Individuals wishing to be considered for admission must submit the following:

- A completed Application for Admission
- Application Fee (\$25.00)
- Official copies of all academic transcripts (high school AND college, if applicable)
- Official copy of standardized test scores - Acceptable standardized testing programs are the American College Testing Program (ACT), the Scholastic Aptitude Test (SAT) or the Test of English as a Foreign Language (TOEFL)

McPherson College welcomes all students, regardless of sex, color, creed, disability, sexual orientation or national origin, with equal opportunity for admission. Specific Admissions procedures and criteria are as follows:

First-time Freshmen

After the completion of the junior year (6th semester), an official application form should be completed and sent to the Office of Admissions with a nonrefundable fee of twenty-five dollars (\$25.00). It is the responsibility of the applicant to request that the guidance counselor of the high school forward directly to McPherson College a copy of the secondary school record. McPherson College uses a rolling admissions plan under which a student's credentials are reviewed as soon as a completed application is received.

Criteria for admission include a state-certified high school transcript or the completion of the GED, corresponding standardized test scores, and appropriate personal qualifications. Recommendations from high school guidance personnel, teachers, and pastors may be examined concerning character traits and personal qualifications. We welcome applications from home school applicants. Students with the following admission criteria are more likely to succeed at McPherson College:

- A minimum cumulative high school GPA of 2.5 AND
- A minimum ACT composite score of 20 OR
- A minimum SAT score of 970 (combining critical reading and math)

Transfer Students

Criteria for admission include an official copy of transcript(s) from all colleges or universities attended demonstrating satisfactory completion of 12 hours of college-level coursework.

- A minimum cumulative college GPA of 2.0

Only academic work from accredited institutions will be accepted at McPherson College. Credit accepted for transfer to McPherson College shall count as hours earned. Hours attempted and grade points achieved will not be transferred. Only courses in which a grade of C or better has been earned will be transferred as credit toward graduation. Consequently, a student's grade point average will be dependent upon courses attempted at McPherson College.

Applicants with fewer than 12 hours of credit may be required to take the ACT or SAT examination in order that the scores can be used for diagnostic purposes.

Students who transfer to McPherson College during the 2008-09 academic year will be expected to complete the general education requirements as outlined in this catalog. Transfer students holding an associate of arts or associate of science degree may be admitted with all passing hours transferring, and with general education distribution requirements met provided they are not working toward teacher licensure. The general education requirements are outlined on pp. 27-30.

Transfer students who have achieved 64 semester hours credit may not transfer further two-year college credit. The last 60 hours of the B.A. degree must be taken at a four year institution. Credit may be given for the service training program conducted by the various branches of the Armed Services as recommended by the American Council on Education in "A Guide to the Evaluation of Educational Experiences in the Armed Forces."

Returning Students

Students who have previously attended McPherson College and who have interrupted their McPherson College program for longer than the period of one summer recess must make application for readmission by submitting:

- A completed Reapplication for Admissions
- Application Fee of \$10.00
- Copies of academic transcripts from McPherson College and any colleges/universities the student has attended (students must possess a minimum cumulative GPA of 2.0)

International Students

International Students interested in attending McPherson College must submit the following:

- A completed International Student Application for Admission
- A \$50 Application Fee
- Official transcripts of all secondary and post-secondary schools demonstrating satisfactory completion of all academic work (transcripts must be translated into English by a certified transcript translator)
- Evidence of English Competency (TOEFL score of 550 on paper exam OR 213 on computer-based exam)
- A certified statement of financial position & supplemental documentation (certified copies of bank statements demonstrating sufficient funds to cover total educational expenses for a minimum of one-year of attendance)

R3 Degree Completion Students

The requirements to enter into this non-traditional program include an Associates of Arts or Associates of Science degree or sixty-four (64) college-level credit hours. It is preferred that students have an associate's degree to ensure that the lower level courses have been completed. As classes are discussion-oriented, preference may be given to students with three to five years of work experience or significant volunteer service experience. Individuals seeking to apply must submit:

- A completed R3 Degree Completion Application for Admission AND
- A \$25.00 Application Fee
- Official copies of academic transcripts from all colleges/universities the student has attended (students must possess a minimum cumulative GPA of 2.0)

Only academic work from accredited institutions will be accepted at McPherson College. Credit accepted for transfer to McPherson College shall count as hours earned. Hours attempted and grade points achieved will not be transferred. Only courses in which a grade of C or better has been earned will be transferred as credit toward graduation. Consequently, a student's grade point average will be dependent upon courses attempted at McPherson College.

Students who transfer to McPherson College during the 2007-08 academic year will be expected to complete the general education requirements as outlined in this catalog. Transfer students holding an associate of arts or associate of science degree may be admitted with all passing hours transferring, and with general education distribution requirements met. The general education requirements are outlined on pp. 27-30.

Transfer students who have achieved 80 semester hours of credit from a community or junior college may not transfer further two-year college credit.

Credit may be given for the service training program conducted by the various branches of the Armed Services as recommended by the American Council on Education in "A Guide to the Evaluation of Educational Experiences in the Armed Forces."

Mid-year Entrance

Most baccalaureate degree programs are available to students who wish to start their academic careers second semester. Consequently, each year a number of students enter the college at the beginning of the spring semester. The Admissions Office welcomes inquiries concerning mid-year entrance.

Admissions Appeal

Individuals who do not meet the admissions criteria may appeal for an exception from the Enrollment Committee, by submitting the following:

- Personal Essay – This should provide the committee with detailed reasons of why the student believes s/he should be admitted to McPherson College
- Two Letters of Recommendation – Letters should be written by faculty, counselors or other individuals who can speak to the student's ability to be successful in the classroom.

Admissions representatives are available to answer questions related to this process. All appeals must be submitted to the Office of Admissions where they will be forwarded to the Enrollment Committee for consideration. Students will be notified in writing of the committee's decision.

Admissions Notification

Notification of acceptance is given in writing, usually within two weeks of completion of the application process.

Students who are admitted through the Admissions Appeal process may receive conditions of enrollment with the acceptance letter. Restrictions for conditionally admitted students continue through the first semester of enrollment. At the completion of the first full semester, the student's academic progress will be evaluated.

Students may be admitted based on partial high school (6th or 7th semester) or college transcripts and exam score reports. However, students must provide FINAL OFFICIAL copies of all academic documentation prior to enrollment:

- High School Transcript – Must include official seal or signature and be sent to McPherson College directly from your school. Transcript should include graduation date, class rank and cumulative GPA
- College/University Transcript – Must include official seal or signature, include grades for final semester of attendance and be sent directly from the college/university to McPherson College.
- ACT/SAT Score Reports – Must be sent directly from ACT or the College Board to McPherson College OR have the official ACT/SAT tape affixed to the official high school transcript.

Students will receive regular reminders from the Office of Admissions and Financial Aid identifying information needed to complete the admissions and financial aid record.

Automotive Restoration Program

Individuals interested in studying within one of the Automotive Restoration Technology Emphases, must be admitted separately to the program after being admitted to the College. Enrollment in the Automotive Restoration Technology Program is limited. To receive consideration, applicants must complete the following requirements no later than December 1 of the year preceding the fall semester in which they plan to enroll. (February 1, 2009 for Fall 2009 academic year.)

- Gain admission to McPherson College
- Submit completed portfolio (Portfolio should be printed and bound)
- *Resume*: Outline education, activities, honors, employment, service and leadership experience
- *Research Paper*: 750 words minimum, written in the third person. At least three print (non-Internet) resources properly documented in MLA format or another col-

legiate documentation style of the applicant's choice. Any topic related to restoration. These include: a specific restoration process, a study of the workings of some component, a history of certain "favorite" car, a study of a figure in automotive history or restoration, or a formal design study of an automobile. These are merely suggested topics; applicants are encouraged to develop their own ideas. Portfolios and papers are expected to have a professional appearance and presentation. • *Two Letters of Recommendation*: Letters should comment on applicant's potential as a college student by describing education and/or work background. References should demonstrate student's strong candidacy for the Automotive Restoration Technology Program

- *Photo Journal*: Include pictures with descriptions of personal restoration projects and/or automotive work.

Applications will be reviewed, and students will be notified as to acceptance to the College and to the program. Students who are invited to join the upcoming automotive restoration class must reserve their positions in the program by paying a \$150 non-refundable enrollment deposit.

Financial Information

Sources Of Financial Aid

Veteran’s Benefits may be used to attend McPherson College. For specific financial aid information please visit www.mcpherson.edu/admissions/scholarship. For information on eligibility and to obtain application materials, students should contact the Veteran’s Administration by phone at 1-888-442-4551 or online at <http://www.gibill.va.gov>.

Local service agencies such as Kiwanis, Rotary, Lions, PEO, AAUW, federated women’s clubs and others have funding available for qualified students. Inquire with these agencies for scholarship forms.

Other forms of financial aid may also be available. Please contact the Director of Financial Aid for further information.

Employment

Priority is given to those students qualifying for the Federal College Work Study program for on-campus employment. Such jobs may include clerical assistants, maintenance workers, house-keeping, resident assistants, admissions assistants, etc.

Off-campus employment is usually available to students. The community of McPherson normally enjoys an unemployment rate far below the national average, and there are many requests for part-time student help. The Career Services Offices posts notices of available positions for both on- and off-campus jobs online at www.mcpherson.edu/careers/opportunities.asp.

Financial Aid Calendar

January 1 – Application process begins. Free Application for Federal Student Aid (FAFSA)

February 15 – Financial Aid Award Notification begins for current and admitted students only

March 1 – Priority Deadline for Financial Aid, offers of aid after this date will be extended only as funds remain available.

April 1 – FAFSA receipt deadline for Kansas State Aid programs

Student Expenses For 2008-2009

Tuition	\$16,900
Fees	\$300
Room	\$2,600
Board	\$3,900
Total Charges	\$23,700

For more information about specific charges and fees please go to our website at www.mcpherson.edu/admission/cost.asp

Payment of Accounts

Accounts are due and payable in full at enrollment. Exceptions are made only for those who have approved deferment from the Financial Aid Office. For families interested in monthly payment plans, information on the McPherson College Payment Plan is available in the Business Office. Interest on amounts that are not collected through the authorized payment plan, will be charged at a rate of 1% per month (12% annually). Outstanding balances will result in the inability to receive transcripts, and the inability to enroll for following semesters. Past due balances may result in dismissal from the College and may be placed for collection. All collection and legal costs will be the responsibility of the student.

Refunds

Students who are recipients of Title IV funds and who withdraw before completing sixty percent (60%) of the semester will be required to return unearned Title IV funds in accordance with federal regulations. The same refund policy applies to institutional, state, and outside aid. The percentage of the semester that the student completes is determined by dividing the number of days the student attended by the number of days in the semester. Calendar days are used, but breaks of at least five calendar days are excluded. Tuition, fees, room and board charges will be pro-rated at the same rate. There will be no refunds given after the ninth week of the semester. Bookstore charges, fines, and other personal costs are not pro-rated and are non-refundable.

After the first two weeks of the semester, full-time students who choose to drop classes and therefore become part-time will not receive a refund or reduction in charges or financial aid. It is possible that a student who withdraws during the refund period will still have an outstanding balance due the college.

Academic Program & Policies

Bachelor's Degree

The bachelor's degree shall be conferred on a student who meets the residence, credit, grade point, concentration, and general education requirements, all of which are described in this catalog. Bachelor's degrees are awarded in 20 majors:

- Art
- Biology
- Biochemistry
- Business Administration
- Chemistry
- Communication
- Information Technology
- Elementary Education (including Special Education licensure)
- English
- Environmental Stewardship
- History
- Mathematics
- Modern Language
- Music
- Philosophy and Religion
- Physical Education
- Psychology
- Sociology
- Theatre
- Technology

Students may pursue a Bachelor of Arts or a Bachelor of Science degree.

Majors leading to a Bachelor of Arts degree: art, communication, English, history, modern language, music, philosophy and religion, and theatre.

Majors leading to a Bachelor of Science degree: biology, biochemistry, business administration, chemistry, information technology elementary education, environmental stewardship, history and political science, mathematics, physical education, psychology, sociology, and technology.

Students in a BA major who want a BS must take eight additional hours beyond the general education requirements and the requirements for the major in a single area listed under BS, and students in a BS major who want a BA must take two semesters of a single second human language.

In order to qualify as a candidate for a degree, a student must earn a minimum of 32 semester hours of credit at McPherson College, with at least 20 of the last 30, or 40 of the last 60 hours completed in residence. Students must complete a minimum of eight hours in a major at McPherson College. They can use up to 12 hours of non-resident work (such as extension or correspondence courses) toward the total number of hours for graduation.

Exception is made for a student who, after earning 90 semester hours of credit at McPherson College, goes to a recognized professional school requiring at least 90 semester hours for admission, enters a professional curriculum requiring a minimum of three additional years for completion, and transfers back 30 semester hours of credit from acceptable courses. Likewise, a degree may be conferred on a student who takes 90 semester hours at McPherson College and who attends at least 2 1/2 years in a nurses' training institution directly affiliated with a university and transfers back to McPherson College 30 semester hours of credit from acceptable courses.

Academic Advising

Academic advising at McPherson College is an intentional relationship between advisor and student as they plan and reach the student's educational, career, and personal goals.

Focal points of the advisement program at McPherson College include:

- advising the student about his or her academic concerns, co-curricular activities and postgraduate plans
- assisting each student to assess educational/academic objectives
- serving as an interpreter of regulations and academic requirements
- acting as a referral service for any personal or academic problems which may arise

Time will be set aside during orientation for the advisor and advisee to begin discussing the student's academic career. Students may ask to change advisors at any time. Students wishing to make a change should contact the associate academic dean.

Although McPherson College provides a thorough advisement program, the ultimate responsibility for fulfilling requirements for graduation belongs with the student. The student should schedule an official junior check with the associate academic dean during the first semester of their junior year. A final check is required during the first term of the senior year to assure that the student will meet all graduation requirements, again with associate academic dean. Part-time students should complete the senior check during the term prior to the term in which they expect to graduate.

Student Responsibility

It is the responsibility of the student to be familiar with the information presented in this catalog, and to know and observe all regulations and procedures relating to the program he/she is pursuing. In no case will a regulation be waived or an exception granted because a student pleads ignorance of, or contends that he/she was not informed of, the regulations or procedures. A student planning to graduate should be familiar with the deadline for application for graduation and other pertinent deadlines.

A student must satisfy the requirements of the catalog in effect at the time that the student is admitted and begins course work in a degree program; or the student may, with the consent of his/her advisor, graduate under a subsequent catalog, provided the student complies with all requirements of the later catalog.

The student is responsible for following all policies and meeting all requirements and deadlines at McPherson College.

Attendance

Regular class attendance is expected of all students. Each professor will outline his or her class attendance policy at the beginning of each term. Students with excessive absences from class or private lessons may be failed or dropped from the class and/or the college.

The final grade of any student may be lowered because of absence from any class or laboratory at the discretion of the instructor. An absence from class in the period immediately preceding or the period immediately following a vacation shall be considered equivalent to two absences. The dean of the faculty and the instructor may agree to grant an exception.

Necessary absences that can be anticipated should be cleared with the dean of the faculty and with the instructor before the absence occurs. When an absence is unavoidable, the student should explain to the instructor in charge each absence at the next meeting of the class. The instructor will determine make-up work for all absences.

Academic Integrity

Strict honesty is fundamental to education. The college expects that both students and teachers will be honest in all their academic dealings.

Academic dishonesty includes (but is not limited to) cheating on tests, turning in others' work as your own (plagiarism), and submitting false reports about required activities. A student who is guilty of academic dishonesty can be failed on the project or failed in the course. In extreme cases, or if a pattern of dishonesty is evident, a student can be suspended from the college.

Classroom Conduct

Each faculty member at McPherson College has the full authority to maintain an atmosphere

conducive to learning consistent with the mission of the college. Therefore, a professor may withdraw a student from the class if the student's behavior destroys the learning atmosphere in the class. To withdraw a student for misbehavior, an instructor must notify, in writing, the student, the associate academic dean, and the dean of the faculty. Examples of such disruptive behavior include violence, threatening words or actions, or persistently disruptive behaviors. Students have the right to appeal an instructor's decision through the office of the provost and dean of the faculty.

Credit and Grade-point Requirements

A student must satisfactorily complete 124 credit hours in order to graduate. To graduate, a student must earn a grade-point average (GPA) of 2.0. In addition, students are required to have a minimum grade-point average of 2.0 in the courses required for their major field of study. The grade-point average includes only courses taken at McPherson College, and is calculated by dividing the number of grade points earned by the number of graded hours. A course may be repeated on approval of the dean of the faculty. In order to repeat a course, the student must sign the repeat card form available in the Student Enrollment Services Office. If a student repeats a course, the last grade earned will be the one used to compute the grade-point average. Courses taken at other institutions may not be used to repeat courses taken at McPherson College. Grade points are earned as follows:

- A - Four grade points for each hour of credit
- B - Three grade points for each hour of credit
- C - Two grade points for each hour of credit
- D - One grade point for each hour of credit
- F - No grade points

Satisfactory Academic Progress:

QUANTITATIVE			QUALITATIVE	
			<i>(Hours earned as a % of hours attempted)</i>	
Hours Attempted	Warning cum GPA*	Probation cum GPA*	Warning	Probation
0 - 15.0	1.70	1.50	85.0	50.0
16.0 - 31.0	1.75	1.60	85.0	60.0
31.0 - 46.0	1.85	1.70	85.0	62.0
47.0 - 62.0	1.95	1.80	85.0	67.0
62.0 - 77.0	<2.00	1.85	85.0	67.0
78.0 - 93.0	<2.00	1.90	85.0	69.0
93.0 - 108.0	<2.00	1.95	85.0	71.0
109.0 - 124.0	<2.00	<2.00	85.0	74.0
124.0 - 139.0	<2.00	<2.00	85.0	77.0
140.0 - 155.0	<2.00	<2.00	85.0	83.0
155.0 - 170.0	<2.00	<2.00	85.0	83.0
171.0 - 186.0	<2.00	<2.00	85.0	83.0

*Cumulative Grade point Average

Scholarship, Probation and Suspension Rules

Students are placed on academic warning or academic probation on the basis of the table above. Attempted hours include all postsecondary coursework attempted after completion of the high school degree. For example, this includes failed coursework, repeated coursework, and coursework graded as incomplete. Cumulative grade point average includes only courses taken at McPherson College.

Students placed on academic probation have one semester in which to raise both quantitative and qualitative satisfactory academic progress indicators above the probationary levels identified for their respective hours attempted in the chart above. Students placed on academic probation will also be placed on financial aid probation. Students remaining on academic probation for two consecutive semesters of enrollment will be placed on financial aid suspension, and they will be ineligible for both institutional and governmental financial aid. Students who fall below the qualitative and/or quantitative probation indicators for their respective attempted hours will be evaluated by the Satisfactory Academic Progress Committee to determine their eligibility for continued enrollment. Students who are not permitted to continue their enrollment will be placed on academic suspension for one year. To be readmitted, the student must present evidence that he or she is prepared to do better academic work.

Determinations of satisfactory academic progress will be conducted immediately after the conclusion of fall and spring semesters. Students who fail to meet the appropriate criteria will be notified of the condition within 30 days after grades are due from the faculty. Students who wish to appeal a financial aid suspension may do so within 30 days by submitting a written appeal to the Director of Financial Aid. Students who wish to appeal a decision of academic suspension may also appeal within 30 days after notification of their condition by submitting a written appeal letter to the provost and dean of the faculty. The Financial Aid Committee reviews student appeals of financial aid suspension. The Satisfactory Academic Progress Committee reviews student appeals of academic suspension.

All grades are determined by the instructor in charge of the course. Students who wish to appeal grades may contact the dean of the faculty.

Scale of Grading

- A - high honor (reserved for very distinguished work)
- B - very good work of much more than average quality
- C - work of good average quality
- D - work of the lowest quality that will enable the student to meet the standards of McPherson College
- I - work is incomplete. This mark will be given only when the reason for the incomplete has been unavoidable, as determined by the instructor and the provost and dean of the faculty
- F - work that does not meet the standards of McPherson College
- PS - a passing grade on the pass/fail system
- FL - a failing grade on the pass/fail system
- CR - credit granted
- NC - no credit granted
- W - withdrawal from a course
- IP - in progress
- AU - auditing (class attendance with no credit given)
- NR - not reported

When an instructor gives an incomplete grade, the instructor will also submit to the registrar an alternate grade to be recorded if the student fails to complete the assigned work by midterm of the following semester. A student may take only one course per semester on a pass/fail basis. Students must declare this intention by the end of the second week of class. General education courses and courses required for the major may not be audited or taken pass/fail.

Honor Roll

To be eligible for the honor roll, students must be full-time and have earned a grade point average of 3.55 or higher during the previous term (if a student has an incomplete during that term, he or she cannot be on the honor roll). Students earning a grade-point average from 3.25 to 3.54 will be placed on the honorable mention roll. Grade points earned by examination will not be included in the GPA to determine whether a student is on the honor roll. A list of honor students shall be compiled and publicized at the close of each term. This list shall be known as the Honor Roll of McPherson College.

Honor Graduates

Students who have consistently achieved a high level of scholarship during their study at McPherson College will be graduated with the following honors:

- Students earning a minimum cumulative grade-point average of 3.55 will be graduated cum laude.
- Students earning a minimum cumulative grade-point average of 3.75 will be graduated magna cum laude.
- Students earning a minimum cumulative grade-point average of 3.90 will be graduated summa cum laude.

Graduation honors are conferred on those students who have earned the minimum cumulative grade-point average for work completed at McPherson College.

Transfer students will be considered for honors based on either 1) their work only at McPherson College; or 2) their combined previous work and academic record at McPherson College. The level of the honor will be determined by the lower of these grade-point averages. The only exception to this shall be for persons who have participated in the Brethren Colleges Abroad program. These grades shall not be used in the calculation of honors.

Honors will be figured for persons with incompletes and outstanding classes when all work is completed.

Commencement

Persons who have completed all degree requirements will be expected to participate in commencement exercises. Students who are unable to attend May graduation ceremonies at McPherson College are asked to notify the office of the provost no later than March 1. In addition, students who have incompletes or fewer than six credit hours remaining may participate as summer graduates. No student who has less than a 2.0 GPA (as figured by the tentative senior grade due date) will be permitted to participate in commencement activities.

Classification

In order to be classified as a member of any class except the freshman class, and to be eligible to enroll in courses open to members of that class, a student must meet the requirements listed below:

<i>Classification</i>	<i>Hours Toward Degree</i>
Sophomore	26
Junior	57
Senior	90

Major Requirements

A major shall consist of a minimum of 32 semester hours in one of the departments which offers a major or 44 semester hours in an approved interdisciplinary major (see next section). In many cases, additional supporting courses are required. Departmental or program requirements of specific courses, field experiences, or comprehensive tests must be met. To prevent a student's concentration in one area of study a major shall not exceed 62 hours. This includes all required courses for the major, no matter what the prefix. In addition to the major and general education requirements, the student must take 6 hours outside the home department of the major. For students completing more than one major, this requirement only applies to one of the majors (i.e. hours of the 2nd major satisfies the intent of the 6 hours). Hybrid or interdisciplinary majors are not included in the 62 hour cap. A hybrid major is defined as a major that requires at least 20 hours from each of two different departments. For hybrid majors, in addition to the major and general education requirements, the student must take 6 hours outside both home departments of the major. At least eight hours in the student's major must be completed at McPherson College. Requirements for specific majors are specified under the departmental headings in the catalog.

Interdisciplinary Programs

Interdisciplinary programs allow students to combine courses from different departments or divisions into one major. An approved interdisciplinary program is Environmental Stewardship.

Interdisciplinary programs may be initiated at McPherson College by either faculty members or students. In all cases the following guidelines must be followed:

- An interdisciplinary major shall consist of a minimum of 44 semester hours.
- The instructors supervising the program must come from two or more departments.
- The courses central to the program must come from two or more departments.
- The program must be approved by the Educational Policies Committee no later than the second semester of the junior year.

Procedures for formulating an interdisciplinary program consist of the following: When the student initiates the program, he/she may plan a previously un-established interdisciplinary program and may seek advice from faculty. In all instances, the student must get approval of the heads of each department represented in the interdisciplinary program. The proposal should be submitted to the Educational Policies Committee following the format that is available in the Student Enrollment Services office.

The following are actual examples of student-initiated interdisciplinary majors that have been approved by Educational Policies Committee and completed by recent graduates of McPherson College. They are listed here to illustrate the possibilities students may explore.

Family Life and Human Development
Pre-Nursing and Human Behavior
Sports Management
Bioethics/International Studies/Political Science.

When faculty initiate the program, two or more instructors from the appropriate departments may plan the interdisciplinary concentration. The proposal should be submitted to the Educational Policies Committee following the format that is available in the office of Student Enrollment Services.

Minors

A minor emphasis must consist of at least 18 hours, and is available in a number of areas: Art, Biology, Business Administration, Chemistry, Communication, Information Technology, English, History, International Business, Mathematics, Modern Languages, Music, Music Theater, Philosophy/ Religion, Physics, Psychology, Sociology, Technology, and Theatre.

Credit by Examination and CLEP

Credit by examination can be earned in those courses that are designated for such credit by departments or divisions if such designation has been approved by the Educational Policies Committee. The credit will be given on the basis of (1) a standardized CLEP or other satisfactory examination, (2) an examination written by the department concerned, or (3) a combination of the two. CLEP credit will be granted based on the ACE recommendation in each area. General CLEP examinations may not be used to meet general education requirements. No more than six hours of CLEP credit will be accepted in the area of college composition.

Credit by departmental examination will be given only if a student achieves a grade of C or higher on the examination. In such courses the grade given on the examination will be listed on the student's permanent record, along with the information that the credit has been awarded by examination. Such credit will count toward the achievement of a degree, and will be included in the calculation of the student's cumulative grade-point average. However, it will not be included in calculation of grade-point average for the semester in which the examination is taken.

The current CLEP fee is \$50 per exam, plus a \$15 registration fee. Additionally, the current CLEP fee will be charged for each semester hour of credit awarded on a student's transcript. Should a student receive credit by virtue of having taken a credit by departmental exam, the same charge per credit hour would apply.

Course Load

The normal student load during the fall and spring terms is 12-16 credit hours per term. For each semester hour of academic credit, a student should expect to work at least 50 hours out of class. Students may enroll in no more than 16 credit hours per term; with a cumulative grade point average of 3.00 or higher, students may enroll in 17 credit hours. Enrollment in excess of 17 hours per semester or four hours per Interterm must be approved by the provost and dean of the faculty.

Course Scheduling/Changes

A student may change his or her course schedule only with the permission of the advisor. Students may add a course or switch courses during the first week of the term. Students may continue to drop a course during the second week of class without a fee. Beginning the third week of class students may withdraw from a course with a grade of W posted on their transcript, and be charged a fee. Upon written request and the presentation of valid reasons for making an exception, the dean of the faculty may approve adds after the first week of class. Students may withdraw from courses until one week after the deadline for instructors to turn in midterm grades. Students who withdraw from a class before that deadline will receive a notation of "W" on the permanent record in place of a letter grade.

Due to scheduling, faculty leaves of absence, sabbatical leaves, and other factors, a course listed may not be offered in a particular year. The college reserves the right to withdraw or reschedule any course for which there is insufficient enrollment.

Special Courses

A special course may be developed by the student, or by the student with the faculty advisor, as an independent and personal search for information and understanding in a defined area. These courses may

- extend the range of subject matter that the student can explore;
- enable the student to collaborate with a faculty member on work relating to the latter's research or teaching;
- enable the student to use special learning opportunities on and off campus;
- offer the student a chance to test self-teaching capacity and to develop skills.

Course by Appointment

A course by appointment is a course formally offered and listed in the catalog. It may only be taken by appointment if circumstances do not permit a student to take the course when it is formally offered. A formal application (signed by the course instructor and the dean of the faculty) is due on the first day of the term.

Independent Study

Ordinarily initiated by the student with the advice of the academic advisor, independent study presumes a special interest that will form the basis for a project in original research. Applicants must have a 3.0 grade-point average when they apply. Application is due 30 days prior to the final day of enrollment and must be presented to the dean of the faculty accompanied by a prospective course syllabus.

Career Connections

The Career Connections program of McPherson College is designed to provide the students with an opportunity to gain hands-on work experience in their major fields of study and to receive academic credit for that experience. Students involved in Career Connections should realize valuable educational gains not obtained in the classroom. This knowledge should, in turn, assist the students' transition from the classroom to the job.

Important Note: Academic departments at McPherson College are encouraged to help students develop Career Connection options consistent with institutional guidelines; however, all students considering Career Connection experiences should consult with their Faculty Advisor to determine whether or not their academic department has additional requirements or require-

ments different from those that follow.

The Internship Option

Internships are designed to provide students with the opportunity to enhance or gain actual working experience in their major fields of study and to receive college credit for that experience. Internships are normally reserved for Junior or Senior level students as the student is required to bring a set of skills into a productive employment setting. The Internship Option is course number 388 in all departments.

The Field Experience Option

Field experiences involve observation or participation in vocational and operational activities outside the classroom. Students, often participating without pay and for a single term or less, may or may not bring specific skills to the experience. The Field Experience Option is course number 295 or 495 in all departments.

Eligible Experiences

In consultation with the Career Connections Coordinator, the Faculty Advisor must approve the student's overall experiential learning plan. Any internship or field placement can make an acceptable Career Connections experience, as long as the student can demonstrate to the Faculty Advisor and the Career Connections Coordinator that it has the potential to make a significant educational contribution to his/her field of study. A student's previous work experience, although personally valuable, does not meet the Career Connection criteria of directed, independent, and career-related learning.

Student Eligibility

To be eligible to enroll for a Career Connection's option, a student must have completed 12 credit hours at McPherson College or, if a transfer student, hold a junior classification or above, and must have a minimum cumulative GPA of 2.0. A student may be determined to be unplaceable at any time by either the faculty advisor or Career Connections Coordinator. This may result in a student not being placed or termination of a placement.

Academic Credit Guidelines

One (1) credit hour may be awarded for approximately 40 hours of relevant internship or field placement experience. Career Connections also requires the student to develop goal/strategy plans and reflective logs, in addition to other journals, papers, and projects as required by the Faculty Advisor and Career Services Director. Applications for internships and field experiences are due in the registrar's office before the first day of the experience. Credit may be applied to the term in which the internship or field experience is taking place. A student may not receive more than four (4) hours of credit per semester or term for any kind of career connection's experience unless otherwise approved by the Faculty Advisor, Career Services Director and Provost. A maximum of ten (10) hours of credit earned through Career Connections experiences can count toward graduation—six (6) for part time students.

Assessment

Students seeking credit will be required to journal their experience and submit two (2) work log summary reports that include appendices—items the student created or came in contact with. The work log summary reports along with feedback from the employer and the performance appraisal will be the primary device used for grading the experience.

Readings and Research

Reading and research courses provide an opportunity to do in-depth study in any field. Such courses, which may be initiated by the student or the instructor, may be undertaken only in the major department and only after the student has earned 12 credit hours in that department. A maximum of eight hours of research/readings credit can be counted toward graduation requirements. Application is due the first day of class and must carry the approval of the instructor and the dean of the faculty.

Leave Of Absence

Students wanting to leave college for a period of time are eligible to apply for leave of absence status, which provides a continuing contact between the college and the student. Students granted leave of absence status will receive a complimentary subscription to the "Spectator" and two passes per semester to campus activities. They will not be charged the readmission fee if they decide to re-enroll.

Student Records Policy

Student records are confidential but are open for inspection by the student. Records may also be inspected by parents of financially dependent students. Transcripts must be requested from the associate academic dean in writing; other records must be requested, in writing, from the appropriate dean.

Privacy of Student Records

Certain information is considered to be public or "directory" information while other information is private in nature. "Directory Information" includes a student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance at McPherson College, degrees and awards received and the most recent previous educational agency or institution attended by the student. A Federal law known as the Family Education Rights and Privacy Act of 1974 gives students and former students the right to inspect, review and copy education records related to them. The only exceptions to this rule are for private notes for teachers and administrators, medical treatment records, financial records of parents, confidential recommendations prior to January 1, 1975, and records to which the student has waived the right of access in writing. Students have ten days following the announcement of Directory Information to notify the College that any or all of the information designated should not be released without his/her prior consent. This notice must be given in writing to the office of the dean of students.

Education records and personally identifiable information from those records will not be released without the written consent of the student involved, except to other college personnel, officials of other schools in which the student intends to enroll, authorized State and Federal government representatives, or unless it is "directory information" or is released in connection with the student's application for financial aid or in response to a judicial order or subpoena, or in a bona fide emergency.

The college maintains, along with education records of each student, a record identifying all persons except other college officials, who have requested or obtained access to the records and indicating the legitimate interest of those persons. This record of access is available upon request to the student in question. Finally, all personal information about a student released to a third party will be transferred on the condition that no one else shall have access to it except with the student's consent. A complete list, with location and custodian, of all records kept on college students is obtainable from the dean of students.

Upon request, a record covered by the Act will be made available within a reasonable time, and in no event later than 45 days after the request. The student should direct the request to the custodian of the records in question. Copies of the record will be made available to the student at the student's expense (usually limited to cost of materials).

A student may also request explanations and interpretations of the records from the official in charge. If the student believes that a particular file contains inaccurate or misleading information or is otherwise inappropriate, the college will afford an opportunity for a hearing to challenge the content of the record. Prior to any formal hearing, the official in charge of the record is authorized to attempt, through informal meetings and discussions with the student, to settle the dispute. If the student is not satisfied, he/she may request a hearing. Procedures for such a hearing will be those outlined in the student handbook for all cases coming before the campus hearing board. The student will have the opportunity at the hearing to present any relevant evidence.

Academic Record

A transcript is a student's official record of courses taken and grades earned. The records

are kept and maintained by the associate academic dean and located in the Student Enrollment Services office. Student records are confidential, but are open for inspection by the student. Inspection of records must be made in writing, with the request being made to the associate academic dean for transcripts and to the appropriate dean for other records.

Student Development File

The student development file is maintained in the office of the dean of students. It contains directory information for the student, emergency contact persons, copies of correspondence between the student and the dean's office, a record of any disciplinary action which involved the student, and summary records of student involvements on campus such as work or internship experience and achievements through student organizations. Students who wish to review the contents of their Student Development File should make a written request to the dean of students, who is responsible for maintaining the files. The dean will notify the student when the file is available for inspection within 45 days of the date of request.

General Education Requirements

Purpose Statement

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

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

To this end, all students at McPherson College are expected to complete a common set of general education requirements, defined in terms of foundations, seminars, and distribution courses.

Foundation Courses

A. Oral & Written Communications & Information Literacy: Students will (1) demonstrate effective public speaking, interpersonal communication, and listening skills (2) write with skill and express complex ideas with clarity (3) demonstrate that they understand and can use techniques of locating, retrieving, and evaluating information

Required: 5 Courses

G-EN 110 College Rhetoric I

G-EN 111 College Rhetoric II

3 Language Intensive (LI) courses with at least one LI course in the student’s major department

*G-AR310 Art History I

*G-AR311 Art History II

*BA339 Human Resource Management

*BA475 Business Strategy and Policy

*BI391 Evolution

*CI455 Teaching Learning Process

*CM130 Interpersonal Communication

*EE303 Reading/Language Arts I

*G-EN210 World Literature I

*G-EN220 World Literature II

*EN250 American Literature I

*G-EN255 American Literature II

*G-EN270 Fiction

*EN313 Expository Writing

*G-EN370 Poetry

*HI230 African American History

*HI475 Sr. Thesis

*IT475 Sr. Projects in Information Tech.

*MA475 Senior Projects in Mathematics

*G-ML209 Spanish II

*G-MU364 Music History II

*MU475 Sr. Projects in Music

*G-NS100 Science and Society

*NS300 Research Methods

*NS475 Sr. Research

*PE380 History & Philosophy of Hlth, P.E.

*G-PR102 Intro. To New Testament

*G-PR104 Ethics

*G-PS215 International Relations

*PY450 History/Philosophy of Psychology

*PY/SO475 Sr. Thesis

*G-TE333 Technology & Society

*TE475 Sr. Projects

*G-TH385 Dramatic History & Literature I

*G-TH390 Dramatic History & Literature II

*TH475 Sr. Projects

B. Mathematics: Students will demonstrate that they understand and can use mathematical properties, processes, and symbols.

Required: 3-4 hours chosen from the following:

G-MA105:	College Algebra
G-MA153:	Principles of Geometry
G-MA111:	Calculus I
G-MA201:	Survey of Mathematics
G-MA221:	Elementary Applied Statistics

C. Religion/Beliefs/Values: Students will (1) demonstrate that they have examined their personal philosophy of life and can articulate their position on religious or philosophical issues; and (2) demonstrate an understanding of how values are formed, transmitted, and revised.

Required: 3-4 hours chosen from the following:

G-PR101:	Introduction to Hebrew Bible
*G-PR102:	Introduction to New Testament
*G-PR104:	Ethics
G-PR201:	Introduction to Philosophy
G-PR202:	History of Christianity
*G-PR391	Evolution
G-PR401:	World Religions
G-TH125	Film and Culture

D. Wholeness/Health/Fitness: Students will (1) develop a personal strategy for life-long health and fitness, with an emphasis on the physical domain; (2) demonstrate an understanding of the reciprocal nature of the cognitive, affective, and physical domains; and (3) demonstrate an understanding of the principles of wellness, both interventive and preventive.

