

## **General Education Foundation Courses**

---

### **Communication Program**

---

### **Teacher Education Program**

---

### **English Program**

---

### **Spanish Program**

---

### **Philosophy & Religion Program**

---

### **Psychology Program**

---

### **Sociology Program**

---

### **Sociology Course Descriptions**

---

## **General Education Foundation Courses**

---

**Communication Program**

---

**Teacher Education Program**

---

**English Program**

---

**Spanish Program**

---

**Philosophy & Religion Program**

---

**Psychology Program**

---

**Sociology Program**

---

**Sociology Course Descriptions**

---

**General Education Foundation Courses**

---

## **Teacher Education Program**

---

### **English Program**

---

### **Spanish Program**

---

### **Psychology Program**

---

### **Sociology Program**

---

## **Sociology Course Descriptions**

---

## **General Education Foundation Courses**

---

## **Teacher Education Program**

---

### **English Program**

---

### **Spanish Program**

---

**Psychology Program**

---

**Sociology Program**

---

**Sociology Course Descriptions**

---

**General Education Foundation Courses**

---

**Teacher Education Program**

---

**English Program**

---

**Spanish Program**

---

**Psychology Program**

---

**Sociology Program**

---

## Sociology Course Descriptions

---

### General Education Foundation Courses

---

### Teacher Education Program

---

### English Program

---

### Spanish Program

---

### Psychology Program

---

### Sociology Program

---

## Sociology Course Descriptions

---

### General Education Foundation Courses

#### A. Oral Communication:

**Student Learning Outcome:** Students should be able to deliver messages appropriate to their audience, purpose, and context.

**Performance Indicators** – Students should be able to:

1. Perform verbal and nonverbal communication behaviors that illustrate the competency of an effective communicator.
2. Support and organize their ideas in a coherent manner.

*Required: 1 Course*

**G-CM130** Interpersonal Communication

**G-CM140** Public Speaking

**G-CM218** Business and Professional Communication

## **B. Written Communication & Information Literacy**

**Student Learning Outcome for Written Communication:** Students should be able to write with skill and clarity.

**Performance Indicators** – Students should be able to:

1. Produce writing that shows an awareness of audience.
2. Support their ideas with appropriate details and examples.
3. Coherently organize their writing.
4. Produce writing that shows careful attention to craft.

**Student Learning Outcome for Information Literacy:** Students should be able to demonstrate ethical and efficient use of information.

**Performance Indicators** – Students should be able to:

1. Show that they can find appropriate sources.
2. Show that they can evaluate the reliability of sources.
3. Use information from sources appropriately in their work.

*Required: 4 Courses*

**G-EN110** College Composition I

**G-EN111** College Composition II

and:

Students pursuing a Bachelor of Arts are required to take Spanish and one Language Intensive (LI) course in their major department. Students pursuing a Bachelor of Science are required to take 2 Language Intensive courses with at least one LI course in the student's major department.

### **Language Intensive - Oral and Written Communication**

**Student Learning Outcome for Oral Communication:** Students should be able to clearly voice a coherent message.

**Performance Indicators** – Students should be able to:

1. Show that they can speak clearly and audibly.
2. Support their ideas with appropriate research.

### **Speaking Component**

(1) Informal oral communication exercises should be used frequently in the LI classroom. Most often, these will consist of required participation in small group and class discussions. LI instructors can make even routine student participation in class discussions and activities into helpful oral communication exercises simply by (a) raising students' consciousness about the variety of signals they send when they speak informally in class, and (b) helping students eliminate their careless habits in speech and delivery.

(2) At least one formal oral presentation should be included in the LI course. The presentation, probably brief, may be delivered to part or all of the class, or some other audience. It may derive from a formal writing assignment, recast for oral delivery.

**Student Learning Outcome for Written Communication:** Students should be able to write with skill and clarity.

**Performance Indicators** – Students should be able to:

1. Produce writing that shows an awareness of audience.
2. Demonstrate effective participation in the writing process.
3. Coherently organize their writing.
4. Produce writing that shows careful attention to craft.

### **Writing Component**

(1) Informal writing assignments should be frequent, perhaps one per class session, but certainly one per week. Most informal writing activities are in the "writing to learn" mode; that is, they are intended to push students to read, think about, and interpret course material more carefully and deeply than they otherwise might do. From a handful of basic, informal writing models, such as journals and microthemes, LI instructors can improvise an almost endless array of specific informal writing activities.