Required: 2 hours chosen from the following:

G-PE150:	Concepts in Holistic Health
G-PE170:	Personal & Community Health

E. Global/Intercultural Experience: Students will (1) demonstrate a broad cultural view of humankind; and (2) show that they understand the interconnected global environment.

Required: 3 hours+ chosen from the following:

G-CI251:	Introduction to Education Practicum
G-CI333:	Intercultural Education Seminar
*G-EN210:	World Literature I
*G-EN220:	World Literature II
G-MA290	History of Mathematics
G-ML108:	Spanish Level I
G-ML109:	Spanish Level II
G-ML110:	Communication in Spanish
G-ML208:	Spanish Level III
G-ML209:	Spanish Level IV
G-ML210:	Americanos
G-ML350:	Junior Year Abroad
G-ML370:	Service Learning Opportunity
*G-PS215:	Global Peace Studies
G-SO202:	Minorities in the U.S.
*G-TE333:	Technology in Society

+Students completing a Bachelor of Arts degree must take G-ML108 Level I Spanish for 3 hours as well as 3 additional hours in the Global/Intercultural Experience Foundation. These students will be required to take only 2 Language Intensive (LI) courses.

College Seminars

In the seminar series, students will (1) demonstrate that they have explored traditional Church of the Brethren values; (2) that they understand service-learning and can complete a service project; (3) that they can make informed ethical decisions in personal and professional situations; and (4) that they have investigated career options in the fields of study. In addition, the various seminars address the following goals.

A. G-ID 101 & G-ID 102 First-Year Seminar: Students will show that they have learned about college life, create a degree plan, and practice good study skills, critical thinking, and conflict resolution.

B. G-ID 201 Sophomore Seminar: Students will complete a service project, develop a career plan, and show that they have explored internship options.

C. Junior Seminar: Working closely with faculty in their fields, students will show that they have explored professional and service options and have fulfilled other objectives as determined by department faculty.

D. Senior Capstone Experience: Students will complete a senior project, as designed by department faculty.

Distribution Courses

Humanities:

Required: 9 hours, at least one from the arts and one from literature

The Arts: Students will show that they have a knowledge of and appreciation for artistic creativity.

G-AR101 Drawing I	*G-AR311 Art History II	G-MU161 Music Appreciation
G-AR102 Painting I	G-AR350 Sculpture	G-TH100 Intro. To Theatre
G-AR131 Ceramics I	G-MU140 College Band	G-TH160 Acting I
*G-AR310 Art History I	G-MU142 College Choir	G-TH170 Technical Theatre I

Literature: Students will demonstrate that they have learned how literature artfully structures people's experiences, values, and cultures.

*G-EN210 World Literature I
*G-EN220 World Literature II
*G-EN270 Fiction
*G-EN370 Poetry
*G-TH385 Dramatic Literature & History I
*G-TH390 Dramatic Literature & History II
G-TH265 Script Analysis

Science and Technology:

Required: 7 hours, one lab, one course from life and one course from physical sciences

Life Sciences and Physical Sciences: Students will demonstrate (1) that they have developed an understanding of contemporary scientific thought regarding the structure and function of the physical and biological world; (2) that they know about historical changes in the scientific understanding of the world and (3) that they understand and have experienced some of the methods and processes of the natural sciences.

Life Sciences

G-BI101 Principles of Biology
G-BI111 College Biology I
G-BI201 Biodiversity
G-BI210 Nutrition
G-NS141 Environmental Science
*G-NS100 Science & Society
*G-NS100 Science & Society

Physical Sciences

G-CH101 Principles of Chemistry
G-CH111 College Chemistry I
G-PH215 General Physics I
G-PC251 Geology
G-PC275 Astronomy
G-NS141 Environmental Science

Social Sciences:

Required: 9 hours, one each from behavioral sciences, social institutions, and history

Behavioral Sciences: Students will demonstrate that they understand how to appreciate themselves and others as psychological and sociological beings. Specifically, students will show that they comprehend how they are both participants in and products of interactions at the level of the individual, the group, and the society.

- G-PY101 Introduction to Psychology
- G-SO101 Introduction to Sociology
- G-SO246 Marriage and Family
- G-CM120 Introduction to Human Communication

Social Institutions: Students will demonstrate an understanding of how various social, economic, and political systems originate and evolve to shape our lives and an understanding of how individuals and groups interact within these systems.

- G-BA101 Introduction to Business
- G-BA230 Personal Finance
- G-CI150 Introduction to Education
- G-PS/HI101 Historical Introduction to Politics
- G-PS102 U.S. Government
- G-PS125 International Relations
- G-SO246 Marriage and Family

History: Students will demonstrate scholarship in the study of history, historical and political awareness, and critical and analytical skills in at least one area of world civilization.

- G-HI/PS101 Historical Introduction to Politics
- G-HI110 World Civilization to 1500
- G-HI120 World Civilization since 1500
- G-HI201 American History to 1865
- G-HI202 American History since 1865
- G-HI220 Twentieth Century Europe
- G-HI317 Latin American History

Special Programs

Associated Colleges Of Central Kansas (ACCK)

Through McPherson College's affiliation with the Associated Colleges of Central Kansas (ACCK), students can benefit from expanded departmental offerings and special programs at any of the consortium's member colleges.

A limited budget for travel reimbursement is available for individual students who are required by their major department to travel to another ACCK campus for a required course in the major. Reimbursement does not apply when the course is regularly offered on the McPherson College campus or when the student has not been continuously enrolled as a full-time student, beginning with the semester of matriculation at McPherson College. The institution does not provide a vehicle to the student for ACCK travel. Application forms for travel reimbursement are available in the provosts' office. Any exceptions to this guideline must be approved by the provost.

A library exchange through interlibrary loan makes books and periodicals from any of the colleges available to students (information on the library holdings of the other ACCK colleges is available through the computerized Kansas Library Catalog in the McPherson College Library).

Five of the ACCK colleges participate in the January Interterm program, so that students may take a course at another consortium college or may take advantage of field experiences and educational tours in such places as the Middle East, Central America, New York, France, or England.

International Study

Opportunities to live and study outside the United States are available to McPherson College students. One of the programs many students take advantage of is the Brethren Colleges Abroad (BCA) program. McPherson College cooperates with Bridgewater College (VA), Elizabethtown College (PA), Juniata College (PA), Manchester College (IN), and the University of LaVerne (CA) in the Brethren Colleges Abroad (BCA) program. BCA provides a year or semester of study for qualified college students at the following locations:

Athens, Greece	Marburg, Germany
Barcelona, Spain	Nancy, France
Brussels, Belgium	Pinar del Rio, Cuba
Cheltenham, England	Quito, Ecuador
Cochin, India	Sapporo, Japan
Dalian, China	Strasbourg, France
Derry, Northern Ireland	Sydney, Australia
Dunedin, New Zealand	Szombathely, Hungary
Galway, Ireland	Xalapa, Mexico

One-semester programs (both fall and spring) for sophomores, juniors or seniors are offered at all the above locations, with the exception of Marburg, Germany, which has no sophomore program.

Interterm

Descriptions of courses offered during the January Interterm at McPherson College and on the campuses of the other ACCK colleges are available from the Dean's Office. Because of the varied and sometimes experimental nature of courses offered during the Interterm, not all those courses have descriptions appearing in this catalog. Travel opportunities are a special feature of the Interterm.

Courses taken during Interterm at other academic institutions and transferred for credit to McPherson College will be accepted for no more than four semester hours credit, regardless of the amount of credit granted by the transferring institution.

Students traveling to participate in a course at another member campus of the ACCK consortium during Interterm, or at other times during the academic year, may be partially reimbursed

for mileage if the course is required in the major and is not available at McPherson College. Ordinarily, McPherson College will not reimburse students for mileage traveled to participate in courses on other campuses, nor will McPherson College provide automobiles for transportation to those courses.

Summer Term

McPherson College may offer a summer session if the demand is apparent. Workshops and other special courses supplement the regular college curriculum. Many K-12 teachers use the summer term to renew certificates and develop their teaching competency through participating in workshops directed by local and visiting specialists. These workshops are usually offered for graduate credit as approved by the The Higher Learning Commission.

Urban Life Center

McPherson College students interested in exploring the vital issues facing American cities have the opportunity to participate in Urban Life Center programs. Combining classroom study with action-based internships, the Urban Life Center lives up to its motto: "Chicago is our classroom." For an interterm or a semester, students receive McPherson College credit hours while they live, study and work in one of the United State's most exciting urban environments.

The Urban Life Center's emphasis on "hands-on" experience helps students deepen their understanding of America's economic and political structures, race and gender relations, and the role of the arts in community and social discourse. The direct link between the classroom and the internship increases student understanding of the practical work world outside the college campus. In addition to the academic coursework, the Center provides both housing and orientation training. The latter includes practical instruction in a variety of "city smart" skills ranging from basic street safety to using the city transit system.

The Urban Life Center is open to students from any field of study and internships are available in a wide range of discipline areas.

Pre-Professional Programs

Law

All accredited law schools require a four year Bachelor's Degree for admission. The general program of the pre-law student should be planned with this fact in mind. The pre-law student, even more than other students, should be broadly versed in languages, literature, philosophy, history, religion and other traditional liberal arts. Although the pre-law student may choose a major in any field, a strong knowledge of history and economics is essential. The B.S. in History & Political Science emphasis is recommended for the pre-law student. The student should counsel with the pre-law advisor or with the heads of the departments of economics and history.

Law schools differ in admissions requirements but the following course suggestions are representative of what a student interested in law should take in addition to the major.

BA 315	Legal Environment of Business	3 hours
G-HI 201	U.S. History to 1865	3 hours
G-HI 202	U.S. History since 1865	3 hours
PS 356	American Diplomacy	3 hours
G-PS 102	U.S Government	3 hours
*G-PR 104	Ethics	3 hours
PY 308	Counseling	3 hours
SO 206	Social Problems	3 hours
*CM 130	Interpersonal Communication	3 hours
CM 140	Public Speaking	3 hours
G-PR 201	Introduction to Philosophy	4 hours

Medicine, Osteopathy, or Dentistry

Students who prepare for application to medical, osteopathic or dental school should complete a baccalaureate degree in any field. The recommended degree is Biochemistry, which provides the best collection of courses suggested by most medical or health professional schools. The required courses include a minimum of the following:

G-BI 111	College Biology I	4 hours
BI 112	College Biology II	4 hours
G-CH 111	College Chemistry I	5 hours
CH 112	College Chemistry II	5 hours
CH 251	Organic Chemistry I	4 hours
CH 252	Organic Chemistry II	4 hours
BI 310	Statistical Data Analysis	4 hours
G-PH 215	General Physics I	4 hours
PH 216	General Physics II	4 hours

Other advanced courses recommended include:

BI 215	Human Anatomy and Physiology
BI 360	Cell Physiology
BI 364	Cell and Molecular Biology
CH 370	Biochemistry

A faculty member of the Natural Science Department serves as Pre-Health Advisor and should be consulted when planning a program to meet a specific school's admission requirements.

Physical Therapy, Physician Assistant

A transition is under way in the physical therapy and physician assistant fields from training that culminates in a baccalaureate degree to programs that grant the master's degree. Therefore, pre-physical therapy and pre-physician assistant students may complete a baccalaureate degree at McPherson College. The recommended major is Biochemistry, which provides the best collection of courses suggested by most health professional schools. The recommended courses include a minimum of the following:

G-BI 111	College Biology I	4 hours
BI 112	College Biology II	4 hours
BI 215	Human Anatomy and Physiology	4 hours
G-CH 111	College Chemistry I	5 hours

CH 112	College Chemistry II	5 hours
G-PH 215	General Physics I	4 hours
PH 216	General Physics II	4 hours
BI 310	Statistical Data Analysis	4 hours

A faculty member of the Natural Science Department serves as Pre-Health Advisor and should be consulted when planning a program to meet a specific school's admission requirements.

Nursing

McPherson College has prepared many students for entrance into professional nursing programs. Nursing education varies greatly, from 9-month LPN programs to 2-year BSN programs to even more rigorous masters or MSN programs. Therefore, it is impossible to outline a generic program to prepare all pre-nursing students for these disparate programs. Pre-nursing students should identify what type of professional program they aspire to and then meet with McPherson College's pre-health advisor to develop a plan for completing the admission requirements of that program.

Optometry, Podiatry

Three years of college are the minimum requirement to be considered for admission to optometry or podiatry school; however the vast majority of students admitted have completed a college degree, majoring in one of the sciences. The recommended degree at McPherson College is Biochemistry, which provides the best collection of courses suggested by most health professional schools. The basic admission requirements may usually be met with the following courses:

G-BI 111	College Biology I	4 hours
BI 112	College Biology II	4 hours
G-CH 111	College Chemistry I	5 hours
CH 112	College Chemistry II	5 hours
CH 251	Organic Chemistry I	4 hours
CH 252	Organic Chemistry II	4 hours
BI 310	Statistical Data Analysis	4 hours
G-PH 215	General Physics I	4 hours
PH 216	General Physics II	4 hours

Other advanced courses recommended include:

BI 215	Human Anatomy and Physiology
BI 234	Microbiology
CH 370	Biochemistry

A faculty member of the Natural Science Department serves as Pre-Health Advisor and should be consulted when planning a program to meet a specific school's admission requirements.

Pharmacy

Students preparing for a career in pharmacy may attend McPherson College for at least two years during which the following courses must be taken: 20 hours chemistry, 16 hours biology, 4 hours mathematics, 4 hours physics, and 16 hours English, economics, and other electives in the social sciences and humanities. A faculty member of the Natural Science Department serves as Pre-Health Advisor and should be consulted when planning a program to meet a specific school's admission requirements.

Veterinary Medicine

At least two years of college are required to be considered for admission into a college of veterinary medicine. The pre-veterinary medicine student will plan an appropriate course of study with the help of a faculty advisor. Courses are selected to meet requirements of the specific college of veterinary medicine to which the student plans to apply. The following courses are representative of those required by colleges of veterinary medicine for students seeking admission:

G-BI 111	College Biology I	4 hours
BI 112	College Biology II	4 hours
BI 234	Microbiology	4 hours
BI 383	Genetics	4 hours

G-CH 111	College Chemistry I	5 hours
CH 112	College Chemistry II	5 hours
CH 251	Organic Chemistry I	4 hours
CH 252	Organic Chemistry II	4 hours
CH 370	Biochemistry	4 hours
G-PH 215	General Physics I	4 hours
PH 216	General Physics II	4 hours
G-EN 110, G-EN 111	College Rhetoric	6 hours

It is common for pre-veterinary medicine students to complete the bachelor of science degree before applying for admittance to veterinary school. A student electing to do so should pursue one of the programs at McPherson College, which leads to a major in biology, chemistry, or biochemistry.



The Division of Humanities

Purpose Statement

The humanities division commits itself to developing graduates who understand how different peoples see themselves in relation to others, to nature, and to God.

The division achieves this purpose when its graduates

- think critically about their own beliefs and about their roles in history, culture and community;
- partake of the pleasures of literacy and the arts;
- communicate themselves to others through different modes of expression;
- acquire a professional orientation for the career of their choice.

The division of humanities courses are generally considered to be the core of a liberal arts education. Majors are available in art, communication, English, modern languages, music, philosophy/ religion, and theatre. Minors are available in art, English, music, philosophy/ religion, theatre, communication, modern languages and music theatre.

Art

Mission Statement

The McPherson College Art Department strives to provide 1) the highest quality art instruction within the content areas of art production, art history, art criticism, and aesthetic inquiry, 2) the most unique art program in Kansas (four tracks available to art majors including two tracks within the graphic design program, and the hybrid major of auto restoration design in conjunction with the technology department), and 3) a commitment to fulfilling the academic and professional goals of students pursuing a visual arts related career within a liberal arts context at a small private college in Kansas.

The four primary goals of the department of art are to develop graduates who can 1) execute a variety of art skills sensitively and intelligently, 2) analyze and critique art, 3) relate the creative process to life in personally meaningful ways, and 4) apply skills and knowledge to arts related opportunities following graduation.

The department achieves these goals when its graduates can

- demonstrate performance in a variety of art media;
- demonstrate analysis and critique in verbal and written form;
- demonstrate an understanding of design principles and elements;
- demonstrate awareness of Western and non-Western cultural contributions to art;
- demonstrate meaningful connections of art to life through the development of keen perceptual abilities;
- understand and appreciate what it means to be a working, active artist and how to achieve that goal;
- meet State Department of Education standards for certification in the area of art (applies to those seeking teacher licensure in art only).
- demonstrate skills with technology that prepare the student for career opportunities in graphic design.

The art department is oriented to meet the needs of four groups of students: (1) those who wish to develop and refine their aesthetic values; (2) those who plan for careers as artists, graphic designers, and/or employment in arts-related positions; (3) those who plan to teach art in the public schools; and (4) those who plan to further their education in graduate school.

Art Major: Studio Track

Requirements

G-AR 101	Drawing I	2 hours
G-AR 102	Painting I: Acrylics	2 hours
AR 103	Elementary Design	3 hours
G-AR 131	Ceramics I	2 hours

AR 141	Fibers	3 hours
AR 202	Painting II: Watercolor	2 hours
AR 203	Photography	2 hours
AR 210	Drawing II	2 hours
AR230	Graphic Design I	3 hours
AR 231	Ceramics II	2 hours
*G-AR 310	Art History I	4 hours
*G-AR 311	Art History II	4 hours
AR 315	Jewelry Design and Casting	3 hours
AR 348	Intermedia	3 hours
G-AR 350	Sculpture	3-4 hours
AR 375	Junior Seminar	1 hour
AR 475A	Senior Concentration	4 hours
		45 total required hours

Suggested Supporting Courses:

AR 235	Graphic Design II	3 hours
AR 240	Web Based Design	3 hours
AR 335	Graphic Design Problems	3 hours
AR 312	Selected Topics in Art History	4 hours
AR 321, 421	Topical Studies	1-4 hours

Topical Studies are especially designed to meet the needs of individuals for upper-level study in studio courses.

Senior concentration also provides an opportunity for students to refine skills in a particular medium or direction, culminating in a required Senior Student Exhibition in May.

Students planning to pursue graduate work in art should include at least 12 hours of art history in their undergraduate work.

Art Major: Art Education Track

Requirements for teaching licensure (PK-12) in art

G-AR 101	Drawing I	2 hours
G-AR 102	Painting I: Acrylics	2 hours
AR 103	Elementary Design	3 hours
G-AR 131	Ceramics I	2 hours
AR 141	Fibers	3 hours
AR 202	Painting II: Watercolors	2 hours
AR203	Photography	2 hours
AR 210	Drawing II	2 hours
AR 230	Graphic Design I	3 hours
AR 231	Ceramics II	2 hours
*G-AR 310	Art History I	4 hours
*G-AR 311	Art History II	4 hours
AR 315	Jewelry Design and Casting	3 hours
AR 348	Intermedia	3 hours
G-AR 350	Sculpture	3-4 hours
AR 358/EE 301	Art in the Elementary School	2 hours
AR 375	Junior Seminar	1 hour
AR 401/CI 401	Art in the Secondary School	2 hours
AR 475A	Senior Concentration	4 hours
		49 total required hours

Suggested Supporting Courses:

AR 235	Graphic Design II	3 hours
AR 240	Web Based Design	3 hours
AR 335	Graphic Design Problems	3 hours
AR 312	Selected Topics in Art History	4 hours
AR 321, 421	Topical Studies	1-4 hours

The art education track art major completes 44 hours in Professional Education Requirements (which includes student teaching) through the Department of Curriculum and Instruction.

It is highly recommended that students pursuing licensure to teach should include at least 12 hours of art history in their undergraduate work.

Art Major: Graphic Design Track

Requirements

G-AR 101	Drawing I	2 hours
G-AR 102	Painting I: Acrylics	2 hours
AR 103	Elementary Design	3 hours
AR 202	Painting II; Watercolors	2 hours
AR 203	Photography	2 hours
AR 210	Drawing II	2 hours
AR 230	Graphic Design I	3 hours
AR 235	Graphic Design II	3 hours
AR 240	Web Based Design	3 hours
*G-AR 310	Art History I	4 hours
*G-AR 311	Art History II	4 hours
AR 330	Graphic Design III	3 hours
AR 335	Graphic Design Problems	3 hours
AR 348	Intermedia	3 hours
G-AR 350	Sculpture	3-4 hours
AR 375	Junior Seminar	1 hour
AR 430	Graphic Design Portfolio	3 hours
AR 475G	Internship in Graphic Design	3 hours
		49 total hours required

Suggested Supporting Courses:

CM 210	Multi-Media Storytelling I	3 hours
BA 327	Consumer Behavior	3 hours
BA 360	Marketing Research	3 hours
AR 321C, 421C	Topical Studies	1-4 hours

Art majors in the graphic design track are required to produce a Senior Exhibition of graphic design work during the Spring semester of their Senior year.

Art Major: Graphic Design Marketing Track

The purpose of this track is to give those students who are interested in having both a profession in graphic design and are also interested in pursuing a career in upper management such as an art director, creative director, or interested in starting their own graphic design firm.

Art Department Requirements:

G-AR 101	Drawing I	2 hours
G-AR 102	Painting I: Acrylics	2 hours
AR 103	Elementary Design	3 hours
AR 203	Photography	2 hours
AR 230	Graphic Design I	3 hours
AR 235	Graphic Design II	3 hours
AR 240	Web Based Design, or	
AR 335	Graphic Design Problems	3 hours
AR 311	Art History II	4 hours
AR 330	Graphic Design III	3 hours
AR 348	Intermedia	3 hours
G-AR 350	Sculpture	3 hours
AR 375	Junior Seminar	1 hour
AR 430	Graphic Design Portfolio	3 hours
AR 475G	Internship in Graphic Design	3 hours
Total Art Hours: 41		

Business Department Requirements:

G-BA 101	Introduction to Business	3 hours
EC 202	Survey of Economics	3 hours
AC 205	Financial Accounting	3 hours
AC 206	Managerial Accounting	3 hours
BA 218	Business Communication	3 hours
BA 224	Principles of Management	3 hours
BA 315	Legal Environment of Business	3 hours
BA 321	Marketing	3 hours
BA 322	Advertising Retail	3 hours
BA 327	Consumer Behavior	3 hours

BA 375	Junior Seminar (Business Ethics)	1 hour
Total Business Hours: 31		
Total Combined Required Hours: 72		

Suggested Supporting Course: CM 210	Multi-media Storytelling I	3 hours
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All art majors in the graphic design marketing track are required to produce a Senior Exhibition of graphic design work during the Spring semester of their Senior year.

Art Minor

Students with a significant interest in art can achieve a minor in art. A total of 19 credit hours is required with a base of 2 foundation courses and course work from each of the 3 categories: 2-D, 3-D and electronic.

Foundation courses: 7 hours total

*G-AR 310 or *G-AR 311 Art History I or II (but not both) - 4 hours
AR 103 Elementary Design - 3 hours

Two dimensional: 4 hours total

G-AR 102 Painting I: Acrylics - 2 hours
AR 202 Painting II; Watercolors - 2 hours
G-AR 101 Drawing I - 2 hours
AR 210 Drawing II - 2 hours
AR 203 Photography - 2 hours

Three dimensional: 5 hours total

G-AR 131 Ceramics I - 2 hours
AR 231 Ceramics II - 2 hours
AR 141 Fibers - 3 hours
AR 315 Jewelry Design and Casting - 3 hours
G-AR 350 Sculpture - 3-4 hours

Electronic media: 3 hours total

AR 348 Intermedia - 3 hours
AR 230 Graphic Design I - 3 hours

Possible combinations using an Art minor:

History and Art - art history
English and Art - humanities, fine arts focus
Music and Art - humanities, fine arts focus
Psychology/Sociology and Art - art therapy
Communications and Art - graphic design, journalism
Theatre and Art - set design

Course Descriptions

G-AR 101 Drawing I

2 hours

An introduction to the techniques and aesthetics of drawing from observation, with an emphasis on the exploration and application of basic design principles. A variety of media will be presented, including pencil, ink, charcoal, and conte crayon. (Fall)

G-AR 102 Painting I: Acrylics

2 hours

An introduction to the techniques and aesthetics of opaque painting, with an emphasis on the exploration and application of color theory. The student may elect to work in oils or acrylics. (Fall)

AR 103 Elementary Design

3 hours

This course will focus on the principles and elements of design. With the components of form, line, shape, value, texture, color, space, content, and style, students will learn to develop whole, integrated compositions. Emphasis will be placed on the formal and structural elements

of design in various media in order to provide a visual vocabulary for how art works are created. (Fall)

G-AR 131 Ceramics I

2 hours

An introduction to the production of stoneware pottery. Beginning assignments will include various forms of hand-building techniques, with experience on the potter's wheel following. (Fall and Spring)

AR 141 Fibers

3 hours

Introduction to the design and fabrication of woven and non-woven fiber art in two and/or three dimensions, taught from a text, slides, and studio experience. Emphasis on color, design structure, and related aesthetic values. (Spring 2008, Spring 2010)

AR 202 Painting II: Watercolor

2 hours

An introduction to the techniques and aesthetics of transparent watercolor painting, with an emphasis on the exploration and application of color theory. (Spring)

AR 203 Photography

2 hours

An introduction to photographic concepts and equipment. The student will become familiar with both the 35 mm SLR camera and the digital camera. Pictures will be developed utilizing both the traditional film darkroom and Adobe Photoshop. Alternative photographic processes and the history and role of photography in society will also be covered. (Fall and Spring)

AR 210 Drawing II

2 hours

A continued experience with the techniques and aesthetics of drawing with an emphasis on the human figure from direct observation. Prerequisite: G-AR 101. (Spring)

AR 230 Graphic Design I

3 hours

An introduction to graphic design focusing on the foundation of graphics through design principles and elements. Topics over conceptual thinking, uses of typography, symbols, advertising, logos and corporate identity will be covered. Basic operating systems of Macintosh computers will be demonstrated as well as Adobe Photoshop, Illustrator, and an introduction to Adobe After Effects. No required prerequisites; however, G-AR 101 Drawing I and AR 103 Elementary Design are strongly recommended. (Fall and Spring)

AR 231 Ceramics II

2 hours

Advanced experiences in the production of functional wheel thrown stoneware pottery. Students will be directly involved with bisque and stoneware glaze firing procedures. Exposure to the aesthetic and process of raku firing is included. Prerequisite: G-AR 131 (Fall)

AR 235 Graphic Design II

3 hours

A course focusing on using design principles and elements for 3-dimensional packaging in relation to print media. A variety of graphic design issues, including Graphic Design history, will be covered. Photoshop, Illustrator, and Adobe After Effects programs will be used. Prerequisite: AR 230 Graphic Design I (Fall)

G-AR 310 Art History I

4 hours (Language Intensive)

A study of art, its meanings and functions in society, and major trends in the evolution of art. Encompasses prehistoric through the Middle Ages. Utilizes slides, lecture, discussion, and text. (Fall and Interterm 2009 with travel)

G-AR 311 Art History II

4 hours (Language Intensive)

A study of major art movements and individual artists from the Renaissance period to the present. Interrelates art to diverse aspects of society, and explores meaning and function of art as an integral part of life. (Spring 2008)

AR 312 Selected Topics in Art History

4 hours

A focused study of particular issues and styles in art. Topics vary each semester. Utilizes slides, discussion, video, field trips, and lecture. (Interterm 2009 with travel)

AR 315 Jewelry Design and Casting

3 hours

This studio course is an introduction to the techniques, materials, and aesthetics of jewelry and small metal sculpture design and fabrication. Students will design and fabricate jewelry and small sculpture utilizing stones and metals such as silver, copper, and brass. Basic metalsmith techniques will be covered such as silver solder, brazing, casting, etching, repousse, and a variety of other assemblage methods. (Fall)

AR 321, AR 421 Topical Studies

1-4 hours-each term

Exploration of a selected medium in art, utilizing reading materials and lab work. The course approach and structure is mutually determined by the professor and student. May be repeated. (Fall, Spring)

AR 330 Graphic Design III

3 hours

A course focusing on advanced projects in graphic design including both print media and packaging combined. This course functions as a preparatory experience leading into AR 430 Graphic Design Portfolio. Prerequisite: AR235 Graphic Design II. (Spring)

AR 335 Graphic Design Problems

A course focusing on learning the software program Director which will allow students to explore creating interactive cds and cd packaging. Prerequisite: AR 230 Graphic Design I, AR 235 Graphic Design II, or AR 330 Graphic Design III. (Spring)

AR 340 Web Based Design

3 hours

An introduction to web based design. Students will design their own web page to feature their own portfolio of images. In this process students will learn HTML. Prerequisite: AR 230 Graphic Design I, or consent of instructor. (Interterm 2010)

AR 348 Intermedia

3 hours

The purpose of this course is to introduce students to the integration of multi-media including computer-generated art, collage/assemblage, video art, performance/sound art and environment/installation. This course will combine studio work and critique in order to develop a critical way of seeing new art forms. Prerequisites: Juniors or Seniors with AR 103 Elementary Design, G-AR 101 Drawing I, G-AR 102 Painting I, and G-AR 310 or 311 Art History. (Fall)

G-AR 350 Sculpture

3-4 hours

The purpose of this course is to introduce students to the techniques, materials, and aesthetics of sculpture. This course will combine studio work and critique in order to develop an understanding of 3-dimensional art. Processes of additive/subtractive sculpture, assemblage, and casting will be explored as students create work in a variety of media such as clay, stone, metal, wood, and found objects. Students will also gain experience in common technical skills such as metal casting, brazing, and soldering. (Spring 2000, Interterm 2010))

AR 358/EE 301 Methods for Teaching Art In The Elementary School

2 hours

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

AR 375 Junior Seminar

1 hour

A series of discussions and activities centered around issues in contemporary art, the availability of various arts related positions, and strategies for professional presentation. (Fall of junior year)

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

2 hours

A comprehensive study of secondary art curricula and methods relevant to today's educator in the public schools. Topics to be covered include: the role of the art teacher in a public school system, developing a secondary art curriculum, exposure to Discipline Based Art Education, motivating students, developing realistic expectations, establishing a criteria for grading, assessing individual needs in the classroom, and discipline in the classroom. (Spring)

AR 430 Graphic Design Portfolio

3 hours

Advanced large scale projects will be produced as final pieces to be used as the students' graphic portfolio. Professional development issues will be covered including preparation for freelance work, billing clients, and constructing a personal interactive cd to be sent to prospective employers. Prerequisites: AR 230 Graphic Design I, AR 235 Graphic Design II, and AR 330 Graphic Design III. (Spring)

AR 475A Senior Concentration

4 hours

A course that requires the senior art major to concentrate his/her work in a selected area of study. With the aim of this experience being to increase professional proficiency, the student will work under the close supervision of a faculty member. A senior exhibition is required and is a component of this course. Instructor's approval required. (Fall or Spring of senior year)

AR 475G Internship in Graphic Design

3 hours

Students engage in a culminating internship with a local or regional business or graphic design firm for one semester with close monitoring from graphic design professor. Prerequisites: AR 230 Graphic Design I, AR 235 Graphic Design II, AR 330 Graphic Design III, or instructor's approval. (Spring)

English

Purpose Statement

The English department commits itself to developing graduates who can read critically and communicate effectively and who understand the changing nature of language.

The department achieves this purpose when its graduates can demonstrate an ability to accomplish various purposes through effective communication — oral, written, and electronic—and to help others achieve them;

- demonstrate knowledge of the histories of literatures and of how those histories evolve;
- demonstrate an ability to analyze literary texts, both print and non-print;
- demonstrate knowledge of the structure of English, of the Standard American dialect, of both traditional and modern grammars, and of the nature of language;
- demonstrate knowledge of the cultural importance of communication;
- demonstrate lifelong learning skills;
- meet State Department of Education standards for certification in the area of English (applies to those seeking teaching certification in English only).

English Major

Requirements

I. Complete the following courses:

EN 230	Linguistics	2 hours
*EN 250	American Literature I	3 hours
*G-EN 255	American Literature II	3 hours
*EN 313	Advanced Expository Writing	3 hours
EN 335	Advanced English Grammar	2 hours
EN 340	British Literature I	3 hours
EN 345	British Literature II	3 hours
EN 375	Junior Seminar in English	1 hour
EN 430	History and Structure of English	2 hours
EN 475	Seminar in English	2 hours

II. Complete 16 elective hours in English. These may include additional hours in English and American literature, as well as the following courses:

G-CM 120	Intro. to Human Communication	3 hours
CM 305	Editing	3 hours
*G-EN 210	World Literature I	3-4 hours
*G-EN 220	World Literature II	3-4 hours
EN 235	Selected Topics in Literature	3-4 hours
EN 350	Theory & Practice of Tutoring Writing	1 hour
*G-EN 370	Poetry	3-4 hours
*G-EN 375	Fiction	3-4 hours
*G-TH 385	Drama: History and Literature I, or	
*G-TH 390	Drama: History and Literature II	3 hours
EN 420	Creative Writing	3 hours
EN 445	Readings and Research in English	2-4 hours
CM475	Seminar in Communication	2 hours

III. Complete the following supporting courses

Communication courses	4 hours
Spanish Level II, or the equivalent in some natural language	

Requirements for teaching licensure (7-12) in English

I. Complete the following courses:

G-CM 120	Intro. to Human Communication	3 hours
EN 230	Linguistics	2 hours
EN 335	Advanced English Grammar	2 hours
EN 430	History and Structure of English	2 hours
EN 320	Young Adult Literature	2 hours
EN 420	Creative Writing, or	
*G-EN 370	Poetry, or G-EN 375 Fiction	3 hours
*G-EN 210	World Literature I, or	
*G-EN 220	World Literature II	3 hours
*EN 250	American Literature I	3 hours
*G-EN 255	American Literature II	3 hours
EN 340	British Literature I	3 hours
EN 345	British Literature II	3 hours
*EN 313	Advanced Expository Writing	3 hours
EN 375	Junior Seminar in English	1 hour
EN 475	Seminar in English	2 hours

II. Complete the following supporting courses:

	Journalism courses	4 hours
G-ML 109	Spanish Level II, or the equivalent in some natural language	
CI 417	Methods for Teaching English and Language	
	Arts in the Secondary School	3 hours

Other courses required by the Curriculum & Instruction Department for licensure.

Students must take the Praxis II examination: English Language, Literature, and Composition: Content Knowledge.

English As A Second Language (7-12) Endorsement

Requirements

Same professional education requirements as for 7-12 endorsement in other fields, plus:

G-CI 333	Intercultural Education Seminar	2 hours
EN 230	Linguistics	2 hours
EN 335	Advanced English Grammar	2 hours
G-SO 202	Minorities in the U.S.	3-4 hours
CI 428	Methods for Teaching English as a Second Language	3 hours
CI 475	Student Teaching/Practicum	6-12 hours
CI 476	Professional Seminar in Education	2 hours

Student teaching/practicum is to include ESL experience; for those already certified, student teaching/practicum is 4 credit hours.

Note: Non-native speakers of English must contact the Department of Curriculum and Instruction regarding proficiency requirements.

English Minor

A minor in English consists of 20 hours of English courses chosen from the list of courses in the English major and must include courses in both literature and composition. G-EN 110 and G-EN 111, which are part of the communications requirements, do not count as part of the 20 hours for the minor.

Communication

Purpose Statement

The Communication program aims to develop majors who can communicate in a variety of media with a variety of audiences. Students who complete the core curriculum in communication will develop

- Confidence and competence in public presentations.
- Effective, productive, and ethical communication skills for building personal and organizational relationships.
- Knowledge about the mass media and how those media affect how we communicate.
- Knowledge of how advertising and publicity messages are used and the ability to craft such messages.
- Skill in using communication technology and in evaluating how technology affects communication.

The applied communication emphasis aims to help students gain practical knowledge and skills that can be applied to jobs in a variety of contexts. Students who complete the emphasis will develop

- The ability to effectively communicate within and across gender and cultures.
- Strategies for effectively managing conflict.
- Competence in constructing and analyzing arguments intended to influence beliefs, attitudes, values, and practices.
- Knowledge of theories that explain interpersonal, organizational, and mass media communication, and competence in systematic inquiry, including an understanding of the limitations of conclusions.

Students who complete the multimedia communication emphasis will develop competence in

- Collecting accurate information through observation, interviews, and research.
- Obtaining still images, audio, and video, and combining these media with text to tell compelling stories.
- Recognizing and correcting errors in standard written English and in improving the style and structure of written texts.
- Designing, laying out, and publishing content online and in print.

Communication Major

Requirements

Students must complete the core curriculum and the curriculum of one of two possible emphases.

1. Core (Required of all majors)

G-CM 120	Introduction to Human Communication	3 hours
CM 135	Journalism	3 hours
CM 140	Public Speaking	3 hours
AR 203	Photography	2 hours
CM 210	Multimedia Storytelling I	3 hours
*G-CM 221	Intercultural Communication	3 hours
G-MA 221	Elementary Applied Statistics	4 hours
CM 310	Public Relations	3 hours
CM 315	Journalism Practicum	2 hours
AR 340	Web-based Design	3 hours
CM 375	Jr. Seminar in Communication	1 hour
CM 388	Career Connections in Communication	4 hours
CM 475	Sr. Seminar in Communication	2 hours

II. Emphases (Majors must complete one emphasis)

Applied Communication

*CM 130	Interpersonal Communication	3 hours
*EN 313	Advanced Expository Writing	3 hours
CM 325	Conflict Communication	3 hours
CM 330	Persuasion	3 hours
CM 340	Gender Communication	3 hours
CM 380	Research Methods	2 hours

Journalism

AR 103	Elementary Design	3 hours
G-HI 202	American History since 1865	3 hours
AR 230	Graphic Design I	3 hours
CM 305	Editing	3 hours
CM 315F	Journalism Practicum: Multimedia	2 hours
CM 410	Multimedia Storytelling II	3 hours

Communication Minor

A minor in communication consists of

G-CM 120	Introduction to Human Communication	3 hours
CM 135	Journalism	3 hours

plus 14 hours from the following list of courses.

*CM 130	Interpersonal Communication	3 hours
CM 140	Public Speaking	3 hours
CM 210	Multimedia Storytelling I	3 hours
*G-CM 221	Intercultural Communication	3 hours
CM 305	Editing	3 hours
CM 310	Public Relations	3 hours
CM 315	Journalism Practicum	1-4 hours
CM 325	Conflict Communication	3 hours
CM 330	Persuasion	3 hours
CM 340	Gender Communication	3 hours
CM 375	Jr. Seminar in Communication	1 hour
CM 380	Research Methods in Communication	2 hours
CM 388	Career Connections in Communication	4 hours
CM 410	Multimedia Storytelling II	3 hours

Course Descriptions - Composition And Linguistics

G-EN 110 College Rhetoric 1

3 hours

A course intended to help students (1) develop college-level skills in writing, speaking, information literacy, and computer literacy; (2) examine their process of adjustment to an adult environment and a new learning situation; and (3) find their voices as they examine themselves and their relations to the outside world. Required for all entering freshmen. (Fall)

G-EN 111 College Rhetoric II

3 hours

A continuation of EN 110, designed to help students (1) develop college-level skills in writing, speaking, information literacy, and computer literacy; (2) develop a broader cultural view of humankind and a better understanding of the interconnected global environment. Required of all entering freshmen. (Spring)

EN 230 Linguistics

2 hours

An introductory course in linguistics to familiarize students with the discipline and to help them to analyze the structure, phonology, morphology, and syntax of the English language, while also learning about families of languages and some fundamental differences in languages around the world. (Fall)

EN 313 Advanced Expository Writing

3 hours (Language Intensive)

An advanced study of the theory and practice of rhetoric, including some consideration of composition pedagogy. (Spring)

EN 335 Advanced English Grammar

2 hours

A systematic study of the structure of the English language and a consideration of current theories of analysis. (Spring)

EN 350 Theory and Practice of Tutoring Writing

0-1 hour

An introduction to the theory of composition and writing pedagogy and guided practice in responding to student writing. Required of students before or during their first semester as tutors in the college's Writing Lab. (Every semester, as needed)

EN 351 Practicum in Tutoring Writing

0-1 hour

Experience in reading and responding responsibly to student writing as a tutor in the college's Writing Lab. Prerequisite: EN 350 Theory and Practice of Tutoring Writing. Required of students who tutor in the college's Writing Lab (except those enrolled in EN 350). (Every semester)

EN 420 Creative Writing

3 hours

Study and practice in writing original poetry and fiction. (Drama is an option for those who desire it.) Establishing a writing discipline is emphasized. Upper-level students only unless instructor permission is granted. (Spring, odd years)

EN 430 History and Structure of English

2 hours

A study of the development of the English language and a descriptive structural grammar of English, emphasizing the phonology, morphology and the syntax of current English. Social and regional English will be analyzed as well as differences in oral and written English. Prerequisite: EN 230. (Fall 2004)

Course Descriptions - Literature

G-EN 210 World Literature I

3-4 hours (Language Intensive if taken for 4 hours)

A study of masterworks of world literatures, from beginnings to the seventeenth century. Language-intensive if taken for 4 credit hours. (Fall)

G-EN 220 World Literature II

3-4 hours (Language Intensive if taken for 4 hours)

A study of world literatures after the seventeenth century, including post-colonial works. Language-intensive if taken for 4 credit hours. (Spring)

EN 235 Selected Topics in Literature

3-4 hours

A focused study of the literature of a particular group, period, or region. Topics vary.

EN 250 American Literature I

3-4 hours (Language Intensive if taken for 4 hours)

A study of writers and works (including Native American works) dating from European explorations of the New World to 1865. Language-intensive if taken for 4 credit hours. (Fall, even years)

G-EN 255 American Literature II

3-4 hours (Language Intensive if taken for 4 hours)

A study of writers and works dating from 1865 to the present. Effort is made to fairly represent works by Native Americans and American minorities. Language-intensive if taken for 4 credit hours. (Spring, odd years)

G-EN 270 Fiction

3-4 hours (Language Intensive if taken for 4 hours)

An introduction to the elements of fiction and the historical development of the genre. Emphasis is upon development of critical reading skills. Writing of short fiction is also required. Language-intensive if taken for 4 credit hours. (Spring, even years)

EN 320 Young Adult Literature

2 hours

A review of the literature and themes appealing to young adults. The course includes selection and evaluation of literature and methods of presenting literature to young adults. Designed for educators. (Fall, even years)

EN 340 British Literature I

3-4 hours

A study of major writers and works from the earliest times through and including Shakespeare. (Fall, odd years)

EN 345 British Literature II

3-4 hours

A study of major writers and works from Romanticism through the 20th century. (Spring, even years)

G-EN 370 Poetry

3-4 hours (Language Intensive if taken for 4 hours)

A historical, thematic, and stylistic study of poets and poesies. Some writing of poetry required. Language-intensive if taken for 4 credit hours. (Interterm, odd years)

EN 375 Junior Seminar in English

1 hour

Students will study techniques of literary analysis, both classical and contemporary, and explore career and service options. (Fall)

EN 445 Readings and Research in English

1-4 hours

Special research and intensive reading on special topics, genres, movements. Open only to students with 12 hours of course work or more in English. (by appointment only)

EN 475 Seminar in English

2 hours

A capstone course for English majors. Students will produce a major critical project demonstrating competencies in speech, writing, and information literacy. Students may enroll for the course spring, interterm, or fall during the senior year; the course meets throughout the year.

Course Descriptions - Communication**G-CM 120 Introduction to Human Communication**

3 hours

An introduction to the elements of the communication process in its personal and social aspects. Students will examine the breadth of the field of communication including intrapersonal, interpersonal, small group, mass media, organizational, intercultural, and public communication. Written communication skills will be emphasized through specific assignments. (Fall)

CM 130 Interpersonal Communication

3 hours (Language Intensive)

An oral communication course designed to acquaint students with the basic concepts of human communication as well as the more specialized skills needed to develop and maintain interpersonal relationships. Self-concept, self-disclosure, perception, relationship development, and mass media portrayals of interpersonal relationships are among the major units covered along with special attention given to communication on the job, in the classroom, and in intercultural contexts. (Spring, even years)

CM 135 Journalism

3 hours

A study of contemporary journalism with an emphasis on writing and reporting the news for new media. The course includes publication of student work in an online publication. (Fall, odd years)

CM 140 Public Speaking

3 hours

Study and practice of a wide range of formal and informal public speaking activities. Students will focus on developing an extemporaneous delivery of speeches based on experience with and research of topics. Students will practice multiple types of speeches including speeches to inform, to persuade, and for special occasions. (Fall even years)

CM 210 Multimedia Storytelling I

3 hours

An introduction to the use of text, graphics, digital photography and video, and audio (including voices, ambient sound, and music) for telling compelling multimedia stories for delivery over the Web or by DVD. Prior completion of CM 135 Journalism and AR 203 Photography recommended but not required. (Fall, even years)

CM 218 Business and Professional Communication

3 hours (Language Intensive)

This course is designed to expose students to strategies for effective communication in a business environment. Students will learn skills to improve both oral and written communication. Topics include using technology to enhance presentations, nonverbal communication in the workplace, and communicating about discrimination. (Fall, spring)

G-CM 221 Intercultural Communication

3 hours (Language Intensive)

This course provides a broad overview of the study in communication both between and within nations, cultures, and subcultures. Students will investigate issues related to communica-

tion between people of different cultural orientations and also examine how cultural others are misperceived in interpersonal interactions and misrepresented in the media. Students will examine tensions between cultures and discuss ways to approach them by delving into specific cultural and communication rituals different from our own. (Spring, odd years)

CM 305 Editing

3 hours

An introduction to copy editing, digital photo editing, headline writing, typography, and layout and design for traditional and online publications. (Spring, even years)

CM 310 Public Relations

3 hours

A study of the fundamental principles, strategies, and skills used in contemporary public relations. The course aims to give students practice in analyzing and responding ethically to PR issues and in researching, planning, writing, and designing a variety of PR materials. (Interterm, odd years)

CM 315 Journalism Practica

1 hour each

Experience for students on the campus newspaper or other student publication. May be repeated, with not more than two hours in any one emphasis and six hours maximum. (Fall, spring)

CM 315A Journalism Practicum: Reporting

Gathering and writing news for the campus paper or other student publication. Prerequisite: Consent of publication's faculty adviser.

CM 315B Journalism Practicum: Editing

Copy editing, headline writing, and production management for the campus newspaper or other student publication. Prerequisite: Selection by the board of publications to an editorial position or consent of the publication's adviser.

CM 315C Journalism Practicum: Layout and Design

Designing and creating camera-ready copy using a desktop publishing system. Prerequisite: EN 305 Editing or TE 230 Graphic Design or consent of the publication's adviser.

CM 315D Journalism Practicum: Advertising

Selling and designing advertisements for the campus publications. Prerequisite: Selection by the board of publications to an advertising position.

CM 315E Journalism Practicum: Photojournalism

Taking, developing, and printing photographs for student publications. Prerequisite: AR 203 Photography or consent of the publication's adviser.

CM 315F Journalism Practicum: Multimedia

Developing multimedia stories for online student publications. Prerequisite: EN 210 Multimedia Storytelling I or consent of the publication's adviser.

CM 325 Conflict Communication

3 hours

This course examines issues related to sources of conflict in communication. Orientations to conflict and the management of conflict will be examined. A critique and synthesis of conceptual approaches and research is covered that pertains to conflict in interpersonal, organizational, and public communication settings. (Fall, odd years)

CM 330 Persuasion

3 hours

An examination of theories of persuasion, persuasion variables, principles of effective persuasion, and persuasion in interpersonal, small group, organizational and mediated contexts. In addition to studying verbal persuasion, students will examine the nature of visual persuasion in everyday life, learn how to manipulate the formal elements of visual imagery to deliver a persuasive message, discover how visual imagery influences behavior, develop strategies to protect

themselves from the unwanted messages images convey, and learn how to use persuasion wisely in their own creations. (Fall, even years)

CM 340 Gender Communication

3 hours

This course examines the influence of gender on communication in interpersonal, instructional, organizational and mass mediated contexts. Topics of examination include interpersonal violence, discrimination, and other contemporary social problems. Focus will be given to understanding gender as a cultural group, (Fall, odd years.)

CM375 Junior Seminar in Communication

1 hour

In-depth study of media theory and ethics. (Fall)

CM 380 Research Methods

2 hours

An introduction to the qualitative and quantitative research methods including surveys, experiments, and ethnographies in communication. Students will learn how to search for, comprehend, and create research documents. Ethics and professional conduct will be included in class discussions. (Spring, odd years)

CM 410 Multimedia Storytelling II

3 hours

Advanced study and practice in the use of text, graphics, digital photography and video, and audio for telling compelling multimedia stories for delivery over the Web or by DVD.

Prerequisite: CM 210 Multimedia Storytelling I. (Fall, odd years)

CM 475 Senior Seminar in Communication

2 hours

Experience in planning, conducting, and reporting a significant communications project. In addition to the communications project, students will develop an electronic portfolio demonstrating their readiness to enter the communications profession. (Spring)

CM 388 Career Connections in Communication

4-8 hours

An internship in a career-related position. For communication majors and minors only.

Individual Courses Available

295/495	Field Experience	1-4 hours
299/499	Independent Study	1-4 hours
388	Career Connections	1-12 hours
445	Readings and Research	1-4 hours

Modern Languages

Purpose Statement

The Department of Modern Languages commits itself to the teaching of a second language. Equally important in second language acquisition is the development and nurturing of intercultural awareness and sensitivity.

The department achieves its goals when its graduates

- demonstrate proficiency in the target language;
- demonstrate knowledge of the various cultures of the target language;
- commit themselves to the pursuit of intercultural intelligence and appreciation.

Spanish Major

Requirements

A minimum of 35 semester hours, including:

Option 1 (no study abroad component):

G-ML108	Level I Spanish	3-4 hours
G-ML109	Level II Spanish	3-4 hours
G-ML168/268	Spanish for Travelers or	
G-ML370	Service Learning Opportunity	4 hours
G-ML208	Level III Spanish	4 hours
*G-ML209	Level IV Spanish	4 hours
G-ML210	Americanos	3 hours
ML308	Spanish Language Literature	3 hours
ML458	Structure of the Spanish Language	2 hours
ML375	Junior Seminar	2 hours
ML475	Senior Seminar	2 hours

Option 2 (with study abroad component):

G-ML108	Level I Spanish	3-4 hours
G-ML109	Level II Spanish	3-4 hours
G-ML208	Level III Spanish	4 hours
*G-ML209	Level IV Spanish	4 hours
ML309	Preparation for Study Abroad	2 hours
ML350	Junior Semester Abroad (including Structure of the Spanish Language)	12 hours
ML475	Senior Seminar	2 hours

Required Supporting Courses:

EN230	Linguistics	2 hours
G-HI317	Latin American History	3 hours

Students may elect to enroll in Spanish I or II for either 3 or 4 hours. Students who enroll for 4 hours must fulfill an internship or volunteer placement within the Spanish-speaking community. Students enrolled in Spanish III and IV are required to fulfill an internship or volunteer placement within the Spanish-speaking community.

To enhance a student's exposure to the Spanish-speaking world, students are strongly encouraged to enroll in both G-ML168/268 and G-ML370.

Students who can demonstrate language proficiency (via a placement exam) may be waived from enrolling in G-ML108 and G-ML109.

All students seeking a B.A. degree are required to enroll for one semester of Spanish. Students who have had zero to one year of high school Spanish will be placed in Spanish I. Students who have had two to three years of high school Spanish will be placed In Spanish II. Students who have had four to six years of high school Spanish may be waived from the Spanish language requirement if they can demonstrate language proficiency via written and oral examination.

Spanish Minor Requirements

A minimum of 18 semester hours, including

G-ML 208	Level III Spanish	4 hours
*G-ML 209	Level IV Spanish	4 hours

Note: The following courses *may be counted* toward fulfillment of the 18 semester hours:

G-ML 108	Level I Spanish	4 hours
G-ML 109	Level II Spanish	4 hours
G-HI 317	Latin American History	3 hours

Requirements for Teaching Licensure (PK-12) in Spanish:**Required Courses:**

ML208	Level III Spanish	4 hours
ML209	Level IV Spanish	4 hours
ML308	Spanish Language Literature	3 hours
ML309	Preparation for Study Abroad	2 hours
ML350	Junior Semester Abroad	12 hours
ML458	Structure of the Spanish Language	2 hours
ML475	Senior Seminar	2 hours

Required Supporting Courses:

EN230	Linguistics	2 hours
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Other courses required by the Curriculum & Instruction Department for licensure.
Students must take the Praxis II examination: Spanish Content

Teaching Licensure in English as a Second Language (ESL)

Requirements

The requirements for teaching certification in English as a Second Language are specified in the curriculum and instruction department listings and in the English department listing.

Course Descriptions

G-ML 108 Level I Spanish

3-4 hours

Acquisition of the four skills: hearing, speaking, reading, and writing. Latin American and Spanish cultural aspects are an integral part of this course. Classes conducted in Spanish. Tutorial sessions required. (Every Fall/Interterm on odd years)

G-ML 109 Level II Spanish

3-4 hours

A continuation of G-ML 108 with emphasis on mastery of the verb tenses and building of vocabulary. Classes conducted in Spanish. Tutorial sessions required. (Spring)

G-ML168/268 Spanish for Travelers

4 hours

Language immersion experience in Spanish-speaking countries. (Interterm during even years)

G-ML 208 Level III Spanish

4 hours

A review of grammatical principles followed by readings and vocabulary expansion. Classes conducted in Spanish. Oral preparation necessary for discussion of topics, short stories, and cultural research. Tutorial sessions required. (Fall)

G-ML 209 Level IV Spanish

4 hours (Language Intensive)

A continuation of G-ML 208 with increased emphasis on original reading selections in Spanish and student compositions. Fulfills the requirements of a language intensive class. Tutorial sessions required. (Spring)

G-ML 210 Americanos

3 hours

An exploration of Hispanics living within the United States. The course will focus on the historical and contemporary cultural, political, economic and social contributions of U.S. Hispanics. (Fall, even years)

EN 230 Linguistics

2 hours

An introductory course in linguistics to familiarize students with the discipline and to help them to analyze the structure, phonology, morphology, and syntax of the English language, while also learning about families of languages and some fundamental differences in languages around the world. (Fall)

ML 308 Spanish Language Literature

3 hours

A study of Spanish language literature with particular emphasis on contemporary literature (Fall, odd years, beg. 2009)

ML 309 Preparation for Study Abroad

2

This course is for any student who is planning to study abroad. A study of the cultural

patterns of the people in the country to which the student will go during his/her junior year abroad experience. A background in the history of the country and an appreciation for its literary notables is included. (Fall/Spring)

ML 350 Junior Year Abroad

12-36 hours

Students seeking licensure in teaching Spanish are required to spend the equivalent of one semester (at least 12 credit hours) abroad or enroll in comparable immersion programs. Students may fulfill this requirement in a variety of ways but must first seek approval from the Spanish program director. See syllabus for ML 350 and the specific requirements.

G-ML 370 Service Learning Opportunity

4 hours

Students will travel for the purpose of a community service project wherein they are required to participate actively in disaster relief work. In addition to the on-site relief work, students are required to participate in scheduled group sessions, which are designed to assist the student in acquiring additional cultural knowledge about the said travel site. (Interterm during even years)

Junior Seminar

2 hours

The Junior Seminar credit will be fulfilled under ML350 Junior Semester Abroad for students seeking licensure in teaching Spanish and for students who choose Option 2 above. For students who choose Option 1 (non-education Spanish majors), the Junior Seminar will address advanced grammar structures in oral and written communication as well as translation projects.

ML 475 Senior Seminar in Spanish

2 hours

The individual project of the senior student in areas of literature, language, or language pedagogy. The content of this course is open to the interest of the student regarding aspects of the culture that have not been studied previously. (Fall/Spring)

CI 404 Methods for Teaching Modern Language in the Secondary Schools

3 hours

Students will study the appropriate and most effective ways of teaching foreign language and culture. Practical applications of strategies and techniques are utilized to accomplish the objectives. Curriculum, evaluation, audio-visual materials, music, folklore, customs, gestures, and professional language organizations are included in this study.

ML 458 Structure of the Spanish Language

2hours

The systematic analysis of the phonology, morphology and syntax of Spanish from the standpoint of structure, historical and contrastive linguistics.

Individualized Courses Available

295/495	Field Experience	1-4 hours
299/499	Independent Study	1-4 hours
388	Career Connections	1-12 hours
445	Readings and Research	1-4 hours

Music

Purpose Statement

The department of music commits itself to developing students who understand and appreciate the place of music and artistic creativity in the human experience.

The department achieves this purpose when its students

- Demonstrate skills in reading and writing music;
- Demonstrate an understanding of music in relation to various historical periods and cultures;
- Demonstrate skills in listening to, analyzing, and describing music;

- Demonstrate performance ability through ensemble participation/performance and private study;
- Demonstrate readiness to enter the professional world of music through a senior project and/or recital;
- meet Kansas State Department of Education and National Council for the Accreditation of Teacher Education standards for licensure in the area of Music (music education emphasis only).

** Students of any major are encouraged to participate in ensembles and music history or theory courses.*

The student pursuing a Bachelor of Arts degree in Music chooses one of the following emphasis areas: 1) Music Major, 2) Music Education (PreK-12 Licensure), 3) Music Business Administration. The music minor chooses from two options: 1) Music Minor or 2) Musical Theater Performance.

Music Major

Requirements

Introduction to Writing Music (MU 150),	
Harmony I-II (MU 152, 254),	
Form and Analysis (MU 256)	12 hours
Sight Singing/Ear Training I-II (MU 255, 257)	2 hours
Music Appreciation (G-MU 161)	3 hours
Music History I and II (MU 362, MU 364)	7 hours
Major Applied Lessons	6 hours
Second Applied Lessons	4 hours
Fundamentals of Conducting (MU 275)	2 hours
Recording Technology (MU 373)	1 hour
College Choir (G-MU 142) or College Band (G-MU 140)	4 hours

Recommended Supporting Courses

MU 276 Choral Methods and Materials	2 hours
MU 227 Instrumental Methods and Materials	1 hour

Ensemble participation is required every semester of enrollment. Instrumental music majors will enroll in band each semester of attendance, and vocal music majors will enroll in college choir each semester of attendance. A minimum of 4 semesters must be taken for 1 hour of credit each; the remaining semesters may be taken for 0 hours of credit. (See further ensemble requirements for Music Education majors under Additional Requirements.)

Junior Seminar (MU 375)	1 hour
Senior Music Project/Recital (MU 475)	2 hours

Other Departmental Requirements

Juries (scheduled the final day of classes both fall and spring terms)	
Recital/Concert Attendance	
End-of-semester Faculty/Student Departmental Assessment	
Piano Proficiency	
Annual Tour	
TOTAL HOURS: 44	

Music Education (PreK-12 Licensure)

Additional Requirements

Instrumental Techniques (MU 180-184)*	4 hours
Instrumental Methods and Materials (MU 277)	1 hour
Private Voice (MU 214)	1 hour
Choral Methods and Materials (MU 276)	2 hours
Methods/Teaching Public School Music (MU 451, 453, 454)	9 hours
College Choir or College Band	4 hours

Participation in Choir or Band is required every semester of enrollment except when student teaching. Required of vocal education majors: a minimum of 7 semesters of choir and 1 semester of band; required of instrumental education majors: a minimum of 7 semesters of band and 1 semester of choir.

Piano Proficiency passed before student teaching
 Guitar (fretted string) Proficiency passed before student teaching
 Professional PreK-12 licensure requirements (see Curriculum & Instruction)
 Total additional music hours: 21 hours

Music Business Administration

Requirements

Introduction to Writing Music (MU 150)	3 hours
Harmony I (MU 152)	3 hours
Sight Singing and Ear Training I (MU 255)	1 hour
Music Appreciation (G-MU 161)	3 hours
Class Piano (MU 100) or Private Piano (MU 202)	1 hour
Class Voice (MU 112) or Private Voice (MU 214)	1 hour
Additional Major Applied Lessons	4 hours
College Choir (G-MU 142) or College Band (G-MU 140)	4 hours

Ensemble participation is required every semester of enrollment. Instrumental music majors will enroll in band each semester of attendance and vocal music majors will enroll in college choir each semester of attendance. A minimum of 4 semesters must be taken for 1 hour of credit each; the remaining semesters may be taken for 0 hours of credit.

Recording Technology (MU 373)	1 hour
Instrumental Techniques – Woodwinds, Bowed Strings, Brass, Percussion (MU 180, 181, 183, 184) – student selects any two of these techniques courses	2 hours
MU 275 Fundamentals of Conducting	2 hours
MU 364 Music History II	4 hours
Junior Seminar (MU 375)	1 hour
Music Business Practicum (MU 388)	2 hours
Senior Music Project (MU 475)	2 hours
Introduction to Business (G-BA 101)	3 hours
Financial Accounting (AC 205)	3 hours
Principles of Management (BA 224)	3 hours
Macroeconomics (EC 201)	3 hours
Business and Professional Communication (CM 218)	3 hours
Entrepreneurship and Small Business Management (BA 235)	3 hours
Marketing (BA 321)	3 hours

Other Departmental Requirements

Juries
 Concert/Recital Attendance
 End-of-semester Faculty/Student Departmental Assessment
 Total hours: 55 hours

Recommended Supporting Courses

Managerial Accounting (AC 206)	3 hours
Personal Finance (G-BA 230)	3 hours
Technical Woodworking (TE 162)	3 hours
Jewelry Design and Casting (G-AR 315)	3 hours

Piano Proficiency

Private piano lessons are required each semester (of all music majors excluding those following the Music Business Administration program) until the piano proficiency exam is passed. The student must demonstrate skills in major/minor scales, chord progressions, transposition, improvisation, sight reading, accompanying, and performance of repertoire.

Guitar Proficiency Exam (Music Education emphasis only)

The student must demonstrate knowledge of fretted string teaching materials/literature (at the public school level) and the ability to play the guitar with proper technique, acoustics, and style. If students are unable to pass the proficiency exam or do not have a prior background in guitar, they must enroll in a semester of private guitar (MU 222) to gain the requisite skills required to pass the examination.

Music Minor (21 hours)

Requirements

Introduction to Writing Music (MU 150)	3 hours
Harmony I (MU 152)	3 hours
Music Appreciation: Vernacular, Western and World Traditions (G-MU 161)	3 hours
Major Applied Lessons	5 hours
Fundamentals of Conducting (MU 275)	2 hours
College Choir and/or College Band	5 hours

Music Minor – Musical Theatre Performance (23 hours)

Requirements

Private Voice Lessons (MU 214)	4 hours
College Choir (G-MU 142)	3 hours
Introduction to Rhythm and Dance (PE 140)	2 hours
Acting I (G-TH 160)	3 hours
Period Styles for the Theatre (TH 360)	3 hours
Performance and Production Labs (TH 250)	3 hours
Performance and Production Lab/Special Topics (TH 450D)	2 hours
Foundations of Musical Theater (TH 230/MU 230)	3 hours

Course Descriptions - Applied Music

Private lessons require concert and recital attendance and performance in juries. Major professor may require recital performance.

MU 100 Beginning Class Piano

1 hour

Students learn necessary skills to interpret and perform beginning level piano music. A combination of group and individual instruction is provided to students in the Clavinova Piano Lab. MIDI disc accompaniments enhance the learning experience. Prerequisite: No prior piano experience.

MU 101 Class Piano II

1 hour

Continued work on elementary and early intermediate piano repertoire. A combination of group and individual instruction is provided to students in the Clavinova Piano Lab. MIDI disc accompaniments enhance the learning experience. Prerequisite: MU 100 or consent of the instructor.

MU 202, 402 Private Piano

1 or 2 hours

Private piano lessons offer the student the opportunity for musical growth both in performance of piano literature and in knowledge of the interrelationships between performance, history and theory. Each level may be repeated four times. Prerequisite: Consent of the instructor.

MU 204, 404 Private Organ

1 or 2 hours

Private lessons offer a one-to-one intensive learning experience for the student in a designated musical area. In the organ studio the student will experience musical growth by preparing, interpreting, and performing organ literature from the standard repertoire. Each level may be repeated 4 times. Prerequisite: Consent of the instructor.

MU 111 Accompanying Class

0 or 1 hour

Coaching in the art of accompanying. Prerequisites: Piano proficiency and consent of the instructor.

MU 112 Voice Class

1 hour

Voice class offers an intensive vocal learning experience through a master class setting. Students learn similar repertoire together, which allows students to reinforce their own learning

through their individual contact with the professor and through their observation of others' learning.

MU 214, 414 Private Voice

1 or 2 hours

Private Voice offers an intensive vocal learning experience through a one-to-one setting. Students study standard literature from the past and the present and strive to improve their vocal quality. Each level may be repeated 4 times. Prerequisite: Consent of the instructor.

MU 216, 416 Private Woodwind Instruments

1 or 2 hours

Private Woodwind Instruments. Private lessons. Students will 1) address personal levels of skill and technique (posture, breathing, tonal concept, resonance, embouchure, range, vibrato, melodic interpretation, poise, performing etiquette, melody, phrasing, style, harmony, rhythms, intonation, articulations, alternate fingerings, and memory) as appropriate for each instrument studied; 2) become aware of professional recordings and performances on the instrument; 3) study appropriate literature for the instrument. Each level may be repeated 4 times. Prerequisite: Consent of the instructor.

MU 222, 422 Private Fretted String Instruments

1 or 2 hours

Private Fretted String Instruments. Private lessons in guitar. Students will 1) address personal levels of skill and technique (posture, tonal concept, resonance, range, vibrato, melodic interpretation, poise, performing etiquette, melody, phrasing, style, harmony, rhythms, intonation, articulations, alternate fingerings, and memory) as appropriate for the instrument studied; 2) become aware of professional recordings and performances on the instrument; 3) study appropriate literature for the instrument. Each level may be repeated 4 times. Prerequisite: Consent of the instructor.

MU 224, 424 Private Bowed String Instruments

1 or 2 hours

Private Bowed String Instruments. Private lessons on violin, viola, cello, or string bass. Students will 1) address personal levels of skill and technique (posture, bowing, tonal concept, resonance, range, vibrato, melodic interpretation, poise, performing etiquette, melody, phrasing, style, harmony, rhythms, intonation, articulations, alternate fingerings, and memory) as appropriate for each instrument studied; 2) become aware of professional recordings and performances on the instrument; 3) study appropriate literature for the instrument. Each level may be repeated four times. Prerequisite: Consent of the instructor.

MU 218, 418 Private Brass Instruments

1 or 2 hours

Private Brass Instruments. Private lessons. Students will 1) address personal levels of skill and technique (posture, breathing, tonal concept, resonance, embouchure, range, vibrato, melodic interpretation, poise, performing etiquette, melody, phrasing, style, harmony, rhythms, intonation, articulations, alternate fingerings, and memory) as appropriate for each instrument studied; 2) become aware of professional recordings and performances on the instrument; 3) study appropriate literature for the instrument. Each level may be repeated 4 times. Prerequisite: Consent of the instructor.

MU 226, 426 Private Percussion Instruments

1 or 2 hours

Private Percussion Instruments. Private lessons. Students will 1) address personal levels of skill and technique (posture, tonal concept, resonance, range, vibrato, melodic interpretation, poise, performing etiquette, melody, phrasing, style, harmony, rhythms, intonation, articulations and memory) as appropriate for each instrument studied; 2) become aware of professional recordings and performances on the instrument; 3) study appropriate literature for the instrument. Each level may be repeated 4 times. Prerequisite: Consent of the instructor.

MU 230 Foundations of Musical Theater

3 hours

A team-taught, interdisciplinary course shared by the theatre and music departments. This course is designed as an applied experience that will focus on roles and excerpts from musical theatre: the musical, dramatic, language and movement techniques. Scenes and musical numbers in workshop. Large group and solo work. (on demand)

MU 350 Junior Recital

0-1 hour

Full or half recital required of music majors with performance emphasis. Optional for majors with other emphases. Performance of literature from the standard repertoire. Prerequisites: sophomore application recital and four semesters of study on major applied instrument or voice.

MU 373 Recording Technology

1 hour

This course will introduce students to the use of recording systems and their pedagogical application in PK-12 schools and other musical settings. Audiotape, digital audio computer files, and appropriate procedures and computer software programs will be used. The course focuses on recording live performances rather than enhancing and/or changing the format of existing recordings.

MU 375 Junior Seminar

1 hour

The music major will focus career goals, explore possible practicum opportunities, discuss aspects of professional practice, and participate in campus and off-campus musical events.

MU 475 Senior Music Project: Senior Recital

2 hours

Full or half recital required of all music majors. Performance of repertoire representative of the appropriate historical style periods. Student must perform a preview lecture-recital for the music faculty and receive their approval prior to performing the senior recital. Student will also prepare program notes for their recital. This course replaces private lessons for the semester in which the student enrolls.

Course Descriptions - Music Theory**MU 150 Introduction to Writing Music**

3 hours

A foundation course in harmonic concepts and their applications in music composition. Students will study the fundamentals of music (including notation, scales, key signatures, intervals and chords) and compose elementary musical examples using traditional notation as well as music notation software. Prerequisite: no prior music background is required.

MU 152 Harmony I

3 hours

A continuation of study in the materials and elements of music, including melody, voice leading, harmony, texture, harmonic progression, form, and analysis. Prerequisite: MU 150 or consent of instructor.

MU 254 Harmony II

3 hours

Continued work in part writing that incorporates altered chords, seventh chords, and modulation, and analysis of simple binary and ternary forms. Prerequisites: MU 150 and MU 152.

MU 255 Sight Singing and Ear Training I

1 hour

The study and practice of melody, harmony and rhythm through sight singing and ear training. Taught as a companion course to MU 254 Harmony II. The purpose of sight singing is to enable students to develop a "hearing eye," allowing students to translate musical symbols from the concrete level of music notation into sounds that communicate the composer's abstract musi-

cal intention. Ear training is designed to develop intelligent listening and the maximum in aural perception. Prerequisites: MU 150 and MU 152.

MU 256 Form and Analysis

3 hours

Study of compositional devices as they relate to form and analysis in works from the Baroque period through the 20th century. Prerequisites: MU 150, MU 152, and 254.

MU 257 Sight Singing and Ear Training II

1 hour

Continued study in sight singing and ear training. Student will further hone skills described in MU 255. Prerequisite: MU 255.

Course Descriptions - Musical Understanding

G-MU 161 Music Appreciation: Vernacular, Western, and World Traditions

3 hours

In addition to surveying traditional periods in Western art music, the course also focuses on folk music, jazz, and world musics. Meets Humanities/The Arts credit. (Spring semester, even-numbered years; Interterm, odd-numbered years)

G-HU 250 Introduction to Fine Arts

4 hours

An introduction to music, the visual arts and theatre as intertwined art forms. Students will be expected to attend galleries, museums, concerts, performances, etc. as they begin to explore the various components of the "fine arts."

MU 362 Music History I

3 hours

A survey of music from the Medieval, Renaissance, and Baroque periods preceded by a brief overview of ancient Greek and Roman music and early Christian music. The course focuses on musical trends and styles, significant composers and their contributions, and the development of musical forms. The interrelatedness of music to other art forms, politics, philosophy, history, and scientific and technological advancements is also presented. (Spring semester, odd-numbered years)

MU 364 Music History II

4 hours (Language Intensive)

A survey of western European/American art music from the Classic era through the 20th Century. The course focuses on musical trends and styles, significant composers and their contributions, and the development of musical forms. The interrelatedness of music to other art forms, politics, philosophy, history and scientific and technological advancements is also presented. (Fall semester, odd-numbered years)

Course Descriptions - Music Education

MU 180 Instrumental Techniques: Woodwinds

1 hour

An introductory study of the techniques of playing and teaching woodwind instruments at the public school level, with emphasis on a practical knowledge of teaching materials, fingering, acoustics, tone production, and care of the instruments. (Fall, odd years)

MU 181 Instrumental Techniques: Bowed Strings

1 hour

An introductory study of the techniques of playing and teaching orchestral string instruments at the public school level, with emphasis on a practical knowledge of teaching materials, fingering, acoustics, tone production, bowings, and care of the instruments. (Spring, even years)

MU 183 Instrumental Techniques: Brass

1 hour

An introductory study of the techniques of playing and teaching brass instruments at the public school level, with emphasis on a practical knowledge of teaching materials, fingerings, acoustics, tone production and care of the instruments. (Fall, even years)

MU 184 Instrumental Techniques: Percussion

1 hour

An introductory study of the techniques of playing and teaching percussion instruments at the public school level, with emphasis on a practical knowledge of teaching materials, rudiments, and care of the instruments. Students will also complete a unit on writing and teaching a football halftime marching band show. (Spring, odd years)

MU 275 Fundamentals of Conducting

2 hours

An entry-level class designed to introduce the instrumental and choral music student to basic conducting techniques, score preparation and rehearsal technique, and hands-on experience conducting recorded and live vocal and instrumental ensembles. (Fall, odd years)

MU 276 Choral Methods and Materials

2 hours

Study and practice of the aspects of organizing and conducting choral groups. Special attention is given to the international phonetic alphabet (IPA); diction; and choral methods, materials, and techniques. Prerequisite: MU 275 or permission of the instructor. (Spring semester, even-numbered years)

MU 277 Instrumental Methods and Materials

1 hour

A study of the basic technical aspects of organizing and conducting instrumental ensembles, bands and orchestras. Prerequisite: MU 275 or permission of the instructor. (Spring/Alternate Years)

MU 370/EE 304 Methods for Teaching Music In The Elementary School

2 hours

For elementary education majors. Emphasis is placed upon methods for teaching elementary school children and the integration of music into the elementary school curriculum.

CI 451/MU 451, MU/CI 453, MU/CI 454 Methods for Teaching Public School Music

9 hours

For music education majors. The methods and materials for music teaching at elementary and secondary levels:

MU-CI 451	General Music K-6	3 hours
MU-CI 453	Vocal Music 7-12	3 hours
MU-CI 454	Instrumental Music 5-12	3 hours

Ensembles

G-MU 140 College Band

0-1 hour

Open to all students with appropriate experience, regardless of major. Performs a variety of wind band literature on several concerts each semester and at all home football and basketball games. Meets Humanities/The Arts credit.

G-MU 142 College Choir

0-1 hour

Open to all students. Students will develop a knowledge of and appreciation for artistic creativity through singing some of the great choral repertoire of the past and present, experiencing the pleasure of singing in a quality ensemble, and developing the singer's vocal ability. The choir performs on major concerts fall and spring terms and tours during spring term to churches and schools. Prerequisite: entrance interview and informal audition. Meets Humanities/The Arts credit.