(2) Formal writing assignments should be substantial (but the meaning of "substantial" depends upon the course and the exact nature of the assignment.) There should be at least one formal, polished piece of writing. Whenever possible, LI instructors should give formal assignments in stages, conference with students over drafts, and allow ample time for revision(s).

### Courses designated as Language Intensive:

**G-AR310** Art History I  
**G-AR311** Art History II  
**BA 475** Business Strategy & Policy  
**BI 391** Evolution  
**CI 455** Teaching Learning Process  
**G-CM130** Interpersonal Communication  
**G-CM218** Business & Professional Communication  
**G-CM221** Intercultural Communication  
**CM 475A** Senior Seminar in Communication Research  
**CM 475B** Senior Project in Communication  
**G-EE210** Children's Literature  
**EE 303** Reading/Language Arts I  
**G-EN210L** Masterpieces of World Literature (4 hours)  
**G-EN220L** Contemporary World Literature (4 hours)  
**G-EN255L** American Literature II (4 hours)  
**G-EN270L** Fiction (4 hours)  
**EN 313** Expository Writing  
**G-EN370L** Poetry (4 hours)  
**EN 475B** Senior Project in English  
**G-HI333** Technology & Society  
**HI 475** Senior Thesis  
**IT 475** Senior Projects in Information Tech.  
**G-MA290** History of Mathematics  
**MA 475** Senior Project in Mathematics  
**ML 385** Advanced Level Composition and Conversation  
**NS 300** Research Methods  
**NS 475** Senior Research  
**G-PA265** Script Analysis  
**G-PA385** Performing Arts History & Literature I  
**G-PA390** Performing Arts History & Literature II  
**PA 475** Senior Projects in Performing Arts  
**PE 380** History & Philosophy of Health, PE, Sport  
**PE 445** Readings and Research for Health Science  
**G-PR104L** Ethics (4 hours)  
**G-PR106L** Spiritual Pathways  
**G-PS215** Global Peace Studies  
**PS 475** Senior Thesis  
**PY 450** History and Systems of Psychology  
**PY 475** Senior Thesis  
**SO 475** Senior Thesis  
**G-TE 333** Technology & Society  
**TE 475** Senior Project

## C. Mathematics

**Student Learning Outcome:** Students should be able to use mathematical concepts.

**Performance Indicators** – Students should be able to:

1. Demonstrate understanding by performing accurate computations.
2. Apply algorithms to solve problems.

*Required: 3-4 hours chosen from the following:*

**G-MA105** College Algebra  
**G-MA111** Calculus I  
**G-MA123** Discrete Mathematics  
**G-MA153** Principles of Geometry  
**G-MA201** Survey of Mathematics  
**G-BA220** Business Applied Statistics  
**G-MA221** Elementary Applied Statistics

## D. Religion/Beliefs/Values

**Student Learning Outcome:** Students should be able to answer fundamental religious or philosophical questions.

**Performance Indicators** – Students should be able to:

1. Develop answers relative to alternative religious/philosophical perspectives.
2. Explain their position on religious or philosophical issues.

*Required: 3-4 hours chosen from the following:*

**G-PR101** Old Testament-Hebrew Bible: God and People in Ancient Israel

**G-PR102** Jesus: New Testament Foundations

**G-PR104** Ethics

**\*G-PR104L** Ethics (LI if taken as G-PR104L for 4 hours)

**\*G-PR106L** Spiritual Pathways: Transformation, Compassion, and Vocation

**G-PR107** Critical Thinking

**G-PR201** Introduction to Philosophy

**G-PR202** Christian Traditions

**G-PR203** Science and Religion

**G-PR204** Peacemaking: Religious Perspectives

**G-PR206** Religion and Environmental Stewardship

**G-PR304** The Church of the Brethren and Beyond: The Christian Church Serves Our World

**G-PR306** World Religions

## E. Wholeness/Health/Fitness

**Student Learning Outcome:** Students should be able to identify optional behaviors that promote lifelong personal health.

**Performance Indicators** – Students should be able to:

1. Develop a personal strategy for health and fitness emphasizing the physical domain.
2. Illustrate the relationship between personal behaviors and lifelong health and wellness.