MU 146 Instrumental Ensemble

0-1 hour

Trios, quartets, quintets and like-instrument choirs organized by audition according to interest and available students. Required: simultaneous enrollment in college band and consent of instructor.

MU 148 Vocal Ensemble

0-1 hour

Vocal ensemble is a select performance group formed by audition from members of the McPherson College Choir. It is designed to give students opportunity to sing and perform some of the great vocal chamber literature in a variety of settings. Prerequisite: simultaneous enrollment in college choir and consent of instructor.

MU 175 Music Tour

3 hours

Travel, lecture, and performance tour of a region in the U.S. or foreign countries. Study involves the functions of music and its interaction with culture, emotion, language, dance, art, sculpture, and architecture. Prerequisites: concurrent enrollment in touring ensemble (or immediate-previous semester for summer or interterm tour); additional cost beyond tuition.

Individualized Courses Available

295/495	Field Experience	1-4 hours
299/499	Independent Study	1-4 hours
388	Career Connections	1-12 hours
445	Readings and Research	1-4 hours

Philosophy and Religion

Purpose Statement

The department of philosophy/religion achieves its purpose when its students

- appreciate the biblical literature, both Hebrew and Christian Bibles;
- are acquainted with the rich and exotic traditions of the major world religions, both East and West;
- understand the art of philosophizing and theologizing, meaning both analysis and synthesis;
- have achieved heightened self-consciousness through examining ethical issues from a variety of positions;
- have embarked on a personal odyssey in search of the meaning of life.

The philosophy/religion department offers courses designed to help the student study and reflect upon the major religious traditions and philosophical questions that have contributed to the making of our present world. Philosophy/religion offers an excellent liberal arts major since it involves a broad survey of Western and Eastern cultural heritages and develops analytical skills characteristic of a truly educated person. In addition and more particularly, a philosophy/religion major is excellent preparation for the student interested in the church - whether in the professional ministry or as a lay person.

The department offers a four-year degree with a major or minor in philosophy/religion..

Philosophy/Religion Major**Requirements**

A minimum of 32 semester hours in philosophy and religion. Since no specific courses are required, students may select from the course offerings shown below, courses at other ACCK colleges, off-campus experiences, and independent study.

Required supporting courses

A minimum of 12 hours of related courses selected in accord with the student's special interests and approved by the advisor.

Philosophy/Religion Minor

Requirements

A minimum of 18 hours in philosophy and religion courses. Since no specific courses are required, students may select from the course offerings as listed in the catalog, courses at other ACCK colleges, off-campus experiences, and independent study.

Course Descriptions

G-PR 101 Introduction to Hebrew Bible

4 hours

A survey of the history, literature and religion of ancient Israel, using selected portions of the Hebrew Bible as primary sources. The course introduces students to the methods and results of modern critical scholarship and encourages the development of biblical study skills by the student. (Fall)

G-PR 102 Introduction to New Testament

3-4 hours (Language Intensive)

A survey of the history, literature, and religious thought of early Christianity, using the Christian Bible as a primary source. The course introduces students to the methods and results of modern critical scholarship and encourages the development of biblical study skills by the student. (Spring)

G-PR 104 Ethics

3-4 hours (Language Intensive if taken for 4 hours)

Intended to enable the student to think critically about the moral aspects of human behavior. Traditional ethical systems as well as contemporary solutions to personal and societal problems will be examined. Particular attention will be focused on Christian ethics and the modern environment within which we make our moral decisions. (Fall)

G-PR 201 Introduction To Philosophy

4 hours

An introduction to the nature of philosophical thinking and to the history of Western thought. Students will be encouraged to develop their own personal philosophies of life. (Fall, Spring)

G-PR 202 History of Christianity

3-4 hours

A systematic summary of basic themes of the Christian faith and a brief survey of the history of the church, the development of theology, ethics, and sectarian movements. (Fall)

G-PS 215 Global Peace Studies

3 hours

An analysis of the problem of international conflict. This course studies the economic, political, and ideological causes of international violence, and the mechanisms used to mediate and resolve conflicts. Prerequisite: G-EN 110 and G-EN 111 or recommendation of the instructor. (Spring, odd years)

PR 303 Readings in Theology/Philosophy

2-4 hours

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

PR 304 Brethren History and Thought

2 hours

A study of the origin and history of the Church of the Brethren including a treatment of traditional beliefs and practices and the major contemporary issues confronting the church. (Selected years)

PY/SO 308 Counseling

3 hours

A study of the theory and practice of counseling including a survey of the various systems of psychotherapy (person-centered therapy, psychoanalysis, behavioral therapy, cognitive-behavioral therapy, etc.) and learning, through role-play, of skills needed to be a helper.

HI 311 Ancient Mediterranean World

3 hours

A study of political, social, and cultural development of the ancient Greeks and Romans and their contributions to western civilization. (Spring odd years)

G-PR 401 World Religions

4 hours

A critical survey of the major religions of the world such as Hinduism, Buddhism, Taoism, Confucianism, Zoroastrianism, Islam, Judaism, Christianity, and others in an attempt to understand the distinctive character of each and their possible contributions to our own thought. (Spring)

PY 405 Personality Theories

3 hours

Personality is the field within psychology which specializes in how individuals think, feel, and behave with an emphasis on the person as a whole. The course covers the five basic approaches to personality: the trait approach, the biological approach, the psychoanalytic approach, the phenomenological approach, and the behaviorist/learning theory/cognitive approach. Junior or senior standing or permission of the instructor required.

PR 375 Junior Seminar

1 hour

Religion/philosophy majors during their junior year are required to either research a professional vocation related to the discipline or research the various historical trends in Christian theology.

PR 475 Senior Research Project

2-4 hours

Religion majors during the senior year are required to do a research project with the topic approved by the department.

Individualized Courses Available

295/495	Field Experience	1-4 hours
299/499	Independent Study	1-4 hours
388	Career Connections	1-12 hours
445	Readings & Research	1-4 hours

Theatre

Purpose Statement

The department of theatre commits itself to develop — through a professional based approach supported by academic instruction — our students' knowledge and skills of theatre arts with a multicultural view and interdisciplinary commitment towards collaboration, ethics, scholarship, professionalism and service.

Theatre Major

42 hours of TH(eatre) courses including the core of 36 hours, 4 hours of performance and production labs, and the remaining from TH electives. Those students seeking Speech/Theatre Education 6-12 Licensure will need to meet the requirements for that program as well.

Core Requirements - 36 HOURS

G-TH 100	Introduction to Theatre	3 hours
*CM 130	Interpersonal Communication	3 hours
G-TH 160	Acting I	3 hours

G-TH 175	Technical Theatre I	3 hours
G-TH 265	Script Analysis	3 hours
TH 270	Technical Theatre II	3 hours
TH 285	Theatrical Design	3 hours
TH 340	Directing	3 hours
TH 360	Period Styles for the Theatre	3 hours
TH 375	Junior Seminar in Theatre	1 hour
*G-TH 385	Theatre History & Dramatic Literature I	3 hours
*G-TH 390	Theatre History & Dramatic Literature II	3 hours
*TH 475	Senior Project	2 hours

Performance & Production Lab Requirements – 4 Hrs

TH 350-A	Stage Management	1 hour
Electives		3 hours

Speech/Theatre Ed - 39 Hrs

G-TH100	Intro to Theatre	3 hours
*CM 130	Interpersonal Communication	3 hours
CM 140	Public Speaking	3 hours
G-CM 120	Intro to Human Communication	3 hours
G-TH 160	Acting I	3 hours
G- TH 170	Tech Theatre I	3 hours
G- TH 265	Script Analysis	3 hours
TH 270	Tech Theatre II	3 hours
TH 285	Theatrical Design	3 hours
TH 340	Directing	3 hours
TH 360	Period Styles	3 hours
*G-TH 385	Theatre History and Dramatic Lit	3 hours
*G-TH 390	Theatre History and Dramatic Lit II	3 hours

(Students must also complete all requirements for secondary education; see the C&I portion of the catalog for requirements)

Theatre Minor - 24 Hrs

G-TH 100	Intro to Theatre	3 hours
*CM 130	Interpersonal Communication	3 hours
G-TH 160	Acting	3 hours
G-TH 170	Technical Theatre I	3 hours
TH 270	Technical Theatre II	3 hours
TH 340	Directing	3 hours
*G-TH 385	Theatre History & Dramatic Literature I	3 hours
*G-TH 390	Theatre History & Dramatic Literature II	3 hours

Departmental Requirements

- All majors are required to contribute in some aspect to all departmental productions.
- All majors will serve as stage manager for a production directed by theatre department faculty or guest director.

Course Descriptions

G-TH 100 Introduction to Theatre

3 hours

An introduction to the various aspects of theatre, this course is designed for both the major and non-major. Students discover the art of collaboration as the element binding all productions together. Major sections covered include dramatic structure, theatrical style, genre, theatre practitioners, and the audience. Students will be attending area productions to observe the various levels of presentation, i.e. educational, professional, community, etc. (Fall and Interterm odd years)

G-TH 125 Film and Culture

3 hours

This course is designed to give students analytical tools to study the theatrical medium of cinema. Students will study narrative styles, genres, history, theory, and film analysis. Students will also learn to analysis the philosophy behind the film and how it applies to modern culture. (Interterm even years)

TH 150 Performance & Production Lab

1 hour (Can be repeated for credit) By consent of Instructor

These practica are designed to give students a hands-on approach to learning and experiencing the various areas of theatre. Each practica will be supervised by a member of the departmental faculty and the student will need to complete a journal or portfolio of the work accomplished.

A. Acting

The student will be given credit for rehearsing and performing in a departmental production.

B. Set Construction

The student will assume the position of master carpenter/crew head for the construction of a departmental theatre production. Student will assist the designer in drafting the show, supervise the scene shop during the construction period, and be a member of the production staff; attending appropriate meetings in the pre-production aspects of the show.

C. Properties

The student will accept the responsibilities of prop master for a departmental production. This may include some property design. The student will be a member of the production staff, attending appropriate meetings in the pre-production aspects of the show.

D. Sound

The student will be responsible for securing all sound effects, underscoring, and setting up all amplification for a departmental production. Student will also run sound for the production and be a member of the production staff, attending appropriate meetings in the pre-production aspects of the show.

G-TH 160 Acting I

3 hours

Study of beginning acting techniques: improvisation, games, and sense memory with examination of action and objective exercises, outline of Stanislavsky system, and introduction of voice and movement skills. (Spring)

G-TH 170 Technical Theatre I – Dressing the Set

3 hours

The study of a wide variety of “crafts/skills” used when preparing a script for production, focusing on the aspects particularly related to the set. The student work will focus on basic set construction practices and scene painting techniques. Other areas covered include the hanging and focusing of lighting instruments, and the creation of stage properties. The student will work on productions to be staged by the department during the semester. (Fall)

TH 230/MU 230 Foundations of Musical Theatre

3 hours

Foundations of Musical Theatre is a team-taught, interdisciplinary course shared by the theatre and music departments. This course is designed as an applied experience looking at musicals, both new and revivals from the last 15 years, to acquaint students with the repertoire of musical theatre. Scenes and musical numbers in Workshop. Large group and solo work. Offered to sophomores and above; freshman participation is with consent of the instructors. (on demand)

TH 250 Performance & Production Lab

1 hour (Can be repeated for credit) By consent of Instructor

These practica are designed to give students a hands-on approach to learning and experiencing the various areas of theatre. Each practica will be supervised by a member of the departmental faculty and the student will need to complete a journal or portfolio of the work accomplished.

A. Box Office/Publicity/House Management

Student will take charge of the front of house responsibilities for a departmental production. This includes press releases, First Nighters information, lobby displays, program copy, securing ushers and coordinating with dinner staff. The student will be a member of the production staff, attending appropriate meetings in the pre-production aspects of the show.

B. Make-up

Student will be responsible for designing and realizing the make-up designs for a departmental production. The student will be a member of the production staff, attending appropriate meetings in the pre-production aspects of the show.

C. Lighting

The student will act as lighting designer for a departmental production. This will also include the supervision of hanging the design and running lights for the production. The student will be a member of the production staff, attending appropriate meetings in the pre-production aspects of the show.

D. Costuming

Student will assume the responsibilities of the costume shop supervisor for a departmental show. This will include assisting the designer in shopping for fabric, patterning, cutting and supervising crew members in the construction of the garments. The student will be a member of the production staff, attending appropriate meetings in the pre-production aspects of the show.

TH 260 Acting II

3 hours

This course is an in-depth study of advanced acting styles. Students will expand the development of the actor's instrument through sensory awareness, physical and vocal exercises, improvisation, risk taking, ensemble building and basic analytical techniques. (Spring odd years)

TH 270 Technical Theatre II

3 hours

The study of a wide variety of "crafts/skills" used when preparing a script for production, focusing on the aspects particularly related to the actor. The student work will focus on basic costume construction including patterning and stitching techniques. Other areas covered include make-up and sound with particular attention to the use of microphones. The student will work on productions to be staged by the department during the semester. (Spring, odd years)

TH 285 Theatrical Design

3 hours

Students will study the basic concepts for the design of scenery, costumes, lighting, make-up, properties and sound, focusing on scripts under consideration for the department's next season of plays. Students will be working as a team of designers, moving from area to area but also allowing for concentration in at least one of the above areas of theatrical design. (Spring, even years)

G-TH265 Script Analysis

3 hours

The course will explore the structure of dramatic works. Emphasis will be placed on the process of interpreting a script and translating it into a performance. Students will strengthen skills in reading, listening, writing, script and other character interpretation as they develop an appreciation of dramatic literature and the playwright's art and craft. (Fall, even years)

TH 325/TH 425 Special Topics in Theatre

2 hours

These courses are designed to give students the opportunity to experience a variety of topics in Theatre that could be linked to the production calendar or topics that are not covered in the regular series of courses for the theatre major. Examples might include a seminar covering a specific playwright to be produced, an acting style being used in the staging of a production, or rendering skills needed to prepare a portfolio. May be repeated. (as needed)

TH 340 Directing

3 hours

Development of techniques of play reading and analysis and introduction to dramaturgy (research) useful to further study in each of the theatre's sub-disciplines, including acting, directing, design, playwriting, and critical study. Basic theories of play direction and their application through student directed scenes. (Fall, even years)

TH 350 Performance & Production Lab

1 hour (Can be repeated for credit) By consent of Instructor

These practica are designed to give students a hands-on approach to learning and experiencing the various areas of theatre. Each practica will be supervised by a member of the departmental faculty and the student will need to complete a journal or portfolio of the work accomplished.

A. Stage Management

Production experience in the professional duties of stage manager, including participation as stage manager in pre-production, rehearsal, and performance phases of a production. The student will be a senior member of the production staff, attending meetings in the pre-production aspects of the show.

B. Dinner Theatre

The student will work with the director of First Nighters in establishing a menu, creating shopping lists, organization of the kitchen, supervising workers, creating décor for dining space and overseeing clean up of the kitchen and dining space. The student will be a member of the production staff, attending appropriate meetings in the pre-production aspects of the show.

C. Design

The student will serve as either scenic or costume designer for a departmental production. The student will work with the director from the early stages of the pre-production meetings, present the designs at the first production meeting and will be a member of the production staff, attending appropriate meetings in the pre-production aspects of the show.

D. Scene Painting

The student will work alongside the scenic designer in the scene shop. She/he will assist in the preparation of the scenic elements for painting and then supervise all paint application for the scenic elements. The student will be a member of the production staff, attending appropriate meetings in the pre-production aspects of the show.

TH 360 Period Styles for the Theatre

3 hours

An examination of the major historic period styles in acting, design, and directing. Students will read plays that will work with the various techniques discussed in class. (Spring, even years)

TH 375 Junior Seminar in Theatre

1 hour

Theatre students at the Junior level will meet bi-monthly through their Junior year in a seminar setting and will:

- clarify and focus their major goals—academic and vocational
- formulate their Senior project proposal
- further develop their career resumes and/or portfolios
- discuss internships

G-TH 385/EN 385 Theatre History & Dramatic Literature I

3 hours (Language Intensive)

A comprehensive survey of the history of influence of different cultures, traditions, and technologies on the development of theatre as art and as a social institution. Involves the reading of plays of world theatre from its beginning to the seventeenth century. (Spring, odd years)

G-TH 390 Theatre History & Dramatic Literature II

3 hours (Language Intensive)

A comprehensive survey of the history of influence of different cultures, traditions, and technologies on the development of theatre as art and as a social institution. Involves the reading of plays of world theatre from the seventeenth century to the present day. (Fall, odd years)

TH 450 Performance & Production Lab

1 hour (Can be repeated for credit) By consent of Instructor

These practica are designed to give students a hands-on approach to learning and exper-

riencing the various areas of theatre. Each practica will be supervised by a member of the departmental faculty and the student will need to complete a journal of the work accomplished.

A. Directing

Student will take responsibility for directing a show not connected to another class. Student will be in charge of all aspects from budget through supervision and selection of cast and crews.

B. Dramaturgy

Student will assume the role of dramaturg for a departmental production. The student will work with the director from the early stages of the pre-production meetings, present research to the designers in the early stages of production, assist cast members in understanding the period, and will be a member of the production staff, attending appropriate meetings in the pre-production aspects of the show.

C. Improvisation

Student will receive credit for a semester's involvement with the campus improv company.

D. Musical Theatre

The student will be given credit for rehearsing and performing in a departmental production of a musical or musical revue.

TH 475 Senior Project

2 hours (Language Intensive)

Each theatre major is required to complete this capstone experience. Three of the more popular projects are listed but each student is allowed to create a project to match his/her interests and expertise in theatre. (Fall, Interterm, Spring)

Directing Project

Intensive development of directing skills and process, including text analysis and exploration of craft fundamentals as a basis for director/actor /designer collaboration and effective staging, with particular emphasis on challenges of style in text and production. Examination of process of conceptualization in dramatic production; centrality of theatric conceptualization in interpretation of dramatic text. Students direct a full-length play under observation, with discussion and critique of work in progress with faculty advisor. Prerequisite, Directing.

Acting Project

Student will be involved in the selection of the role in one of the department's production for a culminating acting experience. Student will be involved with the director in examining the script, creating the approach to the show, and setting goals for the production. An intensive rehearsal process as the student prepares the role in collaboration with the entire production team and cast. Prerequisite, Acting I and Acting II.

Design Project

Complete responsibility for the design of one of the following elements for a departmental production, depending on the student's primary area of interest: sets, costumes, lighting, make-up, or sound. Student will be working in collaboration with the director and other designers assigned to the production. Prerequisite, Theatrical Design.

TH 295/495	Field Experiences	1-4 hours
TH 299/499	Independent Study	1-4 hours
TH 388	Career Connections	1-12 hours
TH 445	Readings in Theatre	2-4 hours



The Division of Science and Technology

Purpose Statement

The division of science and technology commits itself to developing whole persons through experiential problem solving and systematic study of the natural and human-made environment.

The division achieves this purpose when its graduates

- develop a systematic understanding, through knowledge and experience in mathematics, natural science, and technology, of the natural and human-made environment;
- acquire a professional orientation in view of employment or advanced educational programs;
- can reconstruct their world through development of new knowledge and artifacts with an awareness of limited material resources.

The division of science and technology at McPherson College is composed of three departments. There are various major options available in each of the departments.

The department of natural science offers majors in, biology, biochemistry, chemistry, and environmental studies. Students may prepare for teaching in biology or chemistry. The natural science faculty has instituted a program of undergraduate student research. All students majoring in the natural sciences plan, conduct, and report upon a scientific research project during their junior and senior years. A number of pre-professional programs are available in the natural sciences, including medicine, physical therapy, optometry, and veterinary medicine.

The department of mathematics and information technology offers majors in information technology and mathematics. Students may also prepare for teaching in mathematics.

The department of technology offers the bachelor of science degree with instruction in visual communication, materials and processes, power and energy, and auto restoration areas of concentration.

Natural Science

Purpose Statement

The department of natural science commits itself to developing whole persons through experiential problem solving and the systematic study of the natural world.

The department achieves this purpose when its graduates

- acknowledge that earth's natural resources are limited and that human survival is contingent upon sustainable use of these finite resources;
- contribute to the well-being of humankind and society through knowledge of and experience with the natural sciences;
- develop a systematic understanding of the natural world through knowledge of and experience in the natural sciences;
- are prepared to meet the challenges of an ever-changing technological world through an emphasis on problem solving;
- are prepared to enter a graduate or professional program, or specific employment in their chosen field;
- meet State Department of Education standards for licensure in the area of biology or chemistry (applies to education majors only).

Biochemistry Major (Recommended for Pre-Medical Students)

Requirements

G-CH 111	College Chemistry I	5 hours
CH 112	College Chemistry II	5 hours
CH 251	Organic Chemistry I	4 hours
CH 252	Organic Chemistry II	4 hours
CH 201	Quantitative Analysis	4 hours
CH 370	Biochemistry	4 hours
G-BI 111	College Biology I	4 hours

BI 112	College Biology II	4 hours
BI 310	Statistical Data Analysis	4 hours
BI 360	Cell Physiology	4 hours
BI 364	Cell and Molecular Biology	4 hours

Required Supporting Courses

*NS 300	Research Methods	1 hour
NS 375	Junior Seminar	1 hour
*NS 475	Senior Research	2 hours
G-PH 215	General Physics I	4 hours
PH 216	General Physics II	4 hours

Biology Major**Requirements**

A minimum of 32 semester hours of biological science coursework, including

G-BI 111	College Biology I	4 hours
BI 112	College Biology II	4 hours
BI 283	Genetics	4 hours
BI 310	Statistical Data Analysis	4 hours
8 credit hours chosen from among the 300 Level BI Courses		

Required Supporting Courses

G-CH 111	College Chemistry I	5 hours
CH 112	College Chemistry II	5 hours
CH 251	Organic Chemistry I	4 hours
CH 252	Organic Chemistry II	4 hours
G-PH 215	General Physics I	4 hours
*NS 300	Research Methods	1 hour
NS 375	Junior Seminar	1 hour
*NS 475	Senior Research	2 hours

Biology Major - Teaching Licensure in Biology (6-12)**Biology Major for Teacher Licensure**

A minimum of 32 semester hours, including:

G-BI 111	College Biology I	4 hours
BI 112	College Biology II	4 hours
G-BI 201	Biodiversity	4 hours
BI 283	Genetics	4 hours
*NS 300	Research Methods	1 hour
NS 375	Junior Seminar	1 hour

12 Credit hours chosen from among the remaining BI or NS courses numbered 200 or higher, including at least one organismal level course and one population level course

Required Supporting Courses

G-CH 111	College Chemistry I	5 hours
CH 112	College Chemistry II	5 hours
CH 251	Organic Chemistry I	4 hours
IT 100	Computer Technology in Action	3 hours
G-MA 221	Elementary Applied Statistics	4 hours
G-PE 170	Personal and Community Health	2 hours
G-PH 215	General Physics I	4 hours
G-PY 101	Introduction to Psychology	3 hours

Students pursuing this major must also meet all professional requirements for teacher licensure in the curriculum and instruction department.

BIOLOGY MINOR**Requirements**

A minimum of 20 semester hours, including

G-BI 111	College Biology I	4 hours
BI 112	College Biology II	4 hours
BI 283	Genetics	4 hours
At least eight hours of additional biology courses		

Required supporting courses

G-CH 111	College Chemistry I	5 hours
CH 251	Organic Chemistry I	4 hours

Chemistry Major**Requirements**

A minimum of 32 semester hours including

G-CH 111	Chemistry I	5 hours
CH 112	Chemistry II	5 hours
CH 251	Organic Chemistry I	4 hours
CH 252	Organic Chemistry II	4 hours
CH 201	Quantitative Analysis	4 hours
CH 390	Instrumental Analysis	3 hours
CH 385	Advanced Inorganic Chemistry	4 hours
CH 400	General Physical Chemistry	5 hours

Required supporting courses

*NS 300	Research Methods	1 hour
NS 375	Junior Seminar	1 hour
*NS 475	Senior Research	2 hours
PH 205	College Physics I	5 hours
PH 206	College Physics II	5 hours
G-MA 111	Calculus I	4 hours
MA 112	Calculus II	4 hours

Recommended supporting courses

G-BI 111	College Biology I	4 hours
BI 112	College Biology II	4 hours

Chemistry Teaching Licensure (7-12)**General Science Requirements***1. Natural Science Coursework*

G-BI 111 and BI 112	College Biology I and II	8 hours
G-PH 215 and PH 216	General Physics I and II	8 hours
*NS 300	Research Methods	1 hour
NS 375	Junior Seminar	1 hour

2. Mathematics and Information Technology Coursework

IT 100	Computers and Information Technology	3 hours
G-MA 221	Elementary Applied Statistics	4 hours

Chemistry Requirements

G-CH 111	College Chemistry I	5 hours
CH 112	College Chemistry II	5 hours
CH 201	Quantitative Analysis	4 hours
CH 251	Organic Chemistry I	4 hours
CH 385	Advanced Inorganic Chemistry	4 hours

Students pursuing teacher licensure must complete the Professional Education Requirements (see Curriculum and Instruction section of the catalog).

Chemistry Minor**Requirements**

A minimum of 21 hours including

G-CH 111	College Chemistry I	5 hours
CH 112	College Chemistry II	5 hours
CH 251	Organic Chemistry I	4 hours
CH 252	Organic Chemistry II	4 hours
CH 201	Quantitative Analysis	4 hours

Environmental Studies Major

This program achieves its purposes when its graduates:

- demonstrate an understanding of the interrelated workings of the physical and biological world;
- acknowledge that Earth's material resources are limited;
- demonstrate a critical understanding of the dominant societal belief systems;
- demonstrate a critical understanding of their personal belief system;
- demonstrate a critical understanding of their roles in history, culture, and community;
- demonstrate a critical understanding of the impacts of society on the Earth's physical and biological resources;
- can make decisions based upon a consistent moral-ethical position in social, political and institutional relationships;
- express a personal environmental ethic.

Required Natural Science Courses:

G-BI 101	Principles of Biology	4 hours
G-CH 101	Principles of General Chemistry	4 hours
G-NS 141	Environmental Science	4 hours
G-PH 215	General Physics I	4 hours
G-PC 251	Geology	4 hours
BI 316	Ecology	4 hours
BI 495	Field Experience	4 hours

Electives from Humanities, Social Science, and Technology:

Select at least 30 hours from the following:

EC 201	Macroeconomics	3 hours
EC 204	Microeconomics	3 hours
G-HI 322	The American West	4 hours
G-PE 170	Personal/Community Health	2 hours
*G-PR 104	Ethics	4 hours
PR 303	Readings in Theology/Philosophy	2-4 hours
PY/SO 303	Social Psychology	3-4 hours
G-SO 101	Introduction to Sociology	3 hours
SO 206	Social Problems	3-4 hours
*G-TE 333	Technology and Society	3-4 hours

Other courses as approved by both the advisor and co-advisor.

Other Course Requirements:

NS 350	Stewardship Seminar	1/semester (4 required)
*NS 300	Research Methods	1 hour
NS 375	Junior Seminar	1 hour
*NS 475	Senior Research	2 hours

Biology Course Descriptions

G-BI 101 Principles of Biology

4 hours

An introduction to the principles of biology, with an emphasis on the biology of humans. This course does not apply toward a major in biology. (Fall)

G-BI 111 College Biology 1

4 hours

A rigorous introduction to the unity and diversity of life. This course focuses on the contributions of genetics, ecology and evolution to the biodiversity of the planet. The laboratory exercises are designed to provide a variety of practical experiences, as well as to illustrate the principles discussed in lecture. (Fall)

BI 112 College Biology II

4 hours

A continuation of G-BI 111 with a rigorous introduction to organismal structure and function. Explores the organization and processes of living systems at the levels of biomolecules, organelles, cells, organ systems, and organisms. Lab work includes studies of enzyme action, cel-

lular respiration, organismal development and anatomy. Prerequisite: G-BI 111 with a grade of C or better. (Spring)

G-BI 201 Biodiversity

4 hours

A fundamental study of biological biodiversity as an assessment of life on earth. This will progress from the individual to the community, focusing on biodiversity and ecology from an evolutionary perspective and also on applied environmental research. The course includes laboratory work. (Interterm, even years)

G-BI 210 Principles of Nutrition

3 hours

Physiology and chemistry of digestion, absorption, and metabolism of nutrients; nutrient functions; requirements; and effects of nutrient deficiencies and toxicities. Prerequisites: G-CH 101 or G-CH 111 with a grade of C or better (Interterm odd years)

BI 215 Human Anatomy and Physiology

4 hours

A lecture/laboratory course in the fundamentals of human anatomy and physiology. It explores the organization and processes of human systems from the cellular & tissue activities through studies of anatomical and physiological problems, growth & development. Lab work complements the lecture topics and includes experiential & experimental studies of human systems. (Spring, even years)

BI 234 Microbiology

4 hours

A study of microorganisms, with emphasis on the bacteria. A consideration of their structure, metabolism, classification, identification, and human and ecological relationships. Prerequisites: BI 112, CH 251 with grades of C or better or consent of instructor. (Spring, odd years)

BI 283 Genetics

4 hours

Basic genetic concepts including classical Mendelian inheritance, cytogenetics, population genetics, and the molecular basis of gene action. Laboratory experiences cover transmission genetics, electrophoretic studies, and computer simulations of evolutionary processes. Pre-requisites: BI 112, with a grade of C or better. (Fall, even years)

BI 310 Statistical Data Analysis

4 hours

A study of fundamental concepts including data types, distributions, and hypothesis testing; and of the applications of spreadsheets and other software for data manipulation and statistical analysis. Prerequisite: G-MA221 or consent of instructor. (Interterm, even years)

BI 315 Human Physiology

4 hours

A rigorous introduction to the fundamentals of human neurophysiology, cardiac-physiology, muscular & circulatory physiology and excretory & respiratory physiology. Prerequisite: BI 112, with a grade of C or better. (Spring, even years)

BI 316 Ecology

4 hours

A study of relationships between organisms and their environments, including both physical and biotic environments. The course includes both laboratory and field work. Prerequisites: BI 112 with a grade of C or better. (Fall, odd years)

BI 360 Cell Physiology

4 hours

A rigorous study of the fundamentals of cell physiology, concentrating on intermediary metabolism and its regulation. Prerequisites: BI 112, CH252 and CH370 with grades of C or better or consent of instructor. (Spring, even years)

BI 364 Cell and Molecular Biology

4 hours

The molecular organization, function and evolution of prokaryotic and eukaryotic cells. Lab work includes chromosome analysis, cellular fractionation, cell culture, and electrophoretic studies. Prerequisites: BI 112, CH 252 with grades of C or better. (Spring, odd years)

BI 391 Evolution (also cross-listed as G-PR391)

4 hours (Language Intensive)

A study of the history, philosophical underpinnings, and implications of Charles Darwin's Theory of Evolution by Natural Selection. Prerequisites: BI 112 with a grade of C or better. (Interterm, odd years)

BI 393 Topics in Biology

1-4 hours

One specific topic will be covered each time this course is offered. Possible topics include (but are not limited to) molecular genetics, vertebrate zoology, functional morphology, quantitative biology, and advanced ecology. Prerequisite: BI 112 with a grade of C or better and consent of the instructor.

BI 445 Readings and Research in Biology

1-4 hours

Enrichment of a student's study in the discipline either by readings on a topic not covered in the above courses or by research done on or off campus. Prerequisites: 12 semester hours in the department or program with an average of C or better, and consent of the instructor. Open only to students majoring in the department or program.

BI 495 Field Experience in Biology

1-4 hours

A planned experience in one of the field-oriented or professionally related phases of biological science. The specific area and content must be agreed upon in advance by the student, faculty advisor, and dean of the faculty. Specific examples that are offered periodically, especially during Interterm, are Marine Biology (a directed field and laboratory experience on the seashore), Desert Biology (a field and laboratory experience in the Southwest Desert), Tropical Biology (a field experience in Belize or Costa Rica), and observations of various health careers with practicing professionals.

Individualized Courses Available

295/495	Field Experience	1-4 hours
299/499	Independent Study	1-4 hours
388	Career Connections	1-12 hours
445	Readings and Research in Biology	1-4 hours

Chemistry Course Descriptions**G-CH 101 Principles of General Chemistry**

4 hours

A one-semester course in the fundamental principles of chemistry, the properties of matter, the chemical properties of the elements and their compounds, atomic structure, and nuclear chemistry. This course is for those who have had no previous background in chemistry or need only one semester of chemistry. Laboratory is included. (Spring)

G-CH 111 College Chemistry I

5 hours

A study of the principles, laws, and concepts of chemistry as they relate to the periodic table and systematic study of the properties of the elements. A study of modern atomic and molecular structure. Laboratory is included. (Fall)

CH 112 College Chemistry II

5 hours

A continuation of CH 111. Includes study of the chemistry of metals and nonmetals,

chemistry of solutions, chemical equilibrium and qualitative analysis. Prerequisite: G-CH 111. Laboratory is included. (Spring)

CH 201 Quantitative Analysis

4 hours

A study of the principles and methods of analytical chemistry by the methods of volumetric and gravimetric analysis, precipitometry, acidimetry and oxidation-reduction titrations. Prerequisite: CH 112, or consent of the instructor. (Fall, even years)

CH 251 Organic Chemistry I

4 hours

A study of the principles of organic chemistry, the physical and chemical properties of carbon compounds with emphasis on the mechanisms of organic reactions, the nomenclature of the compounds, and methods of organic synthesis. The carbon compounds discussed include some of the common alkanes, alkenes, alkynes, cycloalkanes, alkylhalides, ethers and alcohols. Prerequisite: G-CH 111 or consent of instructor. Laboratory is included. (Spring)

CH 252 Organic Chemistry II

4 hours

A continuation of CH 251. Includes study of basic spectroscopy as a basic tool for structural analysis and the chemistry of aromatic compounds, aldehydes, ketones, amines, carboxylic acids and their functional derivatives. Prerequisite: CH 251. Laboratory is included. (Fall)

CH 370 Biochemistry

4 hours

A basic study of the chemistry and metabolism of carbohydrates, lipids, proteins and nucleic acids. The course provides an understanding of the structural and functional relationships of chemical constituents of cells and the role that they play in the processes of life. Prerequisite: CH 252. Laboratory is included. (Fall, odd years)

CH 385 Advanced Inorganic Chemistry

4 hours

Further study of inorganic chemistry including structure and bonding, coordination chemistry, organometallic chemistry, the chemistry of transition metals and a more detailed systematic study of the families of the periodic table. Prerequisite: CH 112, CH 252. Laboratory is included. (Spring, even years)

CH 390 Instrumental Analysis

3 hours

Advanced work in quantitative analysis with emphasis on the principles and methods of electrochemical, spectroscopic and chromatographic analysis. Laboratory is included. Prerequisite: CH 201, PH 206, and consent of the instructor. (Spring, odd years)

CH 400 General Physical Chemistry

5 hours

A study of the physical-chemical properties of matter. Topics covered include thermodynamics, the kinetic theory of gases, chemical kinetics, quantum mechanics, and statistical mechanics. Prerequisite: CH 252, G-MA 111, PH 206 (or concurrent enrollment). Laboratory is included. (Fall, even years)

CH 445 Readings and Research in Chemistry

1-4 hours

Enrichment of a student's study in the discipline either by reading on the topic not covered in the above courses or by research done on or off campus. Prerequisite: 12 semester hours in the department or program with an average of C or better, and consent of instructor. Open only to students majoring in the department or program.

Individualized Courses Available

295/495
299/499

Field Experience
Independent Study

1-4 hours
1-4 hours

388
445Career Connections
Readings and Research1-12 hours
1-4 hours

Natural Science Course Descriptions

G-NS 100 Science in Society

3-4 hours (Language Intensive, if taken for 4 hours)

The goals of this course are to build scientific literacy and to increase awareness of what Science has to offer to individuals and to society. Classes will include lectures, faculty-led discussions of assigned readings, student-led discussions of "Science in the News" topics, and student presentations of semester projects/term papers. (Spring, odd years)

G-NS 141 Environmental Science

4 hours

A study of the environmental issues that arise from the complex relationships between humans and the earth. Emphasis will be placed on a scientific understanding and a search for solutions to environmental problems. Laboratory is included. (Spring, even years)

NS 300 Research Methods

1 hour (Language Intensive)

Preparation for participation in an independent laboratory research project in the natural sciences. Topics covered include scientific literature searches, research design, data handling, research evaluation, scientific writing, and reporting. To be taken during the sophomore or junior year. (Fall)

NS 350 Stewardship Seminar

1 hour

A weekly discussion of the interrelationships among the current contents of the student's other courses, in light of their relationships to the goals of the Environmental Studies major.

NS 375 Junior Seminar

1 hour

Preparation for participation in an independent laboratory research project in the natural sciences. Topics covered include literature searches, research design, data handling, research evaluation, scientific writing and reporting, career exploration, and scientific ethics. (Spring)

NS 475 Senior Research

2 hours (Language Intensive)

Experience in the planning, conducting, and reporting of scientific research. The student research works in continual consultation with the research advisor. Selection of the research topic and consent of the advisor must be obtained in advance of enrollment. Prerequisite: NS 300 and consent of research advisor.

NS 495 Field Experience in the Natural Sciences

1-4 hours

A planned experience in a field-oriented aspect of both the biological and physical sciences.

Individualized Courses Available

295/495

Field Experience

1-4 hours

Physical Science Course Descriptions

G-PC 251 Geology

4 hours

An introductory course that focuses on the scientific study of the earth. The course emphasizes the study of earth materials, changes in the surface and interior of the earth, and the dynamic forces that cause those changes. (Interterm, odd years)

G-PC 275 Astronomy

4 hours

The structure and evolution of the universe, from nearby planets to distant quasars, are examined. Topics include recent discoveries concerning planets, stars, galaxies, pulsars, and black holes as well as their evolution, the structure of the universe today and how it will be in the future. The emphasis is descriptive rather than mathematical. (Interterm, even years)

PC 445 Readings and Research in Physical Science

1-4 hours

Enrichment of a student's study in the discipline either by reading on a topic not covered in the above courses or by research done on or off campus. Prerequisite: 12 semester hours in the department or program and the consent of the instructor. Open only to students majoring in the department or program.

Individualized Courses Available

295/495	Field Experience	1-4 hours
299/499	Independent Study	1-4 hours
388	Career Connections	1-12 hours
445	Readings and Research	1-4 hours

Physics Course Descriptions

PH 205 College Physics I

5 hours

A first course for pre-engineering science and mathematics majors with a calculus background. Topics covered are mechanics, wave motion, and thermodynamics with emphasis placed on the use of mathematics to formulate problems and to explain physical phenomena. Prerequisite: NG-MA 111. Laboratory is included.

PH 206 College Physics II

5 hours

A continuation of PH 205. Topics covered are electricity, magnetism, and optics. Prerequisite: PH 205. Laboratory is included.

G-PH 215 General Physics I

4 hours

A first course for premed, biology, and other science majors with a college algebra background. Topics covered are mechanics, wave motion, and thermodynamics with emphasis placed on the understanding of physical concepts to formulate problems and to explain physical phenomena. Prerequisite: MA 105 College Algebra. Lab is included.

PH 216 General Physics II

4 hours

A continuation of G-PH 215. Topics covered are electricity, magnetism, and optics. Prerequisite: PH 215. Lab is included.

Individualized Courses Available

295/495	Field Experience	1-4 hours
299/499	Independent Study	1-4 hours
388	Career Connections	1-12 hours
445	Readings and Research	1-4 hours

Mathematics & Information Technology

Purpose Statement

The purpose of the mathematics program is to develop students who understand mathematics as an academic discipline, who can use mathematics as a problem-solving tool in other disciplines, and who are skilled in mathematical reasoning, problem solving, critical thinking and communication.

The mathematics program achieves this purpose when its students

- have received a coherent, broad-based coverage of the discipline of mathematics;
- demonstrate conceptual and procedural understanding of mathematics;
- can apply their knowledge to specific, constrained problems and produce solutions;
- possess a foundation of theory that will enable lifelong learning and development;
- meet State Department of Education standards for licensure in the area of Mathematics (applies to education majors in Mathematics only).

The information technology program at McPherson College commits itself to producing graduates who understand the field of computing as an academic discipline and as a profession within the context of a larger society.

The program achieves this purpose when its students

- have received a coherent and broad-based coverage of the discipline of computing;
- are prepared for graduate study as well as for the programming profession;
- understand the ethical and societal issues associated with the computing field;
- can apply their knowledge to specific, constrained problems and produce solutions;
- possess a foundation of theory that will enable lifelong learning and development;
- have experience with contemporary tools that lead to good experimental methods;

Mathematics Major

The department offers a major and minor in mathematics. Mathematics is a discipline essential to all facets of the employment world and an excellent background for a variety of specific professions; the emphasis of our program is teacher preparation, and secondary teaching licensure is available. Mathematics is also an excellent background for graduate studies in diverse fields.

Requirements

42 hours of mathematics courses including the following:

G-MA111	Calculus I	4 hours
MA112	Calculus II	4 hours
MA123	Discrete Mathematics	3 hours
G-MA153	Principles of Geometry	3 hours
G-MA201	Survey of Mathematics	3 hours
MA212	Calculus III	4 hours
G-MA221	Elementary Applied Statistics	4 hours
MA366	Differential Equations	4 hours
*G-MA290	History of Mathematics	3 hours
MA411	Introduction to Algebraic Structures	4 hours
MA342	Modern Geometry	4 hours
MA375	Junior Seminar	1 hour
*MA475	Senior Project	2 hours

Required Supporting Courses (all mathematics majors)

IT 100	Computers and Information Technology	3 hours
IT 200	Introduction to Programming	3 hours
IT 201	Data Structures	3 hours
PH205	College Physics I	5 hours

Required Supporting Courses (students seeking teaching licensure)

See Teacher Education Handbook

Required Supporting Course (students not seeking teaching licensure)

PH205	College Physics II	5 hours
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Mathematics Minor

Requirements

G-MA 111	Calculus I	4 hours
MA 112	Calculus II	4 hours
G-MA 221	Elementary Applied Statistics	4 hours

Plus one course from the following list

MA123	Discrete Math	3 hours
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G-MA153	Principles of Geometry	3 hours
G-MA201	Survey of Mathematics	3 hours
*G-MA290	History of Mathematics	3 hours

Plus one course from the following list

MA212	Calculus III	4 hours
MA366	Differential Equations	4 hours
MA342	Modern Geometry	4 hours
MA311	Introduction to Algebraic Structures	4 hours

COURSE DESCRIPTIONS

ID 110 Beginning Algebra Laboratory

1 hour

This college-preparatory course is designed to supplement the algebraic background of students prior to taking Intermediate Algebra. Topics include sets, fundamental operations, polynomials, linear equations and inequalities, factoring, graphing of linear equations, radical expressions, and use of calculators. Prerequisites: One year or less of high school mathematics. (Spring)

ID 119 Intermediate Algebra

3 hour

This course presents algebraic skills needed prior to taking college level mathematics coursework. Topics include linear equations and inequalities in two variables and their graphs, systems of linear equations and inequalities, introduction to functions, factoring, algebraic fractions, rational equations, radicals and rational exponents, complex numbers, and quadratic equations. Prerequisites: ID 110 Beginning Algebra Laboratory with a grade of C or better, or two years of high school mathematics and an ACT mathematics score of at least 15 or an appropriate score on the departmental placement test. (Fall)

G-MA 105 College Algebra

4 hours

A study of elementary concepts of sets, fundamental properties of the real number system, linear and nonlinear relations, functions and their graphical representations, matrices and determinants, permutations and combinations, and mathematical induction. Prerequisite: ID 119 Intermediate Algebra with a grade of C or better, or three years of high school mathematics and an ACT mathematics score of at least 22 or an appropriate score on the departmental placement test. (on demand)

MA 106 Precalculus

4 hours

A detailed study and analysis of algebraic and transcendental functions. Includes their properties, related analytic geometry, limits and continuity. Prerequisite: G-MA 105 College Algebra with a grade of C or better, or three years of high school mathematics and an appropriate score on the departmental placement test. (on demand)

G-MA 111 Calculus I

4 hours

Review of functions, graphs and models; Introduction to limits, derivatives and integrals of algebraic and trigonometric functions; Applications of differentiation and integration. Prerequisite: MA 106 Precalculus with a grade of C or better, or four years of high school mathematics and an ACT mathematics score of at least 25 or an appropriate score on the departmental placement test. (Fall)

MA 112 Calculus II

4 hours

Limits, derivatives and integrals of exponential, logarithmic and inverse trigonometric functions; Techniques of integration; Calculus of parametric and polar-coordinate equations; Infinite sequences and series; First-order differential equations. Prerequisite: G-MA 111 Calculus I with a grade of C or better. (Spring)

MA 123 Discrete Mathematics

3 hours

A study of some of the basic topics of discrete mathematics, including elementary logic, properties of sets, functions and relations, mathematical induction, counting problems using permutations and combinations, trees, elementary probability, and an introduction to graph theory. Prerequisite: ID 119 Intermediate Algebra with a grade of C or better, or an ACT mathematics score of at least 24 or four years of high school mathematics and an appropriate score on the departmental placement test. (Spring, odd years)

G-MA153 Principles of Geometry

3 hours

A coverage of the basic principles of Euclidean geometry. Topics include points, lines, segments, rays, angles, congruence, parallel lines, polygons (special attention is given to triangles and quadrilaterals), geometric similarity, properties of right triangles, area of various plane regions, solid geometry, and an introduction to trigonometry. Prerequisite: ID 119 Intermediate Algebra, or a mathematics ACT score of 17 or greater

G-MA 201 Survey of Mathematics

3 hours

A study of the philosophy, nature, significance and use of mathematics from early times to the present. Topics may include the use of graph theory to solve optimization problems in management science; conflict resolution using fair division; mathematical analysis of voting systems; applications of geometry to the size and shape of objects and to calculating inaccessible distances; geometric growth and decay; non-Euclidean geometry; number systems; logic; and probability and statistics. Prerequisite: ID 110 Beginning Algebra Laboratory with a grade of C or better, or two years of high school mathematics and an ACT mathematics score of at least 15 or appropriate score on the departmental placement test. (Fall)

MA 212 Calculus III

4 hours

Three-dimensional coordinate systems; Vectors and vector-valued functions; Partial derivatives; Multiple integrals; Vector calculus; Second-order differential equations. Prerequisite: MA 112 Calculus II with a grade of C or better. (Fall, odd years)

G-MA 221 Elementary Applied Statistics

4 hours

A study of the principles of descriptive statistics, probability, sample and population relationships, estimation, and hypothesis testing. The computer is used as an aid in problem solving. Prerequisite: G-MA 105 College Algebra with a grade of C or better, or three years of high school mathematics and an ACT mathematics score of 22, or an appropriate score on the departmental placement test. (Fall and Spring)

***G-MA 290 History of Mathematics**

3 hours

Study of some of the most influential mathematicians from antiquity to the modern era, and their impact on the development of mathematical thought. Particular emphasis is given to the contributions of different ethnic groups and cultures. Prerequisite: G-MA 105 (or higher level course) with a grade of C or better. (Interterm, odd years)

MA 411 Introduction to Algebraic Structures

4 hours

A survey of abstract algebra, with an emphasis on linear algebra. Topics include bijections, projections, groups, rings, matrices, modules, vector spaces and eigenvalues. Prerequisite: MA 112 Calculus II with a grade of C or better. (Fall, even years)

MA 342 Modern Geometry

4 hours

A survey of selected topics in Euclidean geometry, projective geometry, non-Euclidean geometry, foundations of geometry and convex figures. Required for secondary education mathematics majors. Prerequisite: MA 112 Calculus II with a grade of C or better. (Spring, even years)

MA 366 Differential Equations

4 hours

Introduction to methods and applications of ordinary differential equations. Topics include first order differential equations and applications, higher order linear differential equations with applications, Laplace transforms and an introduction to numerical methods. Prerequisite: MA 112 Calculus II with a grade of C or better. (Spring, even years)

MA 375 Junior Seminar

1 hour

A colloquium-type seminar. Junior mathematics majors prepare for an independent senior project in mathematics and select a project topic. (Fall)

MA 441 Combinatorics and Graph Theory

3 hours

A study of directed graphs, trees, circuits, paths, network flows, basic combinatorics, generating functions, difference equations. Emphasis on applications and on use of computer in problem solutions. Prerequisite: MA 112 Calculus II with a grade of C or better. (on demand)

MA 475 Senior Project

2 hours (Language Intensive)

Students will investigate an advanced topic in a field of mathematics outside their classroom experience. Students will work in continual consultation with their research advisor. Regular informal oral and written updates of the project are required. The project culminates with a formally written project and a formal oral presentation of the project. (Fall)

Individualized Courses Available

295/495	Field Experience	1-4 hours
299/499	Independent Study	1-4 hours
388	Career Connections	1-12 hours

Information Technology Major

The department offers a major and minor in information technology. The major will prepare students for a variety of careers in computer science but emphasizes data management with web site development applications.

Requirements

39 hours of information technology courses including:

IT 100	Computers and Information Technology	3 hours
IT 110	Web Development Tools	3 hours
IT 200	Introduction to Programming	3 hours
IT 201	Data Structures	3 hours
IT 210	Information Technology Systems	3 hours
IT 220	Programming in a Second Language	3 hours
IT 301	Computer Systems	3 hours
IT 360	Human Computer Interaction	3 hours
IT 401	Operating Systems	3 hours
IT 421	Database Management Systems	3 hours
IT 431	Data Communications and Networks	3 hours
IT 460	Information Security	3 hours
IT 375	Junior Seminar	1 hour
IT 475	Senior Project	2 hours

Required supporting courses:

MA 123	Discrete Mathematics	3 hours
G-MA221	Elementary Applied Statistics	4 hours
AR240	Web-Based Design	3 hours

Recommended supporting Courses

AR230	Graphic Design I
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Information Technology Minor

Requirements

21 hours of information technology including:

IT 100	Computers and Information Technology	3 hours
IT 200	Introduction to Programming	3 hours
IT 201	Data Structures	3 hours
IT 210	Information Technology Systems	3 hours
IT 301	Computer Systems	3 hours
IT 360	Human Computer Interaction	3 hours
Two courses at the 300 or above level		6 hours

Required supporting courses

MA 123	Discrete Mathematics	3 hours
G-MA221	Elementary Applied Statistics	4 hours
AR240	Web-Based Design	3 hours

Recommended supporting courses

AR 320	Graphic Design I
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Course Descriptions

IT 100 Computers and Information Technology

3 hours

An overview of computer technology and its relation to society. Through a hands-on approach, students will learn basic concepts of computer architecture, operating systems, computer communications, software engineering, programming languages, and applications software. Students will have the opportunity to reflect on the integration of computer technology and society (past/present/future). (Fall)

IT 110 Web Development Tools

3 hours

This course introduces students to one or more web development tools. The specific tool(s) introduced will vary depending on the interest and needs of the students and faculty. The list of tools that may be introduced includes but is not limited to the following: Flash, Dreamweaver, Photoshop, Adobe Premiere, or 3-D Studio Max. This course may be taken multiple times provided the emphasis is different for each time enrolled. (Spring)

IT 200 Introduction to Programming

3 hours

An introductory course for computer science majors. A rigorous study of problem solving using a high-level procedural language. Topics covered will include simple types, expressions, structure types, fundamental control structures, simple and formatted input and output, procedures, documentation, file manipulation, design methodologies, and debugging techniques. Students will complete several programming projects. Prerequisite: Mathematics equivalent to high school algebra. (Fall)

IT 201 Data Structures

3 hours

A continuation of Introduction to Programming. The improvement of design skills and programming style is emphasized through practice with increasingly complex data structures and programming projects. Students are introduced to several classic algorithms, pointers, functions, recursion, and a second programming language. Prerequisite: IT200 Introduction to Programming (Spring)

IT 210 Information Technology Systems

3 hours

Information Technology (IT) is a field which includes the development of systems for educational, business, and civil use. This course provides a foundation for the student of Information Technology. Various IT systems and terminology used in the field will be introduced. The systems development lifecycle, project management, and the role of IT personnel in selecting and devel-

oping new systems will be explored.

IT 220 Programming in a Second Language

3 hours

This course introduces students to current languages used in web development. The specific language(s) or language applications introduced will vary depending on the interest and needs of the students and faculty. The list of languages that may be introduced includes but is not limited to the following: Visual BASIC .NET or Visual C++ .NET Implementing Web Applications; or Visual BASIC .NET or Visual C++ .NET developing XML Web Services; or Javascript; or PHP. This course may be taken multiple times provided the emphasis is different for each time enrolled. Prerequisite: IT 201 Data Structures in C++. (Spring)

IT 301 Computer Systems

3 hours

A study of machine organization, using assembly language. Alternative architectures, instruction formats, addressing modes, logic and arithmetic operators, and appropriate programming techniques are explored through several programming projects and lectures. Prerequisite: IT 201 Data Structures. (Fall, odd years)

IT 360 Human Computer Interaction

3 hours

The discipline of Information Technology (IT) requires an understanding of the user when developing IT applications and systems. This course provides a basis for learning user centered systems design and development. An introduction to the basic concepts of human-computer interaction, including human factors, performance analysis, cognitive processing, usability studies, environment, and training will be given.

IT 375 Junior Seminar

1 hour

A colloquium-type seminar studying an advanced topic or a collection of topics. Junior computer science majors prepare for an independent senior project in computer science and select a project topic. (Fall)

IT 401 Operating Systems

3 hours

An introduction to the major concept areas of operating systems, including process, memory, device, and file systems management; concurrency; synchronization; historical development of operating systems; and system structure. Prerequisite: IT 301 Computer Systems. (Fall, odd years)

IT 421 Database Management Systems

3 hours

Levels of abstraction found in typical database management systems. A study of various models for databases. Query processing and data manipulation. Database design theory. Implementations of various models discussed. Security and integrity of system. Role of database administration. Prerequisite: IT 201 Data Structures in C++ and IT 110 Information Technology Systems. (Fall, even years)

IT 431 Data Communications and Computer Networks

3 hours

A survey of data communications and networks. Covers practice, theory and applicable standards in the areas of transmission systems, network architectures, network controllers and virtual environments for application programs. Prerequisite: CS 301 Computer Systems. (Spring, even years)

IT 460 Information Security

3 hours

Information Security is paramount in today's business world. This course provides an overview of the field of Information Security. Students will be exposed to security issues, practices, and tools. In addition, disaster recovery planning, security planning and threat analysis will be fully explored.

IT 475 Senior Project

2 hours (Language Intensive)

Students will investigate an advanced topic in a field of information technology outside their classroom experience. Students will work in continual consultation with their research advisor. Regular informal oral and written updates of the project are required. The project culminates with a formally written project and a formal oral presentation of the project. (Fall)

Individualized Courses Available

295/495	Field Experience	1-4 hours
299/499	Independent Study	1-4 hours
388	Career Connections	1-12 hours

Auto Restoration Technology

Purpose Statement

The department of technology commits itself to developing whole persons through experiential problem solving and the systematic study of technology.

The department achieves this purpose when its students:

- Demonstrate awareness of how technology changes and interacts with society.
- Possess a professional orientation for employment or advanced programs, or develop vocational interests in technology.
- Have acquired technical skills and craftsmanship through systematic study, experiences with technological artifacts, and the solving of technical problems.

Technology Major

McPherson College offers a unique degree program of authentic auto restoration technology emphasizing hands-on skills and historical research. This program results in a unique departmental blend of contemporary technology and traditional craftsmanship.

Historic Automotive Technology Major

The goal of the Historic Automotive Technology Option is to develop graduates who are prepared for professional pursuits in the area of automotive history and/or graduate study.

Program Objectives (Option I)

This program achieves its purposes when graduates:

- Demonstrate an understanding of the major technological systems of the automobile.
- Demonstrate an understanding of authentic antique automobile restoration materials, methods and techniques.
- Demonstrate proficiency in the use of the materials and tools necessary to complete authentic automobile restoration work.
- Demonstrate the attitudes, knowledge and skills necessary to pursue a successful career in antique automobile restoration.
- Possess knowledge of historical automotive research material sources, methods and techniques necessary to complete historically accurate automotive restorations.
- Demonstrate knowledge of the historical role of the automobile in modern society.
- Demonstrate knowledge of the role of the automobile in the history of transportation, technology and science.

Requirements*Auto Restoration Technology Core Courses*

TE 100	Intro to Restoration	2 hours
TE 162	Technical Woodworking (OR)	
TE 262	Machining Technology	3 hours
TE 110	Engineering Drawing	3 hours
TE 141	Engine Rebuilding	4 hours
TE 145	Drive Train Rebuilding	4 hours
TE 152	Sheet Metal Restoration	4 hours
TE 271	Chassis Restoration	3 hours
TE 275	Automotive Paint Restoration	4 hours
TE 281	Automotive Trim	4 hours

TE 360	Electrical and Electronic Systems (OR)	
TE 320	Power and Energy	3 hours
TE 385	Restoration Assembly Processes	4 hours

History Core Course

HI 375	Junior Seminar	1 hour
HI 305	Global History of Transportation	3 hours
HI 410	Colloquium in Historiography	3 hours
*HI 475	Senior Thesis	2 hours
HI 205	History of the Automobile	3 hours

History Electives

At least 6 credit hours drawn from the following list:

G-HI 202	U.S. History since 1865	3 hours
G-HI 210	Topics in World History	3 hours
G-HI 322	The American West	3 hours
*G-TE 333	Technology and Society	3 hours
G-HI 220	Twentieth Century Europe	3 hours
HI 311	Ancient Mediterranean World	3 hours
HI 315	Early Modern Europe	3 hours
HI 356	American Diplomacy	3 hours
		56 hours in major

Automotive Restoration Management Major

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

Program Objectives (Option II)

This Technology major option V achieves its purposes when its graduates:

- Demonstrate an understanding of the major technological systems of the automobile.
- Demonstrate an understanding of authentic antique automobile restoration materials, methods and techniques.
- Demonstrate proficiency in the use of the materials and tools necessary to complete authentic automobile restoration work.
- Demonstrate the attitudes, knowledge and skills necessary to pursue a successful business career in antique automobile restoration.
- Capitalize on Automotive Restoration Technology program connections with automotive business to place students in productive internships.
- Demonstrate knowledge, understanding, and application of the principles, concepts, and tools in each key content area of their major.
- Perform research, analysis, and critical thinking necessary to integrate key content from various business disciplines and other dimensions of society.
- Perform effectively in groups.
- Persuasively communicate business-related ideas in a variety of media and settings.

Requirements

Automotive Restoration Technology Core

TE 100	Intro to Restoration	2 hours
TE 162	Technical Woodworking (OR)	
TE 262	Machining Technology	3 hours
TE 141	Engine Rebuilding	4 hours
TE 145	Drive Train Rebuilding	4 hours
TE 152	Sheet Metal Restoration	4 hours
TE 271	Chassis Restoration	3 hours
TE 275	Automotive Paint Restoration	4 hours
TE 281	Automotive Trim	4 hours
TE 385	Restoration Assembly Processes	4 hours
HI 205	History of the Automobile	3 hours
		35 hours

Business Management Courses

G-BA101	Introduction to Business	3 hours
EC 202	Survey of Economics	3 hours
AC 205	Financial Accounting	3 hours
AC 206	Managerial Accounting	3 hours
BA224	Principles of Management	3 hours

BA325	Financial Management I	3 hours
BA235	Small Business Management	3 hours
BA315	Legal Environment of Business	3 hours
BA321	Marketing	3 hours
*BA339	Human Resources Management	3 hours
BA375	Junior Seminar	1 hour
*BA475	Business Strategy and Policy	3 hours
		34hrs

69 hours in major

Automotive Communication Major

The goal of the Automotive Communications Major Option is to develop graduates who have the skills and technical knowledge to communicate effectively in a variety of media to an audience focused on automotive issues.

Program Objectives (Option III)

This program achieves its purposes when its graduates:

- Demonstrate knowledge of methods and techniques necessary to complete and document historically accurate automotive restorations.
- Demonstrate knowledge of the historical role of the automobile in modern society and of historical automotive research material sources.
- Demonstrate oral and written communication skills necessary to pursue a successful career in automotive communication, publishing or other media.
- Design attractive, effective documents, graphics, and publications targeted at specific audiences.
- Understand the media of communication, including mass media and computer technologies.
- Make ethical choices in their professional lives.

Requirements

Automotive Restoration Technology Core Courses

TE 100	Intro to Restoration	2 hours
TE 162	Technical Woodworking (OR)	
TE 262	Machining Technology	3 hours
TE 141	Engine Rebuilding	4 hours
TE 145	Drive Train Rebuilding	4 hours
TE 152	Sheet Metal Restoration	4 hours
TE 271	Chassis Restoration	3 hours
TE 275	Automotive Paint Restoration	4 hours
TE 281	Automotive Trim	4 hours
TE 385	Restoration Assembly Processes	4 hours
HI 205	History of the Automobile	3 hours
		35 hours

Communication Core Courses

Students must complete the listed courses from the core communication curriculum and the listed courses from the multimedia communication emphasis.

Communications Core

G-CM120	Intro to Human Communication	3 hours
CM 135	Journalism	3 hours
CM 140	Public Speaking	3 hours
CM210	Multimedia Storytelling I	3 hours
G-CM221	Intercultural Communication	3 hours
CM 305	Editing (OR)	
CM310	Public Relations	3 hours
CM 315	Journalism Practica	3 hours
CM 375	Junior Seminar	1 hour
CM 388	Career Conn. in Communication (OR)	
TE388	Career Conn. In Technology	3 hours
CM 475	Seminar in Communication	2 hours
*EN 313	Expository Writing (OR)	
EN 420	Creative Writing	3 hours
		30 hours

65 hours in major

Automotive Restoration Design Technology

The Automotive Restoration Design Technology option is for the student that wishes to pursue a career in automotive art and will develop majors who possess the technical knowledge and artistic abilities necessary to execute a variety of art skills sensitively and intelligently, analyze and critique art, and relate the creative process to life in personally meaningful ways.

This degree option within the technology and art departments is oriented to meet the needs of the following students: (1) those who wish to develop and refine their aesthetic values (2) those that plan for careers as automotive artists (3) those that plan to further their art education in graduate school.

Program Objectives (Option IV)

Automotive Restoration Design Technology graduates will:

- Demonstrate an understanding of the major technological systems of the automobile.
- Demonstrate an understanding of authentic antique automobile restoration materials, methods and techniques.
- Demonstrate proficiency in the use of the materials and tools necessary to complete authentic automobile restoration work.
- Possess knowledge of historical automotive research material sources, methods and techniques necessary to complete and document historically accurate automotive restorations.
- Demonstrate knowledge of the historical role of the automobile in modern society.
- Demonstrate knowledge of the role of the automobile in the history of transportation, technology and science.
- Demonstrate the attitudes, knowledge and skills necessary to pursue a successful career in automotive art using a variety of media.
- Demonstrate performance in a variety of art media.
- Demonstrate analysis and critique in verbal and written form.
- Demonstrate an understanding of design principles and elements.
- Demonstrate awareness of Western and non-Western cultural contributions to art.
- Demonstrate meaningful connections of art to life through the development of keen perceptual abilities.

Requirements

Automotive Restoration Technology Core Courses

TE 100	Intro to Restoration	2 hours
TE 141	Engine Rebuilding	4 hours
TE 145	Drive Train Rebuilding	4 hours
TE 152	Sheet Metal Restoration	4 hours
TE 162	Technical Woodworking (OR)	
TE 262	Machining Technology	3 hours
TE 271	Chassis Restoration	3 hours
TE 275	Automotive Paint Restoration	4 hours
TE 281	Automotive Trim	4 hours
TE 385	Restoration Assembly Processes	4 hours
HI 205	History of the Automobile	3 hours
		35 hours

Art Core Courses

G-AR 101	Drawing I	2 hours
G-AR 102	Painting I	2 hours
AR 103	Elementary Design	3 hours
AR 202	Painting II	2 hours
AR 203	Photography in Society	2 hours
AR 210	Drawing II	2 hours
AR 230	Graphic Design I	3 hours
G-AR 310	Art History I	4 hours
G-AR 311	Art History II	4 hours
AR 348	Intermedia I	3 hours
AR 375	Junior Seminar	1 hour

AR 475A	Senior Concentration	4 hours 32 hours <i>67 hours in major</i>
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Automotive Restoration Design Major Internship/Field experience (recommended):

TE 295/495 Field Experience (work experience in automotive Art/Design) (OR)	1 - 4 hours
TE 388 Career Connections (Internship in automotive Art/Design)	1 - 12 hours
	1-12 hours total

Automotive Restoration Technology

The Automotive Restoration Technology degree is for the student that wishes to pursue the authentic restoration of vintage and classic vehicles and will develop values of craftsmanship, attention to detail and an emphasis on authenticity. Graduates will be able to reference a wide variety of processes, methods and will have research capabilities. Graduates will be able to understand the automobile as a technological system and understand its development and role in the world.

Program Objectives (Option V)

Automotive Restoration Technology graduates will:

- Demonstrate an understanding of the major technological systems of the automobile.
- Demonstrate an understanding of authentic antique automobile restoration materials, methods and techniques.
- Possess knowledge of historical automotive research material sources, methods and techniques necessary to complete and document historically accurate automotive restorations.
- Demonstrate proficiency in the use of the materials and tools necessary to complete authentic automobile restoration work.
- Demonstrate the attitudes, knowledge and skills necessary to pursue a successful business career in antique automobile restoration.
- Demonstrate knowledge of the historical role of the automobile in modern society.
- Demonstrate knowledge of related and supporting scientific fields.

Requirements

Automotive Restoration Technology Core Courses

HI 205	History of the Automobile	3 hours
TE 100	Intro to Restoration	2 hours
TE 141	Engine Rebuilding	4 hours
TE 145	Drive Train Restoration	4 hours
TE 152	Sheet Metal Restoration	4 hours
TE 162	Technical Woodworking	3 hours
TE 262	Machining Technology	3 hours
TE 271	Chassis Restoration	3 hours
TE 275	Automotive Paint Restoration	4 hours
TE 281	Automotive Trim	4 hours
TE 301	Materials and Processes	3 hours
TE 320	Power & Energy	3 hours
TE 360	Electrical & Electronic Systems	4 hours
TE 375-R	Junior Seminar	1 hour
TE 385	Restoration Assembly Processes	4 hours
TE 475-R	Senior Project	4 hours

6 credit hours from the following upper level courses:

TE 341	Advanced Engine Rebuilding	3 hours
TE 452	Advanced Sheet Metal Restoration	3 hours
TE 480	Advanced Automotive Paint Restoration	3 hours
TE 481	Applied Trim and Upholstery	3 hours

3 credit hours from the following interterm courses:

TE 242	Rebabbiting	3 hours
TE 353	Finishing Touches	3 hours
TE 380	Applied Diagnostics	3 hours
TE 388	Internship	3 hours

62 hours in major

Recommended Supporting Courses:		
G-BA 101	Intro to Business	3 hours
G-CH 101	Principles of General Chemistry	4 hours
G-PH 215	General Physics	4 hours
HI 305	History of Global Transportation	3 hours
TE 110	Engineering Drawing/CAD	3 hours

Technology Minor

Minimum of 18 credit hours of non-restoration TE courses (including G-TE 333 Technology and Society 3 hours), approved by one technology faculty advisor, in consultation with the student’s major advisor.

Technology Course Descriptions

TE 100 Intro To Restoration

2 hours

A course designed to provide an overview of the restoration core courses, elective courses, general safety and shop knowledge. This course will provide historical information about the automotive industry, information about research, documentation and planning a restoration project. Prerequisites: None. (Fall).

TE 110 Engineering Drawing/CAD

3-4 hours

This course blends the art and science of freehand sketching and technical drafting as students are introduced to the graphic languages as a medium of technical communication. Topics include freehand (isometric) sketching and traditional (orthographic) drafting as well as an introduction to two and three dimensional CAD (Computer Assisted Drawing) tools and processes. Lab Fee. Prerequisites: None. (Fall)

TE 141 Engine Rebuilding

4 hours

A course designed to teach students the basics of automotive engine restoration. This course includes work in basic engine and related systems, operational theory, disassembly procedures, diagnosis of mechanical faults, evaluating engine condition, engine rebuilding techniques and engine machining processes. Students will work on vintage automobile engines, rebuilding engine components as determined by the instructor. Lab Fee. Prerequisite: TE 100, TE 262 taken concurrently or consent of the instructor. (Fall, Spring)

TE 145 Drive Train Rebuilding

4 hours

A course designed to teach students the basics of automotive drive train restoration. This course includes work in basic transmission and differential operational theory, disassembly procedures, diagnosis of mechanical faults and evaluating transmission and final drive condition, transmission and differential rebuilding techniques and procedures. Students will work on vintage automobile transmissions and differential assemblies as determined by the instructor. Lab Fee. Prerequisite: TE 100 taken concurrently. (Fall, Spring).

TE 152 Sheet Metal Restoration

4 hours

A course designed to teach students the basics of welding and auto body panel fabrication as used in automobile restoration. This course includes work in basic welding processes, techniques, operational theory and related systems and basic auto body panel fabricating processes, techniques, tool operational theory and related fabrication systems, assembly procedures for auto body panels, and evaluating metal body component condition. Lab Fee. Prerequisite: TE 100 taken concurrently. (Fall, Spring)

TE 162 Technical Woodworking

3-4 hours

This course will introduce students to the concepts and practices of basic woodworking, including planning, fabrication and finishing, while stressing the safe operation of power tools used in basic woodworking. The course will also examine the history and evolution of the American automobile in general and automotive coach building in particular. Prerequisite: TE 100 taken concurrently. Lab Fee. (Fall, Spring)

TE 242 Re-Babbitting

3 hours

An intensive, lab-based course in the restoration and re-Babbitting of antique automotive engines and mechanical components. Lab Fee. Prerequisites: TE 100, TE 141 (Interterm)

TE 252 Sheet Metal Restoration

3 hours

An intensive, lab-based course in the restoration or fabrication of antique auto body panel components. Lab Fee. Prerequisites: TE 100, TE 152. (Interterm)

TE 262 Machining Technology

3-4 hours

An introduction to machining technology. Students are introduced to blueprint reading, precision measurement, the theory and operation of machine tools, layout techniques and the use of layout tools, the characteristics of common industrial metals used in machining processes, machine maintenance, and nontraditional machining processes. Lab work required. Lab Fee. Prerequisite: TE 100 taken concurrently.

TE 271 Chassis Restoration

3 hours

A course designed to teach students the basics of automotive chassis restoration. This course includes restoration work in basic frame, suspension, wheel, brake and drive train components. Operational theory and other related chassis systems, disassembly procedures, diagnosis of mechanical faults, component condition, and brake systems machining processes are also included. Students will work on vintage automobile chassis and related components. Lab Fee. Prerequisite: TE 100, TE 141, TE 145. (Fall, Spring)

TE 275 Automotive Paint Restoration

4 hours

A course designed to teach students the basics of automotive paint restoration. This course emphasizes panel preparation, paint systems and paint application, disassembly and documentation procedures, diagnosis of auto body and interior painted surface faults and evaluating the auto body condition. Students will work on vintage automobile bodies and related components. Lab Fee. Prerequisite: TE 100 taken concurrently or consent of the instructor. (Fall, Spring)

TE 281 Automotive Trim

4 hours

A course designed to teach students the basics of automotive trim (upholstery) restoration. This course includes restoration work in basic automotive seats, interior panels, convertible and other top covering restoration. Also included are disassembly procedures, diagnosis of upholstery and trim and interior faults and evaluating the interior condition. Students will work on vintage automobile interiors and related components. Lab Fee. Prerequisite: TE 100. (Fall, Spring)

TE 301 Materials and Processes

3-4 hours

This course will explore the history and cultural impacts of the development of engineering materials and processes. Students will gain a working knowledge of the properties and strengths of materials and gain a working knowledge of classic industrial processes and be able to apply that knowledge to the restoration and preservation of antique automotive systems and structures. This class will include field trips to various industrial facilities. Lab Fee. Prerequisites: None. (Interterm.)

TE 311 Advanced Topics in Engineering Drawing/CAD

4 hours

A continuation of TE 110. Includes revolutions, tolerance dimensioning, threads and fasteners, sections, working drawings, surface and solid generation. Prerequisite: TE 110 (On demand)

TE 320 Power and Energy

3-4 hours

An overview of the forms of energy currently available, how they are incorporated into our daily lives, and more efficient methods of energy consumption. This course will also analyze common energy conversion and transmission systems. Projects incorporating system dynamics into practical applications will be used. Lab Fee. Prerequisites: TE 100. (Spring)

G-TE 333 Technology and Society

3 hours (Language Intensive)

An introduction to the historical development of technology as part of society and culture, exploring the ways which society and culture constrain and stimulate technologies, and the ways in which technology then shapes society and culture. Does not require previous specialized technical knowledge. This course is designed for both majors and non-majors. Prerequisite: G-EN 111 or consent of the instructor.(Fall.)

TE 341 Advanced Engine Rebuilding

4 Credit Hours

This course is designed to build on the skills and knowledge gained in TE 141. This class will focus on designs and construction techniques which apply specifically to vintage engines. This class will also explore the practical application of techniques gained in TE 141 to more complex and vintage engines. Repairing damaged or severely worn components will be the focus of one major section. Rebuilt engines will then be tested on a dynamometer to assess the rebuild. Lab Fee. Prerequisites: TE 100, TE 141, TE 262. (Fall)

TE 353 Finishing Touches

3 Hours

A course designed to teach three skills needed for the restoration of early era vehicles. Students will learn to restore and polish hard trim moldings, restore wood grained Interior moldings and the art of pinstripping. Lab Fee. Prerequisites: TE 100, TE 152, TE 275 or consent of the instructor. (Interterm.)

TE 360 Electrical and Electronic Systems

4 hours

This course will address the characteristics and operations of electrical and electronic systems with special emphasis on their practical application in automotive systems. The course will introduce Ohm's Law, electrical power, circuit elements and magnetism and induction in electrical circuits. Special emphasis is given to the use of this knowledge in the repair, restoration, and preservation of classic and antique automotive electrical systems. Lab Fee. Prerequisite: TE 100, G-MA 105. (Spring).