*Required: 1 course*

**G-PE150** Concepts in Holistic Health

**G-PE170** Personal & Community Health

## F. Global/Intercultural Experience

**Student Learning Outcome:** Students should be able to understand they live in a world of diverse cultures.

**Performance Indicators** – Students should be able to:

1. Identify social, cultural, religious, or linguistic differences.
2. Explain how values and contributions of diverse societies affect individual experiences.

*Required: 3 hours+ chosen from the following:*

**G-BA 342IT** International Business (Travel required)

**G-CI251** Introduction to Education Practicum

**G-CI333** Intercultural Education

**\*G-CM221** Intercultural Communication

**G-EN210** Masterpieces of World Literature

**\*G-EN210L** Masterpieces of World Literature (LI if taken as G-EN210L for four hours)

**G-EN220** Contemporary World Literature

**\*G-EN220L** Contemporary World Literature (LI if taken as G-EN220L for four hours)

**\*G-HI333** Technology and Society

**\*G-MA290** History of Mathematics

**G-ML108** Spanish Level I

**G-ML109** Spanish Level II

**G-ML208** Spanish Level III

**G-ML209** Spanish Level IV

**G-ML350** Junior Year Abroad

**G-PR306** World Religions

**G-PS130** Principles of Geography

**\*G-PS215** Global Peace Studies

**G-SO202** Minorities in the U.S.

## **\*G-TE333** Technology and Society

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

## **College Seminars**

In the seminar series, students will demonstrate (1) 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-ID101** *Academic Community Essentials (ACE) 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-ID201** *Sophomore Seminar*: Students will complete a service project, develop a career plan, and show that they have explored internship options.
  - C. *Senior Capstone Experience*: Students will complete a senior project, as designed by department faculty.
- 

## **Teacher Education Program**

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**

The Teacher Education Program at McPherson College is accredited by the Kansas State Department of Education (900 SW Jackson Street, Topeka, Kansas 66612); and by the National Council for the Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org) (now known as Council for the Accreditation of Educator Preparation (CAEP), [www.caepnet.org](http://www.caepnet.org)). This accreditation covers the Teacher Education Program at McPherson College; however, the accreditation does not include individual education **courses** that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

### **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. Demonstrate understanding and use of formative and summative assessments and make modifications based on them.

4. Provide motivational techniques based on students' 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 for Speakers of Other Languages, History and Government, Mathematics, Psychology, High-Incidence Special Education, Speech/Theatre

#### **K-6 Licensure Section**

Elementary Education, English for Speakers of Other Languages, High-Incidence Special Education

#### **PK-12 Licensure Section**

Art, Health, Music, Physical Education, 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. Course assessments, a portfolio, and interviews are a few of the instruments 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 and/or the Policies and Procedures Manual. These Handbooks are available in the Department of Curriculum and Instruction. College advisors also have copies of these handbooks. The handbook is also available online. Students should read the handbook or consult their advisors for a detailed account of admission requirements and procedures.

## **Admission to the Teacher Education Program**

As a general rule, the Teacher Education Board reviews candidates for admittance into the Teacher Education Program two times during an academic year, once each semester. Signs are posted on college buildings and announcements are made in campus communications and classes. Requirements for acceptance into the Teacher Education Program include, but are not exclusive of,

- Minimum of C in G-EN111
- Minimum of C in college level math
- Minimum of C in G-CI150
- Sign of support from Student Life
- A GPA of 2.5
- Successful completion of the C-BASE.

## **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, Chicago, 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 experiences 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 hours depending on the level and the experiential need of the student and the licensure area being sought. 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. Deadlines are September 15 and February 15. Late applications are not accepted. Signs are posted on college buildings and announcements are made in campus communications and classes.

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:
- gained full acceptance into the Teacher Education Program;
- secured favorable recommendations from her/his major professor, professor of a language intensive course, one professor in teacher education, Student Life, and two supportive professionals in education;
- achieved a cumulative grade point average of 2.5;
- provided proof of liability insurance;
- signed an Inquiry Form;
- provided an 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 the program and/or the appropriate advisor.

## Licensure in Kansas

Those seeking licensure in Kansas must pass the Professional Knowledge section of the Principles of Learning and Teaching (PLT) with a score of 160; candidates must also take a test in their particular content area. The passing scores for each content test are listed in the Advisor/Advisee Handbook. 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.