TE 375-R Junior Seminar (RT)

1 hour

An exploration of restoration management and research. This course will explore current trends in restoration, how to organize a restoration, how to properly research restoration methods and professional ethics. For juniors in Option V only. (On demand)

TE 380 Applied Diagnostics

3 hours

An exploration of vintage automotive diagnostics, including a basic overview of automotive electrical systems, fuel and ignition systems, drive train and chassis systems. Basic failure modes of these systems will be explored and will be experienced in the laboratory. Integration of the theory and practice of diagnostics will be explored in a classroom and lab setting. Proper use of diagnostic tools, diagnostic literature and methodology will be taught. Students will work with vintage automobiles and related components. Lab Fee. Prerequisites: TE 100, TE 141, TE 145, TE 271, TE 360. (Interterm, odd years.)

TE 385 Restoration Assembly Processes

4 hours

A course designed to teach students the basics of automotive restoration projects and automotive processes. Students will work on vintage automobiles and their components, rebuilding and reassembling these components. Lab Fee. Prerequisite: TE 100, TE 141, TE 145, TE 152, TE 162, TE 262 or consent of the instructor. (Fall, Spring)

TE 406 Advanced Topics in Woodworking and Design

4 hours

A study of the nature of wood, identification of wood, and joinery. Special emphasis is given to the use of this knowledge in the design, construction, restoration and preservation of automotive coachwork and related wood products. Prerequisites: TE 110 and TE 162. Lab fee. (On demand)

TE 412/CI 412 Methods for Teaching Technology Education in the Sec. Schools

2 hours

A comprehensive course designed for students pursuing a career in teaching technology. Addresses practical, ethical, and philosophical considerations related to curriculum development, safety programs, administration, and management of classes. (Juniors and seniors only.) (Fall, alternate years)

TE 414 Advanced Topics in Electrical & Electronic Systems

4 hours

A student-guided study of the design, operation, and characteristics of specialized automotive electrical systems including gauges and instruments, clocks and radios, lighting and accessory systems, and specialized ignition systems. This course will address reading and interpreting automotive wiring diagrams and will include design and construction of authentic wiring looms and harnesses. Special emphasis is given in this course to the repair, restoration and preservation of classic and antique automobile systems. Lab Fee. Prerequisites: TE 100, TE 360 (On demand).

TE 452 Advanced Sheet Metal Restoration

4 hours

A study of special sheet metal restoration techniques, including the use of power tools in fabrication, creating complex compound curves, repairing extremely damaged components and the craft of creating custom tooling. Students will build experience and confidence in their skills in the laboratory. Lab Fee. Prerequisites: TE 100, TE 152. (On Demand)

TE 460 Topics in Architectural Drawing

4 hours

All phases of home planning are included in this study. Typical problems covered are building codes, architectural standards, materials, styles and finance. Results of the study culminate in a detailed set of house plans. Prerequisite: TE 311. Lab Fee. (On demand)

TE 475 Technology Senior Project

4 hours (Language Intensive)

This course is an integrative seminar involving the study of computer-integrated production, materials and processes, and graphic reproduction. Students are expected to work cooperatively as a group, with minimal supervision, to design and draw a prototype, produce components using CNC processes, and produce a marketing brochure for the product. Lab Fee. (Fall)

TE 475-R Restoration Technology Senior Project

4 hours (Language Intensive)

This course will be an individualized experience in which students will study a specific aspect of automotive restoration and complete restoration work on a vintage car related to their study. Students will present the complete research and restoration plan to complete a capstone experience.

TE 480 Advanced Automotive Paint Restoration

4 hours

This course will build on concepts introduced in TE 275. Safety issues related to painting,

paint history, special painting techniques and proper documentation of vehicle components will be a major emphasis. Students will work to increase their painting skills through practical experience. Lab Fee. Prerequisites: TE 100, TE 275. (Interterm)

TE 481 Applied Trim and Upholstery

3 hours

A course that builds students' hands-on experience in automotive soft trim restoration and replacement. Lab Fee. Prerequisites: TE 100, TE 281. (Interterm)

Individualized Courses Available

295/495	Field Experience	1-4 hours
* 299/499	Independent Study	1-4 hours
388	Career Connections	1-12 hours
* 445	Readings and Research	1-4 hours

*** Prerequisite Policy: (TE 299/499 and TE 445)**

The student must submit to the appropriate instructor a written proposal of study, prior to enrollment in the course, including the following components:

1. statement of the student's acceptance of the goals of topics courses: to provide the opportunity for specialized unit shop teaching endorsements, study of advanced content, and the development of teaching and training skills;
2. goals, project plans, and a detailed weekly schedule, consistent with the course syllabus;
3. evidence of academic maturity, self-motivation, and desire to serve as an appropriate role model for students in lower-level classes in similar content area;
4. agreement to give a minimum of two 20-minute presentations and two technical demonstrations, and perform supervisory duties in the corresponding lower-level class (approximately 10-20% time basis);
5. agreement to schedule the lab time of the topics course at the same time the lower-level course is offered; and
6. evidence that the student has completed all lower-level course(s) in the corresponding content area with a minimum B (3.0) average and a minimum B (3.0) overall college grade point average; or permission of the instructor to waive the grade requirements.

Upon instructor approval of the proposal, an interview will be scheduled with the student to discuss the arrangement and any further details prior to granting final permission for the student to enroll in the course.



The Division of Social Sciences

Purpose Statement

- The division of social sciences achieves its purposes when its graduates can
- understand the individual and how individuals interact with social systems;
 - have attained professional orientation and acquired skills requisite for entry into selected professions;
 - can think critically about their own beliefs and about their roles in history, culture, and community;
 - have developed a personal strategy for lifelong wellness;
 - can make decisions based upon a consistent moral-ethical position in social, political, institutional relationships.

Department Of Business

Purpose Statement

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

- The department achieves this purpose when its graduates can
- demonstrate knowledge, understanding, and application of the principles, concepts, and tools in each key content area of their major;
 - perform research, analysis, and critical thinking necessary to integrate key content from various business disciplines and other dimensions of society;
 - perform effectively in groups;
 - persuasively communicate business-related ideas in a variety of media and settings.

One major and one Interdisciplinary major are available within the Department of Business Administration. Within the Business Administration major, there are 4 emphasis areas and a student must choose at least one area in which to concentrate their study: Management, Marketing, Finance, and Accounting.

Core Requirements for all Business Majors:

G-BA 101	Introduction to Business	3 hours
EC 201	Macroeconomics	3 hours
EC 204	Microeconomics	3 hours
AC 205	Financial Accounting	3 hours
AC 206	Managerial Accounting	3 hours
CM 218	Business Communication Applications	3 hours
BA 224	Principles of Management	3 hours
G-MA 221	Elementary Applied Statistics	4 hours
BA 315	Legal Environment of Business	3 hours
BA/AC 320	Management/Accounting Information Systems	3 hours
BA 325	Financial Management I	3 hours
BA 342	International Business	3 hours
BA 375	Business Ethics	1 hours
*BA 475	Business Strategy and Policy	3 hours
	TOTAL CORE:	41 hours

Additional Requirements for Each Emphasis:

Accounting

AC 305	Intermediate Accounting I	3 hours
AC 306	Intermediate Accounting II	3 hours
AC 315	Cost Accounting	3 hours
AC 437	Principles of Auditing	3 hours
AC 316	Individual Income Tax	3 hours
	Hours in ACCOUNTING	15 hours
	Business Elective Hours	6 hours
	CORE + Accounting+ ELECTIVE	62 hours

Management Emphasis

BA 321	Marketing	3 hours
BA 324	Organizational Behavior	3 hours
*BA 339	Human Resource Management	3 hours
BA 390	Project and Operations Management	3 hours
HOURS in MANAGEMENT	12 hours	
Business Elective Hours	9 hours	
CORE + MGMT + ELECTIVE	62 hours	

Financial Emphasis

AC 305	Intermediate Accounting I	3 hours
EC 451	Money and Banking	3 hours
BA 326	Financial Management II	3 hours
EC 460	Investments	3 hours
HOURS in FINANCE	12 hours	
Business Elective Hours	9 hours	
CORE + FINANCE + ELECTIVE	62 hours	

Marketing Emphasis

BA 321	Marketing	3 hours
BA 322	Advertising	3 hours
BA 327	Consumer Behavior	3 hours
BA 360	Marketing Research	3 hours
HOURS in Marketing	12 hours	
Business Elective		9 hours
CORE + Marketing + Elective	62 hours	

Departmental Minors

Accounting Minor

G-BA 101	Introduction to Business	3 hours
AC 205	Financial Accounting	3 hours
AC 206	Managerial Accounting	3 hours
AC 305	Intermediate Accounting I	3 hours
AC 306	Intermediate Accounting II	3 hours
AC 315	Cost Accounting	3 hours
AC 316	Individual Income Tax	3 hours
		21 hours

Business Administration Minor

G-BA 101	Introduction to Business	3 hours
AC 205	Financial Accounting	3 hours
AC 206	Managerial Accounting	3 hours
EC 204	Microeconomics	3 hours
BA 224	Principles of Management	3 hours
BA 321	Marketing	3 hours
BA 324	Organizational Behavior	3 hours
BA 425	Financial Management I	3 hours
		24 hours

International Business Minor

(available only with a Business Dept. major)

Brethren Colleges Abroad (one semester)	
Foreign Language Studies (two years or equivalent)	
Hours in supporting courses: 6	
(World Religions, non-US modern history or Political Science)	

Other Business Concentrations

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

Automotive Restoration Management

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

Communication Major-Public Relations Emphasis**Music Major-Music Business Administration****Graphic Design - Marketing****Interdisciplinary Alternatives**

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

CPA Study

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

Course Descriptions

The following course descriptions also indicate the terms in which courses are likely to be offered during the years 2007-08, 2008-09, and 2009-10. The actual availability will be indicated in future McPherson College course schedules.

Economics**EC 201 Macroeconomics**

3 hours

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

EC 202 Survey of Economics

3 hours

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

EC 204 Microeconomics

3 hours

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

EC 451 Money and Banking

3 hours

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

EC 460 Investments

3 hours

A study of investment media, sources of investment information, the stock risk, modern portfolio theory, and the analysis and evaluation of industries and firms. Prerequisite: EC 204, AC 206, and BA 425. (Interterm, even years)

Accounting

AC 205 Financial Accounting

3 hours

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

AC 206 Managerial Accounting

3 hours

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

AC 305 Intermediate Accounting I

3 hours

The first of two in-depth financial accounting courses. The conceptual framework, critical analysis of generally accepted accounting principles, and applications are stressed. Topics include the balance sheet, income statement, the statement of cash flows debt financing, equity financing, earnings per share, and accounting changes and error correction. Prerequisites: EC 204, AC 206, BA 224.(Fall)

AC 306 Intermediate Accounting II

3 hours

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

AC 315 Cost Accounting

3 hours

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

AC 316 Individual Income Tax

3 hours

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

AC 320 Accounting Information Systems

3 hours

The concept of accounting information systems refers to all accounting procedures designed and implemented to ensure that transactions are properly recorded, processed, and disclosed. This course will use the case method of instruction to assist student skill development in evaluation and construction of accounting systems through application of the systems approach. Basic systems concepts and computer resources will be addressed concurrently with BA 320. Students may not receive credit for both AC 320 and BA 320. Prerequisites: AC 206, CS 100, BA 224, NG-BA 260. (Spring,)

AC 437 Auditing

3 hours

The following topics are included in this course: theory and application of the following concepts: materiality, risk, internal control evaluation, and audit evidence (analytical and substantive). Students will learn to evaluate the risk of financial statement assertions and choose appropriate audit procedures. Ongoing discussions include auditing standards, financial statement fraud, independence, legal liability, and ethical responsibilities. Prerequisites: AC 306, 315, and 320. (Spring, odd years)

Business Administration

G-BA 101 Introduction to Business

3 hours

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

CM 218 Business and Professional Communication

3 hours

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

BA 224 Principles of Management

3 hours

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

G-BA 230 Personal Finance

3 hours

This course provides an overview of personal and family financial planning with an emphasis on financial recordkeeping, planning your spending, tax planning, consumer credit, making buying decisions, purchasing insurance, selecting investments, and retirement and estate planning. (Interterm)

BA 235 Entrepreneurship and Small Business Management

3 hours

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

BA 315 Legal Environment of Business

3 hours

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

BA 320 Management Information Systems

3 hours

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

credit for both BA 320 and AC 320. Prerequisites: BA 224. (Spring)

BA 321 Marketing

3 hours

A study of marketing institutions and the functions which they perform: pricing, promotion, distribution, and product development. The course will also address effects of external domestic and international environments on marketing strategy Prerequisite:, BA 224. (Fall)

BA 322 Retail Management and Promotion

3 hours

Retailing management is a dynamic, diverse profession encompassing a variety of areas. The purpose of this course is to provide students with a sound, basic understanding of the planning, operation, management and promotion of retail functions. Many situations that face retailers today will be discussed in this course. Students will examine the various aspects of managing successful retail enterprises, including, but not limited to, strategic retailing planning, location analysis, retail buying, merchandising, pricing, promotion, profitability analysis. Every retail establishment must meet some essential requirements to stay in business. Retailers choose their strategies and invest resources in ways that take advantage of their strengths, downplay their weaknesses and reflect their own unique goals and interests. (Fall)

BA 324 Organizational Behavior

3 hours

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

BA 325 Financial Management I

3 hours

A study of concepts in financial management including evaluation of financial performance, valuation of securities, and capital budgeting. This course includes a term project designed to evaluate the financial performance of 2 leading publicly traded companies within an industry. Prerequisites: AC 206, BA 224,. (Fall)

BA 326 Financial Management II

3 hours

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

BA 327 Consumer Behavior

3 hours

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

BA 339 Human Resource Management

3 hours (Language Intensive)

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

BA 342 International Business

3 hours

A study from the manager's perspective in the fields of international trade and investment, balance of payments, international financial markets and monetary systems, national trade policy

and laws. Also addresses cultural variables in business, and examines how each of a number of basic management activities must be dealt with differently in the international environment than in a purely domestic setting. Prerequisites: EC 204, BA 224. (Fall)

BA 360 Marketing Research

3 hours

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

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

BA 390 Project and Operations Management

3 hours

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

BA 375 Business Ethics

1 hour (Junior Seminar)

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

BA 475 Business Strategy and Policy

3 hours (Language Intensive)

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

Individualized Courses Available

295/495	Field Experience	1-4 hours
299/499	Independent Study	1-4 hours
388	Career Connections	1-12 hours
445	Readings and Research	1-4 hours

McPherson College R3 Degree Program

The McPherson College R3 Degree Completion Program is an evening degree completion program. The program provides a Bachelor of Science in Business Management. The program is for non-traditional students in the McPherson, Hutchinson, and surrounding communities. More information can be found on page 151.

Curriculum And Instruction

The academic program offered by the Department of Curriculum and Instruction is essential for achieving the College's mission of developing whole persons through scholarship, participation, and service. It also reflects the heritage of the college and the Church of the Brethren, which includes a dedication to a liberal arts education and values that promote ethical behavior, non-violence and peace, a simple lifestyle, and a dedication to serving others.

The primary focus of the Department of Curriculum and Instruction is on the preparation of education professionals. Teacher education at McPherson College has long been one of the foundational cornerstones on which the institution was established.

Teacher Education Program

Mission Statement

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

Goals, Objectives, and Dispositions

Goal I:

The candidate has the knowledge bases necessary to be an effective teacher in her/his field. To accomplish this goal, the service-oriented educator will:

Objectives:

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

Disposition:

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

Goal II:

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

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

Objectives:

1. Use appropriate best practices for specific content areas and for diverse learners.
2. Reflect upon his/her teaching and analyze the practices.
3. Make modifications based on assessments and reflective analysis.
4. Provide motivational techniques based on student's developmental and environmental needs.

Disposition:

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

Goal III:

The candidate fosters relationships and collaborates with school constituencies.

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

Objectives:

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

Disposition:

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

The Teacher Education Program at McPherson College focuses on three major levels of licensure. The following are lists of the levels and the programs :

6-12 Licensure Section

Biology, Chemistry, English, English as a Second Language, , Mathematics, Psychology, History, Special Education, Speech/Theatre

K-6 Licensure Section

Elementary Education, English as a Second Language, Special Education

PK-12 Licensure Section

Art, Music, Health, Physical Education, Foreign Language (Spanish),

As a student at McPherson College preparing to become a teacher, you will be asked to prove your competency with the guidance of instructors in the Department of Curriculum and Instruction and the content area departments. Instruments are being developed that will help you demonstrate your abilities. McPherson College is currently collecting data on different aspects of student performance.

Numerous experiences are provided as observers, aides, tutors, and as participants in student teaching experiences. Those seeking licensure at all levels begin their professional work by the sophomore year and continue with incremental and sequential scheduling of their professional growth.

Admission Procedures

Procedures for admittance into the Teacher Education Program and Student Teaching are outlined in detail in the Advisor/Advisee Handbook. These Handbooks are available in the Department of Curriculum and Instruction. College advisors also have copies of these handbooks. Students will be given a copy of the handbook during the application process. A student can also secure copies of the handbook or appropriate portions of it on request. Students should read the handbook or consult their advisors for a detailed account of admission requirements and procedures. Requirements for acceptance into the Teacher Education Program include, but are not exclusive of, a GPA of 2.3 and successful completion of the C-BASE.

Admission to the Teacher Education Program

As a general rule, the Teacher Education Board reviews candidate applications for admittance into the Teacher Education Program two times during an academic year. Signs are posted on college buildings and announcements are made in campus communications and classes. In the fall and spring semesters, students will begin these procedures midway through the semester.

Practica at McPherson College

Research has proven that multiple and varied practical experiences are of utmost importance in an effective teacher education program. For that reason, students in the Teacher Education Program have the requirement of completing a minimum of two practica prior to student teaching. However, most students are encouraged to participate in more than those two. The first practicum occurs early in the student's professional education course sequence. This practicum is primarily an observation/aide situation. The second practicum occurs later in the professional sequence and requires students to take more initiative in the actual classroom responsibilities. In fact, students are required to practice actual instructional activities.

Students are required to do one of the practicum experiences in an urban setting. Arrangements have been made for the first practicum to be completed in Wichita or other ethnically diverse setting. Transfer students or students with extenuating circumstances may choose to complete one of the other sessions in an urban setting. This will further enhance the program and give students a broader understanding of the entire educational enterprise. Students are placed in both grade- and content-appropriate practicum settings. It is the student's responsibility to secure travel arrangements to the practica sites. Any expenses that are incurred are also the responsibility of the student.

All practica must be approved by the Department of Curriculum and Instruction.

Service Component

In keeping with the mission of the College and the Teacher Education Program, future teachers are expected to complete a service component as part of their program. During the student's college career s/he must complete and document 100 hours of service prior to completing the

program. Transfer students must complete 25 hours per year.

There are many possibilities for service-oriented activities. Opportunities will occasionally be made available through the Curriculum and Instruction Department. In addition, students are encouraged to seek out experience that will be self-satisfying. For further explanation or clarification, contact any member of the Teacher Education Board.

Student Teaching at McPherson College

Student teaching is considered the capstone experience in the professional education sequence for future teachers. It is to be done after other professional coursework is completed. In cooperation with a K-12 school system, McPherson College strives to make this experience as beneficial as possible for all parties involved. Student teaching is a complete semester experience. It is offered for variable credit hour depending on the level and the experiential need of the student and the licensure area being sought. Again, the students should work closely with their advisors to make sure that correctness and understanding is achieved.

Being given the privilege to student teach is not automatic. The Teacher Education Board carefully screens all applicants for their suitability. As a general rule, the Department of Curriculum and Instruction begins the application for the student teaching process two times during an academic year. Signs are posted on college buildings and announcements are made in campus communications and classes. Students will begin these procedures between the first and second week in September and February.

The prospective student teacher at McPherson College is expected to have:

- the personality and character traits required of a teacher;
- a strong liberal arts education;
- solid professional skills;
- profitable laboratory experiences with practitioners in the field.

Before a student can student teach she/he must:

- have full acceptance into the Teacher Education Program;
- have secured favorable recommendations from her/his major professor, chair or representative of the English Department, chair or representative of the Theatre Department, one professor in teacher education, and two supportive professionals in education;
- achieved a cumulative grade point average of 2.5;
- provided proof of liability insurance;
- signed Inquiry Form;
- up-to-date health form.

After all forms have been submitted, the student will participate in an interview with the Teacher Education Board. Ultimate decisions concerning student teaching will be made by that Board. A primary indicator of meeting the goals of the Teacher Education Program is the development of a portfolio. McPherson College students planning to become teachers develop portfolios during stages of their professional course work. These portfolios are designed to meet the overall goals of:

1. The candidate has the knowledge bases necessary to be an effective teacher in her/his field.
2. The candidate can apply effective teaching strategies to meet the needs of all learners.
3. The candidate fosters relationships and collaborates with school constituencies.

These portfolios include copies of units and lesson plans, reflective journals, other significant evidences of knowledge, application, and collaboration, scores of standardized assessment tools, and other documentation.

In order to defray costs, a student teaching fee will be assessed during that semester.

Student Responsibility

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

Licensure in Kansas

Those seeking licensure in Kansas must pass the Professional Knowledge section of the Principle of Learning and Teaching (PLT) with a score of 161; candidates must also take a test in their particular content area. The passing score for the content test are listed in the Advisee Handbook. Students receive this handbook upon admission to the program. Requirements for licensure to teach in the public schools, either elementary or secondary, vary from state to state. Students who plan to certify in a state other than Kansas should, upon enrollment, consult the Chair of Teacher Education or the state in which they plan to teach to make sure that they are enrolled in a program that is appropriate.

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

McPherson College is in compliance with the federal Title II reporting guidelines. The complete report can be found on page 151.

Elementary Education Major

K-6 Licensure

Requirements

Along with the General Education requirements, the following is a suggested sequence; the academic advisor and/or Curriculum and Instruction faculty will assist the individual student to develop the optimal sequencing of courses.

Freshman year:

G-PY 101	Introduction to Psychology	3 hours
IT 100	Computers and Information Technology	3 hours
G-CI 150	Intro to Education	3 hours
SE 210	Intro to Infants, Children & Youth with Special Needs	3 hours

Sophomore year:

CI 220	Principles and Strategies of Teaching	3 hours
G-CI 251	Intro to Education Practicum	1 hour
EE 210	Children's Literature	2 hours
G-CI 333	Intercultural Education	2 hours
PY 204	Child and Adolescent Development	3 hours

Junior Year:

CI 426/PE 426	Methods for Teaching Health in Elem. & Sec.	2 hours
*CI 455	Teaching-Learning Process	3 hours
*EE 303	Reading/ Language Arts I	4 hours
EE 307	Methods for Teaching Math in the Elementary School	2 hours
EE 306	Methods for Teaching Science in the Elem. School	2 hours
EE 309	Methods for Teaching Social Studies in the Elem. School	2 hours
EE 301/ AR 358	Methods for Teaching Art in the Elem. School	2 hours
EE 304/ MU 370	Methods for Teaching Music in the Elem. School	2 hours
EE 305/ PE 305	Methods for Teaching Phys Ed in the Elem. School	2 hours
EE 375	Elementary Ed. Practicum and Seminar	1-4 hours
EE 444	Reading/Language Arts II	2 hours

Senior Year:

EE 465	Student Teaching in the Elementary School	6 or 12 hours
CI 476	Professional Seminar in Education	2 hours

6-12 Licensure**Requirements**

Along with the general education requirements and the academic requirements for the specific content area, the following is a suggested sequence; the academic advisor and Curriculum and Instruction faculty will assist the individual student to develop the optimal sequencing of courses.

Freshman year:

G-PY 101	Introduction to Psychology	3 hours
IT 100	Computers and Information Technology	3 hours
G-CI 150	Introduction to Education	3 hours

Sophomore year:

G-CI 333	Intercultural Education	2 hours
PY 204	Child and Adolescent Development	3 hours
SE 210	Intro to Infants, Children and Youth with Special Needs	3 hours
CI 220	Principles and Strategies of Teaching	3 hours
G-CI 251	Intro to Education Practicum	1 hour

Junior Year:

*CI 455	Teaching-Learning Process	3 hours
	Secondary Methods for Academic Majors	3 hours
CI 315	Reading in the Content Field	2 hours
CI 351	Secondary Education Practicum and Seminar	2 hours

Senior year:

CI 475	Student Teaching	6 or 12 hours
CI 476	Professional Seminar in Education	2 hours

PK-12 Licensure**Requirements**

Along with the general education requirements and the academic requirements for the specific content area, the following is a suggested sequence; the academic advisor and Curriculum and Instruction faculty will assist the individual student to develop the optimal sequencing of courses.

Freshman year:

G-PY 101	Introduction to Psychology	3 hours
IT 100	Computers and Information Technology	3 hours
G-CI 150	Introduction to Education	3 hours
SE 210	Intro to Infants, Children & Youth with Special Needs	3 hours

Sophomore year:

G-CI 333	Intercultural Education	2 hours
PY 204	Child and Adolescent Development	3 hours
G-CI 251	Intro to Education Practicum	1 hour
CI 220	Principles and Strategies of Teaching	3 hours

Junior Year:

	Methods for Teaching Art, Music or PE in Elem. Schools	2-3 hours
(Those seeking licensure in Spanish take one Methods class (CI 404)		
CI 351	Secondary Ed. Practicum and Seminar	1 hour
EE 375	Elementary Ed. Practicum and Seminar	1 hour
*CI 455	Teaching-Learning Process	3 hours
	Methods for Teaching Art, Music or PE in Sec. Schools	2-3 hours
CI 315	Reading in the Content Field	2 hours

Senior Year:

CI 475	Student Teaching in the Secondary School	6 or 12 hours
EE 465	Student Teaching in the Elementary School	6 or 12 hours
CI 476	Professional Seminar in Education	2 hours

English As A Second Language (K-6) Licensure

Requirements

Same professional education requirements as for K-6 license, plus:

EN 230	Linguistics	2 hours
EN 335	Advanced English Grammar	2 hours
G-SO 202	Minorities in the U.S.	3 hours
CI 428	Methods for Teaching ESL in the Elem. and Sec. Schools	3 hours

English As A Second Language (6-12) Licensure

Requirements

Same professional education requirements as for 6-12 licensure in other fields, plus:

EN 230	Linguistics	2 hours
EN 335	Advanced English Grammar	2 hours
G-SO 202	Minorities in the U.S.	3 hours
CI 428	Methods for Teaching ESL in the Elem. and Sec. Schools	3 hours

Special Education Licensure

Through the joint effort of the Associated Colleges of Central Kansas (ACCK), McPherson College offers an Adaptive Special Education program. Students who participate in this program will graduate with licensure in Adaptive Special Education (mental retardation, learning disabilities, behavior disorders, and other health impairments) at the K-6 and 6-12 levels.

Adaptive Special Education: Courses Required for all levels:

SPED 310	Foundations for Special Education	4 hours
SPED 315	General Methods for Special Education Services	4 hours
SPED 345	Behavioral Management	2 hours
SPED 499	Capstone Issues	1 hour

Courses Required for Level K-6

SPED 321	Grades K-6 Methods for Special Needs	4 hours
SPED 331	Grades K-6 Field Experience	1 hour
SPED 431	Grades K-6 Clinical Experience (Student Teaching)	6 hours
or *SPED 433	Grades K-6 Internship	4-6 hours

*Those already holding special education licensure

Courses required for Level 6-12:

SPED 361	Grades 6-12 Methods for Special Needs	4 hours
SPED 371	Grades 6-12 Field Experience	1 hour
SPED 471	Grades 6-12 Clinical Experience (Student Teaching)	6 hours
(OR)		
* SPED 473	Grades 6-12 Internship	4-6 hours

* Those already holding special education licensure

Optional:

SPED 220	Field Experience in Services for Student with Special Needs	1 hour
SPED 320	Beginning American Sign Language	2 hours
SPED 322	Intermediate American Sign Language	2 hours
SPED 349	Communication Development and Communication Disorders	3 hours
SPED 381	Grades K-12 Functional Resources	4 hours
SPED 380	Topics in Special Education	1 hour
SPED 678	Topics in Special Education	1 hour

Course Descriptions

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

CI 101 (SPED 320) Beginning American Sign Language

2 hours

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

G-CI 150 Introduction to Education

3 hours

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

CI 202 (SPED 322) Intermediate American Sign Language

2 hours

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

CI 220 Principles and Strategies of Teaching

3 hours

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

G-CI 251 Introduction to Education Practicum

1 hour

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

CI 315 Reading in the Content Field

2 hours

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

G-CI 333 Intercultural Education Seminar

2 hours

A study of our diverse society and how it pertains to education and the educational setting. Students electing to participate in the related field study that adequately depicts intercultural relations in an educational setting must also enroll in CI 495 Field Experience in Education. Prerequisite: CI 220. (Fall and Spring)

CI 351 Secondary Education Practicum & Seminar

1-4 hours

A field experience and seminar for those seeking licensure at the secondary or PK-12 level. This course is offered for variable hour credit depending on student's past experience(s) and licensure area(s). Student should consult with her/his advisor and the chair of the Department of Curriculum & Instruction for appropriate registration. This practicum must occur between CI 251 and CI 475. It is recommended that students seeking license at the 6-12 level take this class

in conjunction with the appropriate content methods class. Prerequisites: CI 220. Completed application to Teacher Education Program required. (Fall/Spring)

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

2 hours

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

CI 404 (ED 450) Methods for Teaching Modern Language

3 hours

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

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

3 hours

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

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

3 hours

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

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

3 hours

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

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

2 hours

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

CI 412/TE 412 Methods for Teaching Technology Education in the Secondary Schools

2 hours

A comprehensive course designed for students contemplating a career in teaching technology. Addresses practical, ethical, and philosophical considerations related to curriculum development, safety programs, administration, and management of classes. Prerequisite: CI 220. (Spring)

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

3 hours

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

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

3 hours

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

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

2 hours

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

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

3 hours

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

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

3 hours

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

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

3 hours

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

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

3 hours

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

CI 455 The Teaching-Learning Process

3 hours (Language Intensive)

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

CI 475 Student Teaching in the Secondary School

6 or 12 hours

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

CI 476 Professional Seminar in Education

2 hours

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

CI 495/295 Field Experiences in Education

1-4 hours

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

EE 210 Children's Literature

2 hours

This course compliments the reading/language arts aspect of the elementary education program. It provides the opportunity for students to become knowledgeable of the elements of children's literature, the different genres, and current issues pertaining to children's literature. In addition to gaining knowledge, the students will develop an appreciation of children's literature and develop presentation skills. (Spring) Sophomore status required.

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

2 or 4 hours

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

EE 303 Reading and Language Arts I

4 hours (Language Intensive)

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

EE 304/MU 370 Methods for Teaching Music in the Elementary School

2 hours

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

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

2 or 3 hours

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

EE 306 Methods for Teaching Science in the Elementary School

2 hours

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

EE 307 Methods for Teaching Mathematics in the Elementary School

2 hours

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

EE 309 Methods for Teaching Social Studies in the Elementary School

2 hours

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

EE 375 Elementary Education Practicum & Seminar

1-4 hours

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

EE 444 Reading/Language Arts II

2 hours

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

EE 465 Student Teaching in the Elementary School

6 or 12 hours

Student Teaching in the Elementary School at McPherson College is a capstone experience allowing students to practice the skills and talents necessary to become effective educators. McPherson College offers student teaching at the appropriate level for all licensure purposes. Student teaching occurs after students have fulfilled all the necessary requirements as outlined in the Advisor/Advisee Handbook. The student teaching experience is scheduled for a minimum

of 14 consecutive weeks. Placement and hours may depend on the area(s) of licensure. Students enrolled in this course must have completed the student teaching application process and be concurrently enrolled in CI 476. (Fall and Spring)

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

3 hours

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

SPED 220 Field Experience in Services for Students with Special Needs

1 hour

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

SPED 310 Foundations for Special Education Services

4 hours

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

SPED 315: General Methods for Special Education Services

4 hours

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

SPED 321 Grades K-6 Methods for Special Needs

4 hours

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

SPED 331 Grades K-6 Field Experience

1 hour

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

SPED 345 Behavior Management

2 hours

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

SPED 361 Grades 6-12 Methods for Special Needs

4 hours

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

SPED 371 Grades 6-12 Field Experience

1 hour

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

SPED 381 Grades K-12 Functional Resources

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. This course includes a supervised field experience.

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

5-6 hours

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

SPED 433 Grades K-6 Internship

4-6 hours

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

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

5-6 hours

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

SPED 473 Grades 6-12 Internship

4-6 hours

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for secondary level students with adaptive learning needs. Emphasis is on

application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades 6-12 adaptive licensure or for students who have completed a special education clinical experience. Prerequisites: SPED 210, 310, 315, 345, and 361 or 371. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

SPED 499 Capstone Issues

1 hour

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

SPED 349 Communication Development and Communication Disorders

3 hours

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

SPED 380/678 Topics in Special Education:

1 hour

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

Individualized Courses Available

299/499	Independent Study	1-4 hours
388	Career Connections	1-12 hours
445	Readings and Research	1-4 hours

Continuing Education Courses

Milwaukee Center, Wisconsin

McPherson College provides educational experiences to a geographically and demographically diverse student body. The program's focus is the ongoing learning of individuals, primarily the continuing development of teachers who serve their communities. The following courses require a bachelor's degree as a normal prerequisite. These courses have been evaluated and approved by the Department of Curriculum & Instruction and the Educational Policies Committee.

ED510.1X	Choose Your Own Adventure
ED513.7X	Multi-Cultural Connections through Art
ED514.2X	"Hands-On" Art
ED514.5X	Bringing Art to your Classroom
ED514.6X	Paint like A Master
ED514.7X	Sculptures Great and Small (In the Community -- In the Classroom)
ED515.2X	The New 3 Rs: Rock, Roll and Rap
ED516.1X	The Holocaust: The Forever Lesson
ED516.2X	Interpreting the Tremendum: In Depth Study of the Holocaust
ED518.1X	Using Multiple Intelligence Concepts in Education
ED518.3X	Food for Thought: Developing Higher Questioning Techniques
ED519.2X	Signing Exact English
ED519.4X	Interpersonal Communication "Using Your Sphere of Influence"
ED520.2X	The School-Aged Child Who Stutters
ED520.3X	Teaching Wisconsin Wildlife
ED520.4X	Wisconsin State Parks and Forests
ED520.5X	Integrating Environmental Principles
ED521.2X	Algebra and Geometry Activities for the Classroom
ED522.1X	Social Studies Comes Alive
ED523.1X	Using Community Resources in the Elementary Classroom
ED523.3X	The Wisconsin Immigration Story
ED523.4X	Fantastic Lessons from Fabulous Leaders

ED523.5X	Out of the Past: Amazing Stories, Facts & Resources...
ED523.6X	Bloodletters & Badmen: Stories of the Infamous & Notorious in US History
ED523.7X	Comparing the Vietnam & Iraq Wars - More Similar or Different?
ED525.0X	Effective Leadership in Our Schools
ED527.5X	How to Write Your Life Story
ED527.7X	Writing: No Fear
ED527.8X	Traits, Modes, and Genres in the Writing Process
ED528.3X	Phonics is FUNdamental
ED530.4X	Creative Reading Strategies and Book Publishing
ED530.5X	Reading and Family Involvement
ED530.8X	Reading, Thinking, Talking, Learning: Literature Circle in the 6-12 Classroom
ED531.1X	Digital Storytelling
ED532.0X	Photoshop
ED534.0X	Thinking Like A Scientist
ED534.1X	"Hands-On" Science Activities (K-5)
ED534.4X	Technology Integration in the Classroom
ED534.5X	Desktop Publishing with Microsoft Word
ED534.6X	PowerPoint for the Classroom
ED535.6X	Digital Darkroom in Education
ED535.8X	Advanced PowerPoint
ED536.6X	Internet Resources in the Classroom
ED536.7X	Harness the Power of the Internet
ED536.9X	The Internet for the Teacher
ED538.2X	Current Trends in Sports Medicine
ED538.3X	Prevention and Rehabilitation of Athletic Injuries
ED539.2X	Current Trends in Physical Fitness/Wellness
ED539.3X	Physical Activities for Elementary School Children
ED539.4X	The Development and Utilization of an Individual Fitness Program
ED540.3X	Stress Management
ED540.4X	Conflict Resolution and Problem Solving Techniques
ED540.5X	Discipline Made Easy
ED540.6X	Students of Dysfunctional Families and the Learning Environment
ED540.8X	Classroom Organization & Management Program
ED540.9X	Coping with troubled students & the effects of the home environment on Classroom Management
ED541.3X	Successful Strategies for Building a Safe & Peaceful Classroom and School Environment
ED541.4X	Interrogating Reality: The Impact of Poverty, Class & Social Expectations on Students & their Learning Environment
ED542.4X	Coping with Difficult People
ED543.1X	Proactive Personal Health Management
ED543.2X	Cultural Diversity and Its Effects in Education
ED547.3X	Building Self-Esteem
ED547.6X	Rekindle the Passion to Teach
ED547.8X	Season Up Your Teaching
ED551.1X	School-to-Work Transition: An Educator's Role
ED551.3X	Career Assessment and the World of Business: Education for Employment
ED555.4X	Understanding and Supporting Students with Behavior and Emotional Challenges
ED555.7X	(DIS)Ability Differences
ED557.2X	Adolescents: Where are they coming from, where are they going and what can we do?
ED557.3X	Strategies for Effectively Teaching the Middle School Child
ED559.2X	Let's Go to the Movies
ED559.4X	Media Literacy: Empowering Minds in a Media Age
ED559.5X	The Power of the Advertising Media on Kids
ED570.0X	Technology Symposium

Health, Physical Education & Recreation

Purpose Statement

The department of health, physical education and recreation commits itself to developing graduates who can execute a variety of skills efficiently and effectively, who can analyze and critique movement, and who understand the interrelationship of health, fitness, and wholeness in life.

- The department achieves this purpose when its graduates
- develop a personal strategy for health and fitness, understanding that behaviors learned are a continual, lifelong process;
 - demonstrate an appreciation for the necessary impact of play on the quality of life;
 - demonstrate an understanding of the principles of movement and its relationship to efficient movement;
 - demonstrate an understanding of the principles of wellness, disease, human sexuality, nutrition, therapy, and chemical dependence;
 - meet the qualifications and standards for their chosen profession (majors only);
 - meet State Department of Education standards and NCATE standards for licensure in the area of physical education (applies to those seeking teaching certification in physical education).

The department offers programs designed for teaching physical education and health in the elementary and secondary schools, graduate preparation, and related areas of special emphasis such as health, recreation, coaching, business, fitness, and sports information. Students may wish to select more than one area to widen their base for professional opportunities.

Physical Education and Health Major

Completion of the required and supporting courses listed below, plus courses and/or a select-ed emphasis area of professional preparation should total a minimum of 33 semester hours in the department of physical education and 11 semester hours of required related courses..

Requirements

PE 110	Introduction to Team Sports	2 hours
PE 140	Introduction to Rhythms & Dance	2 hours
G-PE 150	Concepts of Holistic Health	2 hours
PE 160	Intro to Dual and Individual Sports I	2 hours
PE 161	Intro to Dual and Individual Sports II	2 hours
G-PE 170	Personal and Community Health	2 hours
PE 180	First Aid and Personal Safety	2 hours
PE 220	Human Anatomy and Physiology for Physical Education	2 hours
PE 280	Care and Treatment of Athletic Injuries	3 hours
PE 288	Psychology and Sociology of Sport	2 hours
PE 330	Physiology of Exercise	3 hours
*PE 380	History and Philosophy of Sport and Physical Education	3 hours
PE 411	Kinesiology	3 hours
PE 450	Organization & Administration of Health, Physical Education, and Athletics	3 hours

Related Courses

G-BI 101	Principles of Biology	4 hours
G-CH 101	Principles of General Chemistry	4 hours
PY/SO 210	Human Sexuality	3 hours

Additional Requirements for Teacher Education Majors, PK-12

PE/EE 305	Methods for Teaching PE in the Elem. School	3 hours
PE/CI 426	Methods for Teaching Health in the Elementary and Secondary School	2 hours
PE 360	Adaptive Physical Education	2 hours
PE/CI 410	Methods for Teaching PE in the Secondary School	2 hours

IT 100	Computers and Information Technology	3 hours
G-PY 101	Introduction to Psychology	3 hours
PY 204	Child and Adolescent Development	3 hours
G-CI 150	Intro to Education	3 hours
G-CI 251	Intro to Education Practicum	1 hour
G-CI 333	Intercultural Education Seminar	2 hours
SE 210	Introduction to Infant, Child, Youth with Special Needs	3 hours
CI 315	Reading in the Content Field	2 hours
CI 220	Principles and Strategies of Teaching	3 hours
CI 351/EE 375	Practica and Seminar	2 hours
*CI 455	The Teaching-Learning Process	3 hours
EE 465	Student Teaching in the Elem. School	6 hours
CI 475	Student Teaching in the Sec. School	6 hours
CI 476	Professional Seminar in Education	2 hours
(Students must total at least 12 hours between EE 465 and CI 475)		
TOTAL HOURS		51

Additional Requirements for Fitness Emphasis

PE 107	Weight Training	1 hour
G-PE 150	Concepts in Holistic Health	2 hours
PE 280	Care and Treatment of Athletic Injuries	3 hours
PE 330	Physiology of Exercise	3 hours
PE 295/495	Field Experience	1 hour
(This experience is to be done at the Hess Health and Wellness Center or in a comparable facility under a qualified supervisor.)		
G-BI 210/AG 210	Principles of Nutrition	3 hours

Additional Requirements for Coaching Emphasis

Although there are no Kansas certification requirements for coaches at this time, the department recommends the following for those planning to coach:

Coaching courses		
(Basketball, Volleyball, Football, Track & Field) up to 8 hours		
PE 180	First Aid & Personal Safety	2 hours
PE 280	Care and Treatment of Athletic Injuries	3 hours
PE 288	Psychology and Sociology of Sport	2 hours

Additional Recommended Courses for Recreation Emphasis

PE 305/EE 305	Methods for Teaching Physical Education in the Elementary School	3 hours
IT100	Computers and Information Technology	3 hours
TE 203	Basic Photography	2 hours
G-BA101	Introduction to Business	3 hrs
PE 295/495	Field Experience (YMCA, summer work, independent study, nursery school, home for the aged, etc.)	1-4 hours
PY 303/SO 303	Social Psychology	3 hours
BA 224	Principles of Management	3 hours
BA 324	Organizational Behavior	3 hours

Course Descriptions

PE 107 Weight Training

1 hour

An introduction to weight training, including isometric, isotonic, and isokinetic methods of strength development. (Spring)

PE 110 Introduction to Team Sports

2 hours

This course is an introduction to the organization and practice of soccer, speedball, field hockey, softball, team handball, basketball, and volleyball. (Fall, odd)

PE 140 Introduction to Rhythms and Dance

2 hours

The purpose of this course is to provide students with a wide spectrum of information on

rhythmic activities and dance. Students will learn body movements and how to perform them to music. Students will also choreograph and teach developmentally appropriate rhythmic activities and dance to others. (Interterm)

G-PE 150 Concepts in Holistic Health

2 hours

This course is designed to present the student with cognitive health and wellness principles and to offer suggestions for their application. These principles will be examined using a traditional approach with a variety of cultural influences. Major areas of study include mind-body interrelatedness and control, stress management, individual fitness, health and health related topics, and lifestyle management (including play). (Fall, Spring)

PE 160 Introduction to Individual and Dual Sports I

2 hours

This course is comprised of an introduction to the organization and practice of tennis, archery, bowling, and pickleball. This course exists because a basic understanding of the physical and mental principles in individual and dual sports is essential for the fullest and richest enjoyment. (Fall)

PE 161 Introduction to Individual and Dual Sports II

2 hours

This course is comprised of an introduction to the organization and practice of racquetball, badminton, swimming and golf. Individual and dual sports are an integral part of our society. This course exists because a basic understanding of the physical and mental principles in individual and dual sports is essential for the fullest and richest enjoyment. (Spring)

G-PE 170 Personal and Community Health

2 hours

The purpose of this course is to provide students with a wide variety of information concerning personal and community health and wellness. It is designed to have an overview of the physical, mental, emotional, social, and spiritual components of health as they combine to influence the complete human being. Included within the course will be an introduction to the management of stress, physical fitness, nutrition and weight management, drug use and abuse, noninfectious and infectious diseases, sexuality and fertility, consumerism, environmental concerns and the maturing adult. Additionally, a practical approach to setting up a personal improvement plan for lifetime wellness will be stressed. (Fall, Interterm, Spring)

PE 180 First Aid and Personal Safety

2 hours

This course is designed for all students to understand and prevent accident situations, to treat a wide variety of accident and emergency situations including use of supportive equipment and psychological first aid, and receive American Red Cross certification for CPR. (Fall)

PE 220 Human Anatomy and Physiology for Physical Education

2 hours

Anatomy and physiology is designed to introduce the student to the science of the body structure and function. Content is presented in a simple to complex pattern which includes the design and function of cells, body systems, and the interdependence of systems. (Fall)

The following courses (225-255) will include a study of rules, strategies, and techniques with an emphasis on the various methods and approaches to coaching. Prerequisite: basic knowledge of the sport to be studied.

PE 225	Theory of Coaching Volleyball (Fall, even)	2 hours
PE 235	Theory of Coaching Basketball (Fall, odd)	2 hours
PE 240	Officiating	2 hours
PE 245	Theory of Coaching Football (Fall, even)	2 hours
PE 255	Theory of Coaching Track and Field (Spring, even)	2 hours

Includes but not limited to football, basketball, and volleyball.

PE 280 Care and Treatment of Athletic Injuries 3 hours

The purpose of this course is to provide students with a wide spectrum of information on

the care and treatment of athletes and their injuries. It is designed to provide an overview of emergency procedures and on-court assessment of injured athletes. The importance of preventative measures and an overview of the responsibilities of an athletic trainer will be addressed. Preparation and taping for game day will be discussed theoretically and rehearsed practically. (Fall)

PE 288 Psychology and Sociology of Sport

2 hours

This course is designed to expose the student to the principles of psychology and sociology as applied to a sports setting. The purpose being performance enhancement with the ultimate goal of individual/human enrichment. (Spring)

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

2-3 hours

This course is designed to introduce prospective elementary school physical education and classroom teachers to the fundamentals, principles, and practices of physical education at the elementary school level. Movement exploration and methods will be stressed in the variety of play activities introduced. Additionally, this course has been designed to integrate theory and concept learning with practical laboratory experiences. Prerequisites: G-CI 150, CI 151. (Spring)

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

2 hours

A course designed to acquaint the student with a variety of methods and modalities for teaching school health. The health problems of the individual school child and his/her environment will also be studied. Students will be videotaped when teaching a lesson. Prerequisites: G-PE 150 or G-PE 170, G-CI 150, CI 151. (Interterm)

PE 330 Physiology of Exercise

3 hours

This course is designed for future educators, coaches, and a variety of other health professionals including physical therapists, occupational therapists, fitness programmers and other persons interested in his field. This course will provide concepts for safe and sensible conduct of sport and physical education programs as well as any other exercise-based programs. Prerequisites: G-BI 101, PE 220. (Spring, odd)

PE 340 Leadership in Camping and Recreation Programs

3 hours

This course will introduce students to the knowledge and skill which are necessary for the leadership of safe and successful camping and recreation programs. Prerequisite: PE 110.

PE 360 Adaptive Physical Education

2 hours

It is the goal of this course to introduce students to the insights and practical knowledge which will allow them to participate effectively as physical educators of disabled students. (Spring)

PE375 Junior Seminar

1 hour

This course is designed to help students foster relationships with colleagues and other professionals in the learning community for the promotion of health and physical education techniques for learning and teaching.

PE 380 History & Philosophy of Sport & Physical Education

3 hours (Language Intensive)

A study of the development of sport and physical education as affected by major historical periods and events. (Fall, even)

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

2 hours

A study of various teaching techniques and analysis of fundamental skills of physical educa-

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

PE 411 Kinesiology

3 hours

Kinesiology is the study of human motion based on anatomical, physiological and mechanical principles. The study of the human body as machine for the performance of work will be examined from three major areas, mechanics, anatomy and physiology. All students should have prerequisite courses of Principles of Biology and Introductory Chemistry. All students who have met the above requirements are welcome to participate in this course, but it will be taught from the perspective of those going into physical education and/or coaching. Prerequisites: G-BI 101, G-CH 101. (Fall, odd)

PE 450 Organization and Administration of Health, Physical Education and Athletics

3 hours

It is the goal of this course to introduce students to a variety of situations involving organization and administrative skills, and through this process, provide students with a broad range of organizational and administrative alternatives useful in the successful administration of school health, physical education and athletic programs. (Fall, odd)

PE 475 Senior Seminar

2 hours

This is the culminating or “capstone” course for Physical Education majors that do not participate in student teaching. Discussion of current topics in Physical Education and the Allied Health fields would be combined with field experience to give the student a practical understanding of the fields they have chosen to pursue.

Intercollegiate Competition:

PE 211 & 311	Intercollegiate Softball – Women	1 hour
PE 213 & 313	Intercollegiate Football-Men	1 hour
PE 214 & 314	Intercollegiate Basketball	1 hour
PE 215 & 315	Intercollegiate Cross Country	1 hour
PE 216 & 316	Intercollegiate Track and Field	1 hour
PE 217 & 317	Intercollegiate Volleyball-Women	1 hour
PE 219 & 319	Intercollegiate Soccer	1 hour

Prerequisite: One season of intercollegiate competition.

Individualized Courses Available:

295/495	Field Experience	1-4 hours
299/499	Independent Study	1-4 hours
388	Career Connections	1-12 hours
445	Readings and Research	1-4 hours

History

Purpose Statement

The history major is designed to develop student scholarship in the study of history, to nurture historical and political awareness, and to enhance critical and analytical skills. Graduates are prepared for a variety of careers where strong research, organization, and writing skills are needed, as well as for graduate and professional programs in history, political science, and law. The program also prepares graduates for careers in Secondary Education with a specialization in Social Studies. History majors at McPherson have the advantage of the College’s central Kansas location, with research access to local, state, and federal libraries and archives. The department serves this purpose for students at McPherson College by

- providing wide access to available formal courses in the disciplines of history and politics;
- offering opportunities for independent research and reading in the relevant fields;
- encouraging students to study further in related graduate and professional programs;
- supporting and encouraging students with interests in careers related to the disciplines to

pursue such careers;

- meeting State Department of Education standards for certification in the area of Social Studies (applies to candidates for teacher certification only)

History Major Program Options

Option I

B.A. in History

Requirements

A minimum of 33 semester hours in history plus 12 hours of supporting coursework for a total of 45 hours.

I. Required courses:

G-HI 110	World Civilization to 1500
G-HI 120	World Civilization since 1500
G-HI 201	American History to 1865
G-HI 202	American History since 1865
HI 311	Ancient Mediterranean World
or HI 315	Early Modern Europe
HI 322	The American West
HI 375	Junior Seminar
HI 410	Colloquium in Historiography and Research Methodology
*HI 475	Senior Thesis

II. Complete 9 additional hours from the scheduled course offerings in history.

III. Complete the following required supporting courses:

G-PS 130	Principles of Geography
G-HI/PS 101	Historical Introduction to Politics
or G-PS 102	United States Government
G-ML 108	Level I Spanish
and G-ML 109	Level II Spanish
	or two semesters in an equivalent foreign language program

Option II

B.S. in History: Political Science emphasis

Requirements

A minimum of 42 hours in history and political science plus 11 hours of supporting coursework for a minimum of 53 hours.

I. Required courses:

G-PS 101	Historical Introduction to Politics
G-PS 102	United States Government
G-PS 125	International Relations
G-PS 130	Principles of Geography
G-HI 201	American History to 1865
G-HI 202	American History since 1865
*G-PS 215	Global Peace Studies
PS 356	American Diplomacy
PS 375	Junior Seminar
PS 388	Career Connections Practicum (Internship)
HI 410	Colloquium in Historiography and Research Methodology
*PS 475	Senior Thesis

II. Complete six additional hours from the scheduled course offerings in history.

III. Complete the required supporting courses:

EC 201	Macroeconomics
G-PR 201	Introduction to Philosophy
G-MA 221	Elementary Applied Statistics

*Option III***B.A. for Teaching Licensure (6-12) in Social Studies****Requirements**

A minimum of 12 hours in U.S. history; 12 hours in World History; 12 hours in Political Science; plus 12 hours of supporting course work for a total of 48 hours. In addition, the candidate for teaching licensure must complete the Teacher Education Professional Education Requirements.

Required courses:*I. Complete the following courses in U.S. History:*

G-HI 201	American History to 1865
G-HI 202	American History since 1865
*HI 367	Kansas History

Plus at least one of the following courses or acceptable equivalent:

HI 205	The American Automobile
*HI 230	African American History
HI 250	Women in America
HI 322	The American West
HI 356	American Diplomacy

II. Complete the following courses in World History:

G-HI 110	World Civilization to 1500
G-HI 120	World Civilization since 1500

Plus at least two of the following courses or acceptable equivalent:

G-HI 101	Historical Introduction to Politics
G-HI 220	Twentieth Century Europe
HI 311	Ancient Mediterranean World
HI 315	Early Modern Europe
G-HI 317	Latin American History
G-HI 210	Topics in World History

III. Complete the following courses in Government:

G-PS 102	United States Government
G-PS 130	Principles of Geography

Plus at least two of the following courses or acceptable equivalent:

G-PS 101	Historical Introduction to Politics
G-PS 125	International Relations
*G-PS 215	Global Peace Studies
PS 356	American Diplomacy

IV. All history majors seeking Social Studies certification:

HI 375	Junior Seminar
HI 410	Colloquium in Historiography and Research Methodology
*HI/PS 475	Senior Thesis
G-ML 108	Level I Spanish
G-ML 109	Level II Spanish

*V. Other courses required by Curriculum & Instruction Department for licensure.***History Minor**

A minor in history consists of 18 hours of history courses chosen from the list of courses in the history major and must include courses in both world and American history. At least two courses counting toward the history minor must be for upper level credit.

Course Descriptions**G-HI 101 Historical Introduction to Politics**

3 hours

An Introduction to the history of political Ideas, and the ways in which politics and government have changed, yet in many ways stayed the same, from ancient Greece to the present. Topics include the questions of when to disobey the law, the conflict between church and state, and how we balance our security needs with our desire to be free. (Fall, even years)

G-HI 110 World Civilization to 1500

3 hours

An introductory survey of the history of world civilizations. The course starts in the beginning with the earliest agricultural communities in Mesopotamia, Egypt, India, and China, examines the rise of the world's great civilizations, and concludes with the European Middle Ages. Designed as a foundation for further studies in world history. (Fall)

G-HI 120 World Civilization since 1500

3 hours

An introductory survey of the history of world civilizations. The course starts with the European Age of Exploration and continues through to the present day. Special emphasis is given to the rise and dominance of the West in world history. Designed as a foundation for further studies in world history. (Spring)

G-HI 201 American History to 1865

3 hours

A survey of selected topics in the history of the United States from the period of exploration and colonial settlement to 1865. Designed as a foundation for further studies in U.S. history. (Fall)

G-HI 202 American History since 1865

3 hours

A survey of selected topics in the history of the United States from the period of Reconstruction to the present day. Designed as a foundation for further studies in U.S. history. (Spring)

HI 205 History of the Automobile

3 hours

A study of the global development of the automobile from its precursors to concept cars of the future. Extra emphasis is given to the American automobile and its importance in American life, including attention to both the technical and corporate aspects of the topic as well as the automobile's role in society and culture. (Spring)

G-HI 210 Topics in World History

3 hours

An opportunity to travel abroad while studying a topic in world history at historical locations. Students gain a deeper, more personal experience of history, beyond the possibilities of pure classroom content. The specific content and travel location will change from year to year. This course may be repeated. Contact the instructor for more information. (Interterm, odd years)

G-HI 217 Latin American History

3 hours

A survey of the nations of South America, Central America, and the Caribbean from their pre-Columbian origins to the present. Special emphasis given to Latin American relations with the United States. Course may travel abroad. Check with instructor. (Interterm, even years)

G-HI 220 Twentieth Century Europe

3 hours

A study in the historical forces and events that have culminated in the creation of modern Europe. This course explores topics including World War I and its disastrous peace settlement, the mass destruction and atrocities of World War II, and the political, cultural, and economic processes that created the European Union of the twenty-first century. (Spring, odd years)

HI 230 African American History

3 hours (Language Intensive)

The history of African-Americans in the United States from the African Diaspora in the colonial period to the present. Special emphasis on black literary and cultural achievements. (Interterm, odd years)

HI 250 Women in America

3 hours

A reading intensive survey of the history of American women from the period of colonial settlement to the present day. Designed to facilitate an understanding of gender issues in the historical context and to gain an appreciation for women's history as a vigorous field of research. (Fall)

HI 305 History of Global Transportation

3 hours

A study of the development of transportation technology and its impact on civilization. The course examines the progression of systems, including road, rail, maritime, and aviation transport. (Spring, even years)

HI 311 Ancient Mediterranean World

3 hours

An examination of the political, social and cultural development of the ancient Greeks and Romans from c. 2000 B.C.E. through the fall of the Western Roman Empire in 476 C.E. The course focuses on the contributions of the Greeks and Romans to western civilization. Prerequisite: G-HI 110 or consent of instructor. (Spring, odd years)

HI 315 Early Modern Europe

3 hours

An in-depth study of the Renaissance and Reformation, Scientific Revolution, and Enlightenment. The course will examine how these events contributed to the age of revolutions and the rise of the modern nation state. Prerequisite: G-HI 120 or consent of instructor. (Fall, odd years)

HI 322 The American West

3 hours

An interdisciplinary, regional study with emphasis on climatic and geographical background, exploration, settlement, and present-day economic and political significance. Some fictional portrayals will be considered to place the West within the context of popular culture. Prerequisite: G-HI 201 or G-HI 202 or consent of Instructor. (Spring, even years)

HI 356 American Diplomacy

3 hours

A historical survey of the diplomatic relations of the United States, focusing on the events since 1900. How did the U.S. come to "police" the world? Why has the U.S. been involved in so many wars, and with what consequence? How does the American government form foreign policy, and how can we understand the patterns of the past as well as the consequences for the future? Prerequisite: G-HI 202 or consent of the instructor. (Spring, even years)

HI 361 Kansas History and Research

3 hours (Language Intensive)

A study of the history of the state, from the earliest Indian settlements through the political history of the modern state. The course examines the contributions Kansans have made to the total stream of American development and provides students with first-hand opportunities for archival research. A field trip is included with this class. Designed with special relevance for public school teachers. (Spring, odd years)

HI 375 Junior Seminar

1 hour

An introductory study of historical methodology and library resources. Students focus on building a research bibliography in anticipation of a senior research project. (Spring)

HI 410 Colloquium in Historiography and Research Methodology

3 hours

An in-depth study of the historian's craft while focusing on a study of the European Middle Ages. Designed to familiarize students with historical research methodology and issues in historiography. Prerequisite: Successful completion of any upper level class in history, except for HI 375,

and permission of instructor. (Fall, even years)

HI 475 Senior Thesis

2 hours (Language Intensive)

A capstone experience in historical research, analysis, and writing. The seminar offers students experience in seeking out and evaluating both primary and secondary sources of historical information. The seminar is designed to allow students the opportunity to become familiar with the practices and techniques of professional historians and researchers. Prerequisite: Successful completion of HI 375, HI 410, and permission of instructor. (Fall, Spring)

Political Science

McPherson College does not offer a major field in politics, but teaching licensure is available in this area. Specific requirements should be checked with the academic advisor or the Department of Curriculum and Instruction.

Course Descriptions

G-PS 101 Historical Introduction to Politics

3 hours

An Introduction to the history of political Ideas, and the ways in which politics and government have changed, yet in many ways remained the same, from ancient Greece to the present. Topics include the questions of when to disobey the law, the conflict between church and state, and how we balance our security needs with our desire to be free. (Fall, even years)

G-PS 102 United States Government

3 hours

A critical study of the organization and operation of the federal government, with some attention to state and local government relations. This course explores key issues in American politics such as the debate over gun control and the right to bear arms, prayer in public schools, abortion, and gay rights, by examining the actors and outcomes in the political process. For example, how do interest groups, mass media, and political parties shape U.S. politics? How does congress, the president, and the Supreme Court act, or fail to act, to meet the needs of society? (Spring)

G-PS 125 International Relations

3 hours

An introduction to the study of international relations focusing on current problems and contemporary theories. Central topics include understanding how nations use both military action and cooperative agreements to provide for their security and well being; understanding the causes, consequences, and proposed solutions for the massive gap that has grown between the wealthy and the chronically impoverished and starving of the world; and the emerging challenge posed to humanity by the environmental degradation of the earth. (Interterm)

G-PS 130 Principles of Geography

3 hours

An introduction to the fascinating study of world, regional, and physical geography. This course explores the physical, social, historical, and cultural landscapes of the earth from a geographic perspective, to demonstrate how location in space fundamentally shapes human life. Required for students seeking certification as secondary teachers in Social Studies. (Fall odd years)

G-PS 215 Global Peace Studies

3 hours (Language Intensive)

An analysis of the problem of international conflict. This course studies the economic, political, and ideological causes of international violence, and the mechanisms used to mediate and resolve modern conflicts. Prerequisite: G-EN 110 and G-EN 111 or recommendation of the instructor. (Spring, odd years)

PS 356 American Diplomacy

3 hours

A historical survey of the diplomatic relations of the United States, focusing on the events since 1900. How did the U.S. come to “police” the world? Why has the U.S. been involved in so many wars, and with what consequence? How does the American government form foreign policy, and how can we understand the patterns of the past as well as the consequences for the future? Prerequisite: G-HI 202 or consent of the instructor. (Spring, even years)

PS 375 Junior Seminar

1 hour

A study of historical methodology and library resources. Students focus on building a research bibliography in anticipation of a Senior research project. (Spring)

PS 475 Senior Thesis

2 hours (Language Intensive)

A capstone experience in reading, research, and writing. The seminar offers students experience in seeking out and evaluating both primary and secondary sources of political information. The seminar is designed to allow students the opportunity to become familiar with the practices and techniques of professional political scientists. Prerequisite: Successful completion of HI 375, HI 410, and permission of instructor. (Fall, Spring)

Individualized Courses Available

295/495	Field Experience	1-4 hours
299/499	Independent Study	1-4 hours
388	Career Connections	1-12 hours
445	Readings and Research	1-4 hours

Psychology

Purpose Statement

The psychology program commits itself to developing majors with pre-professional training and non-majors with basic knowledge of and skills in psychology. The program achieves this purpose when its students:

- understand themselves, others, and how individuals interact within social systems
- have acquired knowledge and skills requisite for entry into selected professions, especially pre-professional careers in the behavioral sciences
- have acquired knowledge and skills requisite for entry into graduate programs in psychology and related fields
- have bridged the gap between theory and practice through Internships
- meet State Department of Education standards for certification in the area of psychology (applies to candidates for teacher certification in psychology)

In addition to preparing its majors, psychology contributes to the General Education program and serves other majors.

Teaching licensure is available in this area. Fifty-one hours in psychology are required for the major.

Psychology Major

Requirements

G-PY 101	Introduction to Psychology	3 hours
PY 204	Child and Adolescent Development	3-4 hours
PY/SO 335	Research Methods I	4 hours
PY/SO 303	Social Psychology	3 hours
PY 305	Abnormal Psychology	3-4 hours
PY 415	Learning, Memory, and Cognition	3 hours
PY 336	Research Methods II	4 hours
PY/SO 375	Junior Seminar	1 hour
PY 405	Personality Theories	3 hours
PY/SO 308	Counseling	3 hours
*PY 450	History and Systems of Psychology	3 hours

*PY/SO 475	Senior Seminar/Thesis	2 hours
G-MA 221	Elementary Applied Statistics	4 hours

Psychology majors seeking 6-12 teaching licensure may substitute Student Teaching in the Secondary School (CI 475) for Senior Seminar/Thesis (PY 475).

Child Development Emphasis

PY 254	Parent-Child Relations	3 hours
PY 354	Child Development and Social Policy	3 hours
PY 454	Applied Behavior Analysis and Youth	3 hours
PY 470	Developmental Psychopathology	3 hours

Health and Human Services Emphasis

SO 260	Introduction to Human Services	3 hours
SO 365	Social Work in American Society	3 hours
PY 430	Health Psychology	3 hours
SO 470	Social Gerontology	3 hours

Students seeking special education licensure may use the Adaptive Special Education program as their required emphasis.

Recommended Courses for Students Interested in Human Services Careers

PY/SO 210	Human Sexuality	3 hours
G-SO 101	Introduction to Sociology	3 hours
G-SO 202	Minorities in the U.S.	3-4 hours
SO 206	Social Problems	3-4 hours
G-SO 246	Marriage and Family	3-4 hours
As much practical experience in human service placements as possible		

Psychology Minor

Requirements

G-PY 101	Introduction to Psychology	3 hours
PY 204	Child and Adolescent Development	3-4 hours
PY/SO 303	Social Psychology	3 hours
PY 305	Abnormal Psychology	3-4 hours
Electives to total		18 hours

Course Descriptions

G-PY 101 Introduction to Psychology

3 hours

A survey of psychology emphasizing applications to the life of the student. Assumptions of psychological scientists are examined and scientific methods of investigating and reasoning about human behavior are introduced. (Fall, Spring)

PY 204 Child and Adolescent Development

3-4 hours

A basic course dealing with the various processes of child and adolescent development. The overarching goal or mission of the course is to present the basic knowledge of child development in an applied context in which the established knowledge base of child psychology is used to suggest solutions to social problems of children in this society and in the world community. Prerequisite: G-PY 101 Introduction to Psychology. (Spring)

PY/SO 210 Human Sexuality

3 hours

A study of female roles, male roles, values, life adjustments, sexual identities, religion, language, and behavior differences based on cultural, educational and socioeconomic factors related to human sexuality. Course uses lectures, audio-visuals, discussions, guest resource persons, assigned readings, and projects or papers to present information.

PY 254 Parent-Child Relations

3 hours

A study of parenting across the lifespan. Topics include parenting styles, parenting strategies,

and parenting in different family systems. (Spring)

PY 295 Field Experience in Psychology

1-4 hours

Various types of placements are available for practical experience relevant to the psychology major. Examples: institutions for people with developmental disabilities, adolescent group-homes, the Big Brother/Big Sister program, and others.

PY/SO 303 Social Psychology

3 hours

A study of the individual as he/she is affected by other persons. Topics covered include: interpersonal relations, social learning, conformity and individuality, attitudes, groups and organizations, and others. Discussion and involvement methods are emphasized. Prerequisite: 6 hours in the behavioral sciences or instructor consent. (Spring)

PY 305 Abnormal Psychology

3-4 hours

A study of behaviors variously classified as abnormal, psychopathic, sociopathic, disordered, mentally ill, retarded, neurotic, psychotic, deviant and others. Prerequisite: 6 hours in psychology and junior standing. (Fall, odd years)

PY/SO 308 Counseling

3 hours

A study of the theory and practice of counseling including a survey of the various systems of psychotherapy (person-centered therapy, psychoanalysis, behavioral therapy, cognitive-behavioral therapy, etc.) and learning, through role-play, of skills needed to be a helper. Prerequisite: PY 405 or instructor consent. (Spring)

PY/SO 335 Research Methods I

4 hours

The basic research methods course for behavioral science majors. Correlational, survey, and case study techniques, basic experimental design, research ethics, and general professional conduct of empirical investigation are studied in a team-taught format. Lecture, laboratory, and practical field exercises are used as learning methods. Prerequisite: G-MA221. Concurrent enrollment is acceptable. (Fall)

PY/SO 336 Research Methods II

4 hours

The second of the two basic research methods courses for behavioral science majors. Relatively advanced scientific research designs and statistical analyses are studied. SPSS, a statistical package, is used for most of the work in the course. Prerequisites: G-MA 221 and PY/SO 335. (Interterm)

PY 354 Child Development and Social Policy

3 hours

A study of the relation between children and government. The course considers the interrelations between social policy and research findings from the field of child and adolescent psychology. (Fall)

PY/SO 375 Junior Seminar

1 hour

Several topics and issues are examined in a seminar format. These include ethical practices and concerns as they relate to research and clinical work, the development and execution of basic and applied research, and career development and related matters. Students work toward developing appropriate research topics for their senior theses and may explore internship opportunities. (Spring)

PY 405 Personality Theories

3 hours

Personality is the field within psychology that specializes in how individuals think, feel, and behave with an emphasis on the person as a whole. The course covers the five basic approaches

to personality: the trait approach, the biological approach, the psychoanalytic approach, the phenomenological approach, and the behaviorist/learning theory/cognitive approach. Junior or Senior standing or permission of the instructor required. (Fall)

PY 415 Learning, Memory, Cognition

3 hours

An advanced survey course dealing specifically with current research findings in the area of cognitive psychology. The course will focus on what psychological science has discovered about human learning, memory, and forgetting. Prerequisite: G-PY 101, PY 303, PY/SO 335 or instructor consent. (Spring, odd years)

PY 430 Health Psychology

3 hours

A study of the fundamentals of human psychological and biomedical factors in the areas of health, wellness, and physical/mental illness. The course presents clinical applications of personality and social psychological theories, as they relate to cultural beliefs, human development, and different diseases; introduces key determinants of behavior, such as personality, family, ethnicity, and religion; and explores behavioral/motivational research in the emerging field of alternative and complementary medicine. Health care prevention, intervention, and maintenance issues and strategies are presented within the context of the community health support system. Career opportunities in health psychology are also explored. (Fall, odd years)

PY 445 Readings and Research in Psychology

1-4 hours

An opportunity to take a course by readings that is not offered in the regular curriculum. Prerequisite: consent of the instructor. (By appointment)

PY 450 History and Systems of Psychology

3 hours (Language Intensive)

A study of psychology's origins, development as a field, and current status, examined in a seminar format. Prerequisite: Upper division majors/minors only or instructor consent. (Spring, even years)

PY 454 Applied Behavior Analysis and Youth

3 hours

A study of the field of applied behavior analysis and its use in solving the behavior problems of children and adolescents. The course explores fundamental issues related to behavior change, including assessment, measurement, and ethics. (Fall, even years)

PY 470 Developmental Psychopathology

3 hours

A study of psychopathology as it relates to children and adolescents. The course explores the causes of and treatments for various psychological disorders and considers issues related to assessment and diagnosis. (Spring)

PY/SO 475 Senior Seminar/Thesis

2 hours (Language Intensive)

This is the culminating or capstone course for behavioral science majors. Coordinated guidance is given on the preparation of the Senior Thesis. Discussion of current topics in sociology and psychology is combined with guidance on practical matters such as application to graduate study, developing a career, and so on.

PY 495 Field Experience in Psychology

1-4 hours

More advanced placements and arrangements in applied psychology. See PY 295. NOTE: PY 495 requires permission of the instructor before enrollment.

Individualized Courses Available

PY 295/495	Field Experience	1-4 hours
PY 299/499	Independent Study	1-4 hours

PY 388
PY 445

Career Connections
Readings and Research

1-12 hours
1-4 hours

Sociology

Purpose Statement

The sociology program commits itself to developing majors with pre-professional training and non-majors with basic knowledge of and skills in sociology. The program achieves its purpose when its students:

- understand the dynamic relation between the individual and society
- have acquired knowledge and skills requisite for entry into selected professions, especially pre-professional careers in the behavioral sciences
- have acquired knowledge and skills requisite for entry into graduate programs in sociology and related fields
- can critically analyze their society through exposure to sociological theories and research methods
- have bridged the gap between theory and practice through internships
- have enhanced their sensitivity to others by studying customs, beliefs, and practices that are different from their own

In addition to preparing its majors, sociology contributes to the General Education program and serves other majors. Forty-nine hours in sociology are required for the major.

Sociology Major Requirements

G-SO 101	Introduction to Sociology	3 hours
SO 206	Social Problems	3-4 hours
G-SO 202	Minorities in the U.S.	3-4 hours
SO/PY 303	Social Psychology	3 hours
SO 320	Urban Sociology	3 hours
SO/PY 335	Research Methods I	4 hours
SO/PY 336	Research Methods II	4 hours
SO/PY 375	Junior Seminar	1 hour
SO 401	Sociological Theory	4 hours
SO 450	Sociology Proseminar	3 hours
*SO/PY 475	Senior Seminar/Thesis	2 hours
G-MA 221	Elementary Applied Statistics	4 hours

Criminal Justice Emphasis

SO 275	Criminal Justice	3 hours
SO 355	Juvenile Delinquency	3 hours
SO 455	Police and Law Enforcement	3 hours
SO 460	Correctional Institutions	3 hours

Health and Human Services Emphasis

SO 260	Introduction to Human Services	3 hours
SO 365	Social Work in American Society	3 hours
PY 430	Health Psychology	3 hours
SO 470	Social Gerontology	3 hours

Recommended supporting courses

PY/SO 308	Counseling	3 hours
G-BI 101	Principles of Biology	4 hours
EC 201	Macroeconomics	3 hours
G-PS 101	Historical Introduction to Politics	3 hours
G-PS 102	U.S. Government	3 hours
G-PY 101	Introduction to Psychology	3 hours
*G-TE 333	Technology and Society	3 hours
Foreign Language		

Recommended Courses for Students Interested in Human Services Careers

PY/SO 210	Human Sexuality	3 hours
PY/SO 308	Counseling	3 hours
G-SO 246	Marriage and Family	3-4 hours

As much practical experience in human service placements as possible

Sociology Minor

Requirements

G-SO 101	Introduction to Sociology	3 hours
SO 206	Social Problems	3-4 hours
SO 401	Sociological Theory or	
SO 450	Sociology Proseminar	3-4 hours
SO/PY 303	Social Psychology	3 hours
SO/PY 335	Research Methods I	4 hours

Course Descriptions

G-SO 101 Introduction to Sociology

3 hours

An introduction to the general field of sociology and its principle subdivisions; the nature of culture; the socialization of the individual; the character and behavior of social groups; social organization and institutions; social interaction, deviant behavior and social change. (Fall)

G-SO 202 Minorities in the U.S.

3-4 hours

An exploration of the problems faced by physical, cultural, economic, and behavioral minority groups in American society; the causes and consequences of prejudice, stereotypes, and discrimination; the nature of minority-majority group interaction; current crises and possible solutions; and some comparison with similar situations in other countries. Prerequisite: Course not open to first semester freshmen. Second semester freshmen by instructor consent. (Fall, Spring)

SO 206 Social Problems

3-4 hours

A study of contemporary American and world social problems, including prostitution, drug addiction, poverty, sexism, racism, and war. (Fall)

SO/PY 210 Human Sexuality

3 hours

A study of female roles, male roles, values, life adjustments, sexual identities, religion, language, and behavior differences based on cultural, educational and socioeconomic factors related to human sexuality. Course uses lectures, audio-visuals, discussions, guest resource persons, assigned readings, and projects or papers to present information.

G-SO 246 Marriage and Family

3-4 hours

This course explores the institution of marriage and family in American society from a sociological perspective. Topics covered include socialization, dating, courtship, marriage, parenting, dysfunctions, divorce and remarriage. Family dynamics and major social changes affecting the family are discussed. The course allows the individual to explore her/his own marriage and family attitudes and experiences. (Interterm, Spring)

SO 260 Introduction to Human Services

3 hours

An introduction to the history, theory, practice, and trends in human services. The goals, functions, and organization of human services are examined in the context of contemporary social problems; a historical survey of human services is presented as a background against which current efforts can be viewed; major theories, techniques, and methods that govern helping efforts are covered; a description of consumers of human services, and the strategies both consumers and service providers initiate to overcome barriers to effective service delivery, are discussed. Career opportunities in the human services field are also explored. (Spring)

SO 275 Criminal Justice

3 hours

An introduction to the field of criminology and the American criminal justice system. Emphasis is placed upon the nature of crime, and trends and theories of crime along with com-

ponents and functions of the criminal justice system including police, courts, and corrections. (Spring)

SO 285/PE 285 Sociological Implications of Sport & Recreation

2 hours

A study of the interrelationships of sport and society.

SO/PY 303 Social Psychology

3 hours

A study of the individual as he/she is affected by other persons. Topics covered include: interpersonal relations, social learning, conformity and individuality, attitudes, groups and organizations, and others. Discussion and involvement methods are emphasized. Prerequisite: 6 hours in the behavioral sciences or instructor consent. (Spring)

SO/PY 308 Counseling

3 hours

A study of the theory and practice of counseling including a survey of the various systems of psychotherapy (person-centered therapy, psychoanalysis, behavioral therapy, cognitive-behavioral therapy, etc.) and learning, through role-play, of skills needed to be a helper. (Spring)

SO 320 Urban Sociology

3 hours

A study of the development of modern cities, theories of urban growth, and urban problems and policies. Topics will include urbanization, urban renewal, economic restructuring and globalization, international migration, culture and politics of urban places, gentrification, crime and poverty, and ecological patterns of land use. (Spring, odd years)

SO/PY 335 Research Methods I

4 hours

The basic research methods course for behavioral science majors. Correlational, survey, and case study techniques, basic experimental design, research ethics, and general professional conduct of empirical investigation are studied in a team-taught format. Lecture, laboratory, and practical field exercises are used as learning methods. Prerequisite: G-MA 221. Concurrent enrollment is acceptable. (Fall)

SO/PY 336 Research Methods II

4 hours

The second of the two basic research methods courses for behavioral science majors. Relatively advanced scientific research designs and statistical analyses are studied. SPSS, a statistical package, is used for most of the work in the course. Prerequisites: G-MA 221 and SO/PY 335. (Interterm)

SO 355 Juvenile Delinquency

3 hours

A comprehensive examination of juvenile delinquency and the juvenile justice system. An emphasis on the causes of juvenile delinquency; its relation to family, school, peers, and society; treatment of juvenile delinquents; and criminal proceedings and the family court. (Fall)

SO 365 Social Work in American Society

3 hours

An introduction to the social work movement, profession, and practice in the United States. The course examines the social welfare policies and client populations that engage social workers, and explores the social work practice settings that range from child maltreatment and health care to work with older adults and corrections. Social issues are raised and case examples are presented to give insight into the clients and issues for which social workers initiate advocacy and social change through leadership positions in American society. Career opportunities in the social work profession are also explored. (Fall)

SO/PY 375 Junior Seminar

1 hour

Several topics and issues are examined in a seminar format. These include ethical practices and concerns as they relate to research and clinical work, the development and execution of basic and applied research, and career development and related matters. Students work toward developing appropriate research topics for their senior theses and may explore internship opportunities. (Spring)

SO 401 Sociological Theory

4 hours

A review and analysis of historical sociological theory including the masters of sociology: Durkheim, Weber, Marx, Pareto, Veblen, and others. Prerequisite: Six hours in sociology. (Spring, even years)

SO 425 Deviant Behavior

3 hours

This course exposes the student to the perspectives, principles, issues and research findings of the deviant behavior field. Topics covered include: poverty, substance abuse, prostitution, homosexuality, violent behavior, family violence, mental disorders, crime and social control. Prerequisite: SO 206, SO/PY 335 or instructor consent. (Spring, even years)

SO 450 Proseminar in Sociology

3 hours

An advanced-level seminar to integrate the information learned in earlier sociology courses. The goal is to bring full circle the sociological knowledge of students who are about to graduate. The course will explore a number of enduring sociological issues, including the meaning of sociology, the purpose of sociology and the effect sociology has on the world. Prerequisite: Upper division majors/minors only or instructor consent. (Spring, odd years)

SO 455 Police and Law Enforcement

3 hours

An analysis of the evolution of police, the police system, and the police role. Organization and jurisdiction of local, state, and federal law enforcement agencies along with philosophical and ethical issues surrounding their role will be discussed. (Fall, even years)

SO 460 Correctional Institutions

3 hours

An exploration of the historical and philosophical development of correctional systems with an emphasis on categories of inmates, treatment policies and their effectiveness, staff organization and training and their relation to the criminal justice system, and problems associated with correctional practices and procedures. (Fall, odd years)

SO 470 Social Gerontology

3 hours

A comprehensive introduction to an emerging field dealing with the social aspects of human aging. The course covers major areas of theory, research, social policy, and practice that impact older adults, and discusses the strengths and contributions that elders bring to their peers, families, and communities. The historical overview of aging in the United States, as well as the human and social meanings behind longevity population shift, is also explored. Also examined are social issues and psychological perspectives and strategies, as well as political and economic situations that produce undesirable outcomes as well as promote well-being in later life. Career options in the field of social gerontology are also explored. (Fall, even years)

SO/PY 475 Senior Seminar/Thesis

2 hours (Language Intensive)

This is the culminating or capstone course for behavioral science majors. Coordinated guidance is given on the preparation of the Senior Thesis. Discussion of current topics in sociology and psychology is combined with guidance on practical matters such as application to graduate study, developing a career, and so on.

SO 495 Field Placement

1-4 hours

Practical experience working in an established social agency, mental health clinic, or correctional institution. Supervision and direction given on the job by the agency personnel. College personnel visit and give consultation.

Individualized Courses Available

295/495	Field Experience	1-4 hours
299/499	Independent Study	1-4 hours
388	Career Connections	1-12 hours
445	Readings and Research	1-4 hours

Interdisciplinary Courses

Center for Academic Development

A total of two hours credit earned in the Center for Academic Development may apply toward graduation. The courses included in this ruling are ID 100, ID 106..

ID 100 College Learning Skills

1 hour

Provides the student with opportunity to learn basic college survival skills. Instruction may include discussion of and practice in such subjects as motivation, time and stress management, textbook reading, memory, note taking, and test taking.

ID 101 First-Year Seminar 2 hours (Fall)

ID 102 First-Year Seminar 1 hour (Spring)

These courses involve five major emphases: 1) From orientation weekend on, students will learn about McPherson College campus services and the McPherson city community. 2) Students will benefit from learning styles assessment and instruction and will learn basic study skills and college life management skills. 3) Students will work through a unit emphasizing critical thinking, collaborative learning, and conflict resolution, all informed by Church of the Brethren values. 4) Students will participate in volunteer service projects, in keeping with Church of the Brethren values. 5) Students will develop a degree plan for completing their education at McPherson College. Special emphasis will also be given in the second semester to a review of time management and goals assessment.

ID 106 Reading Improvement

1 hour

Designed to improve reading efficiency through a program of individualized and group instruction. The particular emphases depend upon the needs of the students enrolled. Instruction may cover such subjects as basic readings skills, reading in the academic disciplines, certification test preparation, vocabulary building, comprehension, and speed.

Career Services

ID 102 Career Placement and Exploration

1/2 hour

Current career information and occupational resource materials. Career interest inventories are administered and results interpreted. Resume writing and interviewing are explored.

ID 105 Self-Exploration and Direction

1/2 hour

A study of self-assessment techniques in the areas of values, interests, and skills. Students have instruction and structured practice in assertiveness training, decision making, and goal setting.

G-ID 201 Sophomore Seminar

2 hours

Sophomore Seminar may involve three emphases: 1) Career exploration and planning. . 2) Exploration of leadership and team-building skills in preparation for service-learning projects.

3) Service-Learning projects, with significant time in the course spent participating in a service project. Work on service projects includes working collaboratively with project team members, planning of projects, communicating and working with community service agencies, managing projects, and preparing final oral and written reports on projects. Through this course, students may advance those skills that will enhance not only their experience as students but also their roles as emerging professionals. The Service-Learning projects, as the next step beyond volunteer work done in First-Year Seminar, will broaden and deepen students' understanding of their social responsibilities as professionals and further prepare them for exploring service and career options in the junior year. (Spring/Fall)

ID 250 Seminar in Leadership Skills

0-2 hours

A course providing structured learning experience for students desiring to be involved in formal leadership roles.

ID 398 Honors Seminar

2 hours

Team-taught seminar treating a wide variety of topics. Open to qualifying students.

Degree Completion Program

The McPherson College R3 Program is an evening degree completion program offered at the McPherson College campus and Hutchinson Community College campus. The program provides a Bachelor of Science in Business Management. The program is for non-traditional students in McPherson, Hutchinson, and surrounding areas. The first two years of course work may be taken at an accredited academic institution with the final two years of classes provided by McPherson College on the McPherson College campus and/or Hutchinson Community College campus.

The Business Management courses will be offered one night a week for four hours. The major requires 45 semester hours (foundation and core courses). Upon completion of the program and all requirements for graduation being met a student will receive a Bachelor of Science in Business Management.

Students enrolled full time in the Degree Completion Program are considered full-time and are eligible to apply for state and federal grants or loans. Completion of the Free Application for Federal Student Aid (FAFSA) is required to determine eligibility.

Bachelor of Science Business Management

Adult Degree Completion Program

Course Listings

Foundation Courses

EC 201	Macroeconomics	3 hours
EC 204	Microeconomics	3 hours
AC 205	Financial Accounting	3 hours
AC 206	Managerial Accounting	3 hours
BA 224	Principles of Management	3 hours

Core Courses

BA 315	Legal Environment of Business	3 hours
BA 320	Management Information Systems	3 hours
BA 321	Marketing	3 hours
BA 324	Organizational Behavior	3 hours
BA 325	Financial Management	3 hours
BA 339	Human Resource Management	3 hours
BA 342	International Business	3 hours
BA 390	Production and Operations Management	3 hours
BA 475	Business Strategy	3 hours
BA 476	Business Ethics	3 hours

Elective Courses

G-BA 101	Introduction to Business	3 hours
BA 235	Small Business Management	3 hours
BA 260	Computer Applications in Business	3 hours
BA 388	Career Connections Experience	3 hours
CM 325	Conflict Resolution	3 hours

Expenses

Application Fee	\$25
Tuition per credit hour	\$300
Book and materials fee per credit hour	\$45

Non-degree Seeking Students

Non-degree seeking students may take courses offered by the Degree Completion Program at the Degree Completion Program rate and must enroll through the Degree Completion Program.

Personnel

President of McPherson College

Ronald D. Hovis, *McPherson, Kansas*

Administration

Laura Workman Eells, B.A., M.A., Ph.D. (1996)

Provost and Dean of the Faculty (2002)

Associate Professor of Behavioral Science: Sociology (2002)

B.A., M.A., Ph.D., University of Nebraska-Lincoln.

Ronald D. Hovis, B.A., M.B.A. (2000)

President (2003)

Associate Professor of Business

B.A., McPherson College; M.B.A., University of Missouri-St. Louis.

Shane Netherton, B.S., C.P.A. (2007)

Business Manager

B.S., McPherson College; C.P.A.

LaMonte Rothrock, B.A., M.Ed. (2001)

Dean of Students (2002)

Interim Athletic Director (2004)

B.A., McPherson College; M.Ed., Wichita State University.

Michael P. Schneider, B.S., M.B.A. (2002)

Vice President of Admissions and Advancement (2007)

B.S., McPherson College; M.B.A., Denver University.

Faculty

Allan Ayella, B.S., M.S., Ph.D. (2007)

Assistant Professor of Biology

B.S., Makerere Uni, Kla-Uganda; M.S., Ph.D., Kansas State University.

Becki Bowman, B.A., M.A., Ph.D. (2006)

Assistant Professor of Communication

B.A., McPherson College; M.A., Wichita State University;

Ph.D., Kent State University.

Jd. Bowman, B.A., M.A., M.F.A. (2005)

Assistant Professor of Theatre

B.A., McPherson College; M.A., M.F.A., Kent State University.

Stephanie Brunelli, B.A., M.M., M.M., D.A. (1994)

Associate Professor of Music (2001)

B.A., Wells College; M.M., M.M., University of Illinois-Urbana; D.A., University of Northern Colorado.

Charles Luke Chennell, A.T., B.A. (2003)

Instructor of Technology (2004)

A.T., B.A., McPherson College.

Ku-Sup Chin, B.A., M.A., Ph.D. (2003)

Assistant Professor of Behavioral Science: Sociology
B.A., Korea University; M.A., Ph.D., University of California-Irvine.

Bruce Clary, B.A., M.A., Ph.D. (1983)

Associate Professor of English (2000)
Maurice Hess Chair in English (2000)
B.A., McPherson College; M.A., Wichita State University; Ph.D., Kansas State University.

Wayne A. Conyers, B.A., M.A., M.F.A. (1983)

Professor of Art (2005)
B.A., Bethany College; M.A., University of Missouri-Kansas City; M.F.A., Fort Hays State University.

Joe Dickhudt, B.S., M.B.A. (2005)

Assistant Professor of Technology (2006)
B.S., California State Polytechnic University;
M.B.A., College of William and Mary, Virginia.

Richard Dove, A.T., B.S., M.S. (2000)

Assistant Professor of Technology (2004)
A.T., McPherson College; B.S., University of Maryland; M.S., Pittsburg State University.

Laura Workman Eells, B.A., M.A., Ph.D. (1996)

Associate Professor of Behavioral Science: Sociology (2002)
Provost and Dean of the Faculty (2002)
B.A., M.A., Ph.D., University of Nebraska-Lincoln.

Gary R. Entz, B.A., M.A., Ph.D. (1999)

Associate Professor of History (2005)
B.A., Bethel College; M.A., James Madison University; Ph.D., University of Utah.

Dee Erway-Sherwood, B.F.A., M.F.A. (2003)

Assistant Professor and Program Director of Graphic Design (2004)
B.F.A., M.F.A., Fort Hays State University.

Jonathan Frye, B.S., M.S., Ph.D. (1993)

Associate Professor of Natural Science
B.S., Lebanon Valley College; M.S., Ph.D., University of Virginia.

Rodney Gieselman, B.S., M.B.A. (2003)

Assistant Professor of Business; Director of Program Development;
Co-Director, R3 Degree Completion Program (2007)
B.S., University of Nebraska-Kearney; M.B.A., Bellarmine University.

Garrick Green, A.T., B.A., M.S. (2001)

Assistant Professor of Technology (2007)
A.T., B.A., McPherson College; M.S., Pittsburg State University.

Steven C. Gustafson, B.M., M.M., D.M.A. (1980)

Professor of Music (1992)
The Dotzour Chair in Music (2000)
B.M., Bethany College; M.M., University of Colorado; D.M.A., University of Colorado-Boulder.

James Haritatos, B.A., M.S.W. (1997)

Assistant Professor of Behavioral Sciences (2001)
B.A., Valparaiso University; M.S.W., Saint Louis University.

Daniel J. Hoffman, B.S., M.Ed. (1982)

Associate Professor of Physical Education (1993)
B.S., Manchester College; M.Ed., Wichita State University.

Ronald D. Hovis, B.A., M.B.A. (2000)

Associate Professor of Business
President (2003)
B.A., McPherson College; M.B.A., University of Missouri-St. Louis.

Ocie Arlene Kilgus, A.A., B.A., M.A., Ph.D. (1999)

Associate Professor of Modern Languages: Spanish (2005)
A.A., Pennsylvania College of Technology; B.A., Bucknell University;
M.A., Ph.D., Pennsylvania State University.

Marilyn Kimbrell, A.A., B.A., M.S., Ph.D. (1989)

Professor of Education (1999)
A.A., Hannibal-LaGrange College; B.A., Southwest Baptist University;
M.S., Southwest Missouri State University; Ph.D., Iowa State University.

Shane Kirchner, B.A., M.Ed. (2004)

Assistant Professor of Education
Director of Institutional Assessment
B.A., McPherson College; M.Ed., Wichita State University.

Connie Kramer, A.A., B.S.G.S., M.B.A. (2006)

Assistant Professor of Business
A.A., MaComb County Community College;
B.S.G.S., Oakland University-Rochester; M.B.A., Baker University-Wichita.

ShaRhonda Maclin, B.S., M.Ed. (2006)

Assistant Professor of Education
B.S., McPherson College, M.Ed., University of Oklahoma.

Bryan D. Midgley, B.S., M.A., Ph.D. (2000)

Associate Professor of Behavioral Science: Psychology (2006)
B.S., Eastern Michigan University; M.A., Ph.D., University of Kansas.

David O'Dell, B.S., C.P.A., M.B.A. (1979)

Professor of Accounting (2003)
B.S., McPherson College; M.B.A., Emporia State University.

Nepali Rajapakse, B.S., M.S., Ph.D. (2008)

Assistant Professor of Chemistry
B.S., University of Sri Jayewardenepura, Sri Lanka;
M.S., Victoria University, Melbourne, Australia;
Ph.D., Bowling Green State University.

James Michael Reynolds, B.S., M.S., Ph.D. (2004)

Associate Professor of Mathematics
B.S., M.S., Ph.D., University of Central Florida-Orlando.

Jennifer Richardson, B.S., M.A., M.B.A. (1998)

Associate Professor of Business (2007);
Co-Director, R3 Degree Completion Program (2007)
B.S., McPherson College; M.A., M.B.A., Webster University.

A. Herbert Smith, B.A., M. Div., Ph.D. (1982)

Professor of Philosophy and Religion (1994)

Burton Metzler Chair in Philosophy and Religion (1999)
 B.A., Elizabethtown College; M.Div., Bethany Theological Seminary;
 Ph.D., Claremont Graduate School.

Kimberly Diane Stanley, B.A., M.A., Ph.D. (1988)

Professor of English (1997)
 B.A., Trinity University; M.A., St. John's College at Santa Fe; Ph.D., University of Texas.

Roger Stout, A.A., B.S., M.S. (2000)

Assistant Professor of Technology
 A.A., Hutchinson Community College; B.S., M.S., Pittsburg State University.

Susan Krehbiel Taylor, B.A, M.L.S., Ph.D. (1979)

Professor of Journalism (2000)
 College Librarian (2002)
 B.A., McPherson College; M.L.S., Emporia State University; Ph.D., Kansas State University.

Karlene Morphew Tyler, B.A., M.A. (1975)

Associate Professor of Speech and Theatre (2000)
 Associate Academic Dean (2003)
 B.A., McPherson College; M.A., Emporia State University.

Ricky W. Tyler, B.A., M.A., Ph.D. (1977)

Professor of Theatre (1998)
 B.A., McPherson College; M.A., Emporia State University; Ph.D., Michigan State University.

Allan van Asselt, B.S., Ph.D. (2000)

Associate Professor of Chemistry
 B.A., McPherson College; Ph.D., California Institute of Technology.

Kenneth Yohn, B.A., M.A., Ph.D. (1999)

Associate Professor of History (2005)
 B.A., Manchester College; M.A., Ph.D., University of Iowa.

Rebecca Ann Zerger, B.S., M.F.A. (2004)

Assistant Professor of Art (2006)
 B.S., University of Kentucky-Lexington; M.F.A., Wichita State University.
 Associated Colleges of Central Kansas (ACCK) Current Faculty

ACCK Faculty

Nellie Graber, B. Ed., M.Ed., Eds. (2008)

Assistant Professor of Special Education
 B.Ed., M.Ed., Wichita State University
 Eds., Ft. Hays State University

Beverly Schottler, B.S., M.S., Ed.D. (2005)

Assistant Professor of Special Education/Department Chair
 B.S., M.S., Fort Hays State University; Ed.D., Kansas State University.

Faculty Emeriti

John H. Burkholder, B.A., Ph.D. (1950)

Professor Emeritus of Biology (1992)
 B.A., McPherson College; Ph.D., University of Chicago.

Doris E. Coppock, A.B., M.A., Ph.D. (1950)

Professor Emerita of Health, Physical Education and Recreation (1992)
A.B., McPherson College; M.A., Ph.D., University of Iowa.

Wesley DeCoursey, B.S., Ph.D. (1952)

Professor Emeritus of Chemistry (1987)
B.S., McPherson College; Ph.D., Iowa State University.

Merlin L. Frantz, B.A., M.Ed., Ed.D. (1954)

Professor Emeritus of Education and Psychology (1992)
B.A., McPherson College; M.Ed., Ed.D., University of Nebraska.

Bob R. Green, A.A., B.A., M.A. (1967)

Professor Emeritus of English (1993)
A.A., Central College; B.A., Seattle Pacific University; M.A., Emporia State University.

Paul W. Hoffman, B.S., M.Div., M.A., Ph.D. (1976)

President Emeritus (1996)
Professor Emeritus of Psychology (1996)
B.S., Manchester College; M.Div., Bethany Theological Seminary; M.A., University of Michigan;
Ph.D., Purdue University; Certificate, Harvard Institute for Educational Management.

Corinne Neubauer Hughbanks, B.A., M.S., Ph.D. (1966)

Professor Emerita of Languages (1993)
B.A., Asbury College; M.S., Emporia State University; Ph.D., University of Nebraska.

W. Monroe Hughbanks, B.A., M.S., Ed.D. (1964)

Professor Emeritus of Education (1993)
B.A., Asbury College; M.S., Emporia State University; Ed.D., University of Nebraska.

Gilford J. Ikenberry, Jr., B.S., M.S., Ph.D. (1961)

Professor Emeritus of Biology (1993)
B.S., McPherson College; M.S., Oklahoma State University; Ph.D., Iowa State University.

Shingo Kajinami, B.S., Ph.D. (1986)

Professor Emeritus of Chemistry (2003)
B.S., Bethel College; Ph.D., University of Oklahoma.

Larry Kitzel, B.S., M.M., D.M.A. (1970)

Professor Emeritus of Music (2004)
B.S., McPherson College; M.M., Wichita State University; D.M.A., University of Oklahoma.

Robert W. Neufeld, B.A., M.A., M.S., Ph.D. (1991)

Professor Emeritus of Computer Science (2004)
B.A., Bethel College; M.A., M.S., Wichita State University; Ph.D., Iowa State University.

Rowena J. Olsen, B.A., M.A. (1970)

Librarian Emerita (2003)
B.A., Kansas Wesleyan University; M.A., University of Denver.

Mary Ann Robinson, B.S., M.A., M.A. (1956)

Professor Emerita of Art (1990)
B.S., Kansas State University; M.A., McCormick Theological Seminary; M.A., Wichita State University.

Dayton G. Rothrock, A.B., M.Ed., Ed.D. (1956)

Professor Emeritus of Education and Psychology (1986)
B.A., McPherson College; M.Ed., Ed.D., University of Nebraska.

Norma Tucker, A.B., M.L.S., Sp.E., Ed.D. (1971)

Professor Emerita of English and Journalism (1996)

A.B., McPherson College; M.L.S., University of Oklahoma; Sp.E., Wichita State University; Ed.D., University of Kansas.

Jan van Asselt, B.S., M.A., Ph.D. (1965)

Professor Emeritus of German and Linguistics (2000)

B.S., McPherson College; M.A., University of Colorado, Boulder; Ph.D., University of California.

Full-time Administrative and General

Steve Anderson (2002)

Facility Management: Custodian

David Barrett, B.S., M.S.S. (1991)

Associate Director of Admissions and Financial Aid (2004)

B.S., McPherson College, M.S.S., United States Sports Academy.

Linda Barrett, B.S. (1996)

Assistant Director of Adult Education (2003)

Assessment Secretary (2003)

B.S., McPherson College.

Joe Bettasso, B.S. (2007)

Resident Director: Morrison Hall

Assistant Football Coach

B.S., Missouri Southern State University.

Jill Brax, B.S. (1984)

Library Technical Services Paraprofessional (2002)

B.S., McPherson College.

Timothy Bruton (2002)

Facility Management: Maintenance Technician

Kay Busby (2004)

Facility Management: Custodian

Renee Carlson (1995)

Facility Management: Lead Custodian (2001)

Karen Caylor (2006)

Administrative Asst. to the Dean of Students/Athletic Director

A.A., Hesston College

Elisa Cline (1998)

Facility Management: Custodian

Doug Cooke (2005)

Facility Management: Maintenance Technician (2006)

Kristi Crowdis, B.S. (2007)

Assistant Director of Career Services

B.S., Fort Hays State University.

Lisa Easter, B.S., M.B.A. (2001)

Administrative Assistant: Student Accounts & Payroll

B.S., McPherson College; M.B.A., University of Phoenix.

Steven Frick, A.T., B.S.

Director of Financial Aid

A.T., Dodge City Community College; B.S., Kansas State University.

Dave Gitchell, B.S. (1999)

Director of Computer Services

B.S., Wichita State University.

Alan Grosbach, B.S. (2008)

Resident Director: Metzler Hall

B.S., McPherson College.

Kay Guffey (1987)

Accounting Clerk (1997)

Andrew Gustafson, B.A. (2007)

Facility Management: Maintenance Technician

B.A., McPherson College.

Colleen Gustafson, B.A. (2008)

Resident Director: Dotzour Hall

B.A., McPherson College.

Connie Jo Brooks (2005)

Facility Management: Custodian

Kevin E. Haddock, B.A., M.A. (1996)

Director of Center for Academic Development (1997)

B.A., McPherson College; M.A., Baylor University.

Cheryl Hammarlund, B.A. (2002)

Facility Management: Custodian

B.A., McPherson College.

Valerie Hazelton (2006)

Admissions & Financial Aid Office Assistant

Scott Hooker, B.S., B.A., M.S., ATC, LAT (2006)

Head Athletic Trainer

B.S., B.A., Kansas State University; M.S., Illinois State University,

NATABOC certified.

Christi Hopkins, B.S. (2007)

Admissions Operations Manager

B.S., Southwest Baptist University.

Dan Hudachek, B.A. (2007)

Director of Auto Restoration Development

B.A., McPherson College.

Tom Hurst, B.A., M.A., Ed.D. (2006)

Director of Campus Ministries

B.A., Manchester College; M.A., Ohio University; Ed.D., Temple University.

Judy Jacobs, B.A. (2007)

Admissions and Financial Aid Counselor (2008)

B.A., McPherson College.

Kelli Pfau Johnson, B.A., M.S. (2002)

Personal Counselor/Student Advocate
B.A., M.S., Fort Hays State University.

Kathryn Jordan (2008)

Facility Management: Custodian

Dan Leddy, B.A. (2007)

Head Coach, Tennis
B.A., McPherson College.

Lorraine Lombardi, A.T., B.S., M.B.A. (1998)

Director of Milwaukee Center Continuing Education Program
A.T., Milwaukee Area Technical College; B.S., University of Texas at Dallas; M.B.A., Amber University-Dallas.

Brian Lundberg, A.A. (2003)

Web Developer
A.A., Art Institute of Dallas.

Allison Mackey, B.A. (2001)

Assistant to Associate Academic Dean
B.A., McPherson College.

Janelle Magnuson, B.S. (2007)

Accountant
B.S., Bethany College.

Marylyn Matthaehi, B.A. (1989)

Administrative Assistant to the Provost and Dean of the Faculty (1997)
B.A., McPherson College.

Mike McCormick (1999)

Campus Security Coordinator (2003)
Head Coach, Softball

Janelle Miller (2000)

Facility Management: Lead Custodian (2001)

Patricia Naurat (2008)

Facility Management: Custodian

Sally Nelson, B.A. (2006)

Director of Alumni Development and Events Coordinator
B.A., McPherson College.

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Business Manager
B.S., McPherson College; C.P.A.

Kathy Nicholson, B.B.A. (2007)

Associate Director of Development
B.B.A., Austin Peay State University.

Christina Paulsen, B.A. (2006)

Donor Relations Coordinator
B.A., McPherson College.

Christopher Paulsen, A.T., B.S. (2004)

Project Manager and Instructor of Technology
A.T., B.S., McPherson College.

Matt Pfannenstiel, B.S. (2006)

Admissions and Financial Aid Counselor
B.S., Bethany College.

Shelly Prescott, B.S. (2005)

Head Coach, Women's Basketball (2008)
B.S., Briar Cliff University.

Doug Quint, A.A., B.S. (2003)

Head Coach, Men's and Women's Soccer
A.A., Allen County Community College; B.S., Bethel College.

LaMonte Rothrock, B.A., M.Ed. (2001)

Dean of Students (2002)
Athletic Director (2004)
B.A., McPherson College; M.Ed., Wichita State University.

Anna Ruxlow (2007)

Director of Development
Business Certificate, Brown Mackie College.

Michael P. Schneider, B.S., M.B.A. (2002)

Vice President of Admissions & Advancement (2007)
B.S., McPherson College; M.B.A., Denver University.

Marty Sigwing, A.T. (2007)

Director of Facilities
A.T., Wichita Area Technical College.

Dave Smith, B.S. (2004)

Head Coach, Cross Country and Track & Field
B.S., McPherson College.

Brad Stucky, B.A. (1978)

Facility Management: Lead Maintenance Technician (2001)
B.A., McPherson College.

Connie Stucky (1991)

Facility Management: Building Services Supervisor (2001)

Tim Swartzendruber, M.S. (2008)

Head Coach, Men's Basketball
B.S., Bethel College; M.S., Wichita State University.

Carol R. Swenson, B.S., M.Ed. (2000)

Sports Information Director (2003)
B.S., Kansas State University; M.Ed., Wichita State University.

Donna J. Swenson, B.A. (1981)

Advancement Assistant (2004)
B.A., Bethany College.

Matthew Tobias, B.A. (2005)

Counselor in Admissions/Financial Aid

B.A., McPherson College.

Shandi Tobias, B.A. (2007)

Resident Director: Bittinger Hall
Adjunct Lecturer: English
B.A., McPherson College.

Vikki Trimmell, A.A. (1982)

Admissions Assistant (2004)
A.A., Hutchinson Community College.

Karlene Morphew Tyler, B.A., M.A. (1975)

Associate Academic Dean (2003)
Associate Professor of Speech and Theatre (2000)
B.A., McPherson College; M.A., Emporia State University.

Andrew Ullom, B.S. (1999)

Assistant Director, Computer Services (2001)
B.S., McPherson College.

Debra Wagoner (1995)

Executive Assistant to the President (2003)

Marcia S. Walters, A.A., B.S. (1978)

Advancement Assistant (2004)
A.A., Hutchinson Community College; B.S. Emporia State University.

Brian Ward, B.A., M.A. (2006)

Head Coach: Football
B.A., McPherson College; M.A., University of Phoenix.

Chris Wiens, B.S., M.P.A. (2004)

Director of Career Services
B.S., M.P.A., University of Nebraska.

Jamie Winter, B.A. (2007)

Admissions & Financial Aid Counselor
B.A., Kansas Wesleyan University.

Part-time Faculty and Staff

Susan Barton (2008)

Head Coach: Volleyball

Timothy Bowers, A.T., B.S. (2002)

Instructor in Technology (1989-1995; 2002-present)
A.T., B.S., McPherson College.

Sara Brubaker, B.S. (2002)

Assistant to Director of Financial Aid (2005)
B.S., McPherson College.

Dylan Fiedler (2005)

Assistant Coach, Men's Basketball

Cindy Kinnamon, B.A. (2006)

Promotions Coordinator

B.A., McPherson College.

Alice Mounts, B.A., M.S. (2006)

Assistant Professor of Mathematics

B.A., Pittsburg State University; M.S., Marymount College.

Anita Parks (2007)

Cheerleading Coach

Cedric Shell, B.S. (2006)

Assistant Coach: Football

B.S., Alcorn State University.

Roger Trimmell, B.S., M.Ed. (1982)

Assistant Professor of Physical Education (1985)

B.S., McPherson College; M.Ed., Wichita State University.

Amy Ward, B.S. (2007)

Admissions Assistant

B.S., Northern Arizona University.

Melvin Wright, B.S., M.S., Ed.D. (1995)

Professor of Physical Education

B.S., Oklahoma State University; M.S., Baylor University;

Ed.D., Oklahoma State University.

Aggregate and Summary Institution-Level Pass-Rate Data: Regular Teacher Preparation Program

		HEA - Title II 2006-2007 Academic Year			
		Number of Program Completers Submitted	Number of Program Completers Found, Matched, and used in passing rate Calculations ¹	Institutional Pass Rate	Statewide Pass Rate
Institution Name	MCPHERSON COLLEGE	Number Taking Assessment ³	Number Passing Assessment ⁴	Number Taking Assessment ²	Number Passing Assessment ⁴
Institution Code	6404	Aggregate - Basic Skills			
State	Kansas	Aggregate - Professional Knowledge	13	100%	1516
Number of Program Completers Submitted	13	Aggregate - Academic Content Areas (Math, English, Biology, etc.)	9		1307
Number of Program Completers Found, Matched, and used in passing rate Calculations ¹	13	Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	6		190
		Aggregate - Teaching Special Populations (Special Education, ELS, etc.)			8
		Aggregate - Performance Assessments			
		Summary Totals and Pass Rates⁵	13	85%	1447

January 15, 2008

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.
² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.
³ Number of completers who took one or more tests in a category and within their area of specialization.
⁴ Number who passed all tests they took in a category and within their area of specialization.
⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total passrate.

A

Academic Advising 17
 Academic Calendar 4
 Academic Integrity 18
 Academic Program 17
 Academic Record 25
 ACK 31
 Accounting 97, 100
 Accreditation 6
 Administration 140
 Admissions Appeal 13
 Admissions Notification 13
 Advising 17
 Art 37
 Art Education 38
 Art Minor 40
 Art Studio 37
 Associated Colleges Of Central Kansas 31
 Attendance 18
 Automotive Communications 88
 Automotive Restoration 13
 Automotive Restoration Design 89
 Automotive Restoration Management 87
 Automotive Restoration Technology 90
 Auto Restoration 86

B

Bachelor's Degree 17
 Biochemistry 71
 Biology 72
 Business 97
 Business Administration 101

C

Campus 5
 Campus Life 9
 Career Connections 23
 Career Services 9, 137
 Center For Academic Development 9
 Chemistry 73
 Classification 21
 Classroom Conduct 18
 College Seminars 28
 Commencement 21
 Communication 45
 Computer Access 9
 Continuing Education 117
 Course by Appointment 23
 Course Load 22
 Course Scheduling 22
 CPA Study 99
 Credit by Examination 22
 Credit Requirements 19
 Curriculum And Instruction 103

D

Degree Completion 12
 Degrees 17
 Dentistry 33
 Distribution Courses 29

E

Economics 99
 Elementary Education 107
 Employment 15
 English 43
 English As A Second Language 45
 Environmental Stewardship 74

F

Faculty 140
 Fees 15
 Financial Aid Calendar 15
 Financial Information 15
 Freshmen 11

G

General Education Requirements 27
 Grade-point Requirements 19
 Graphic Design 39
 Graphic Design Marketing 39

H

Health 119
 Historic Automotive Technology 86
 History 123
 Honor Graduates 20
 Honor Roll 20
 Humanities 37

I

Independent Study 23
 Information Technology 79
 Interdisciplinary Courses 137
 Interdisciplinary Programs 21
 International Students 12
 International Study 31
 Interterm 31

L

Law 33
 Leave Of Absence 24
 Library 9

M

Major Requirements 21
 Mathematics 79
 Medicine 33
 Mid-year Entrance 13
 Milwaukee Center 117
 Minors 22
 Modern Languages 51
 Music 54
 Music Education 55

N

Natural Science 71
 Nursing 34

O

Optometry 34
 Osteopathy 33

P

Payment Of Accounts 15
Pharmacy 34
Philosophy and Religion 62
Physical Education 119
Physical Therapy 33
Physician Assistant 33
Podiatry 34
Policy Of Non-discrimination 7
Political Science 128
Pre-Professional Programs 33
President 140
Privacy of Student Records 24
Probation 19
Psychology 129

R

R3 Degree Completion 12, 103, 139
Readings and Research 24
Refunds 15
Returning Students 12
Room and Board 15

S

Science and Technology 71
Social Sciences 97
Sociology 133
Spanish 51
Special Courses 23
Special Education 109
Special Programs 31
Statement of Mission 5
Student Development File 25
Student Expenses 15
Student Records Policy 24
Student Responsibility 18
Students With Disabilities 7
Summer School 15
Summer Term 32
Suspension 19

T

Teacher Education 104
Technology 71, 86
Testing 9
Theatre 64
Transfer Students 11

U

Urban Life Center 32

V

Veterinary Medicine 34



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