## 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)

**G-CI 150** Introduction to Education (3 hours)

**SE 210** Introduction to Infants, Children & Youth with Special Needs (3 hours)

##### *Sophomore year:*

**CI 220** Principles and Strategies of Teaching (3 hours)

**G-CI 251** Introduction to Education Practicum (1 hour)

**\*G-EE 210** Children's Literature (3 hours)

**G-CI 333** Intercultural Education (2 hours)

**PY 204** Child and Adolescent Development (3 hours)

**CI 232** Educational Technology (2 hours)

**EE 230** Mathematics Content for Elementary Teachers (3 hours)

##### *Junior Year:*

**CI 426/PE 426** Methods for Teaching Health in Elem. & Sec. (1 hour)

**\*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 (3 hours)

**EE 306** Methods for Teaching Science in the Elem. School (3 hours)

**EE 309** Methods for Teaching Social Studies in the Elem. School (3 hours)

**EE 301/ AR 358** Methods for Teaching Art in the Elem. School (1 hour)

**EE 304/ MU 370** Methods for Teaching Music in the Elem. School (1 hour)

**EE 305/ PE 305** Methods for Teaching Phys Ed in the Elem. School (1 hour)

**EE 375** Elementary Ed. Practicum and Seminar (1-4 hours)

**EE 444** Reading/Language Arts II (3 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)

**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)

**CI 232** Educational Technology (2 hours)

*Junior Year:*

**\*CI 455** Teaching-Learning Process (3 hours)

**CI 4xx** 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)

**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)

**CI 232** Educational Technology (2 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 for Speakers of Other Languages (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 for Speakers of Other Languages (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 a joint effort with the Kansas Independent Colleges Association (KICA), McPherson College offers an Adaptive Special Education program. Students who participate in this program will graduate with licensure in High Incidence Special Education (intellectual disability, learning disabilities, behavior disorders, and other health impairments) at the K-6 and 6-12 levels.

### ***High Incidence 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 678** Topics in Special Education (1 hour)

---

## English Program

### 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

- demonstrate an ability to accomplish various purposes through effective communication – oral, written, and electronic – and to help others achieve them;
- demonstrate an understanding of ways in which aspects of culture such as history, religion and social norms are reflected in literature;
- demonstrate an ability to analyze literary texts;
- demonstrate a knowledge of research tools and strategies, especially in literature, and the critical and ethical use of appropriate documentation;
- demonstrate knowledge of the structure of English, of the Standard American dialect, of both traditional and modern grammars, and of the nature of language.

### 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 (2 hours)  
**EN 430** History and Structure of English (2 hours)  
**EN 475A** Seminar in English (1 hour)  
**\*EN475B** Seminar in English (1 hour)  
**\*G-EN 210** Masterpieces of World Literature, OR  
**\*G-EN 220** Contemporary World Literature (3 hours)  
**G-EN 270** Fiction (3 hours), OR  
**G-EN 370** Poetry (3 hours), OR  
**EN 420** Creative Writing (3 hours)

*II. Complete 7 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** Masterpieces of World Literature (3-4 hours)  
**\*G-EN 220** Contemporary World Literature (3-4 hours)  
**G-EN 235** Topics in Literature (3 hours) (may be taken more than once if topic differs)  
**EN 320** Young Adult Literature (2 hours)  
**EN 350** Theory & Practice of Tutoring Writing (1 hour)  
**\*G-EN 370** Poetry (3-4 hours)  
**\*G-EN 270** Fiction (3-4 hours)  
**\*G-PA 385** Performing Arts History & Literature I or  
**\*G-PA 390** Performing Arts History & Literature II (3 hours)  
**EN 420** Creative Writing (3 hours)  
**EN 445** Readings and Research in English (2-4 hours)

*III. Complete the following supporting courses*

Communication courses (3 hours)  
 Spanish Level II, or the equivalent in some natural language

## **Requirements for teaching licensure (6-12) in English**

*I. Complete the following courses:*

**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)  
**\*G-EN 370** Poetry (3 hours), OR  
**\*G-EN 270** Fiction (3 hours), OR  
**EN 420** Creative Writing (3 hours)  
**\*G-EN 210** Masterpieces of World Literature, or  
**\*G-EN 220** Contemporary World Literature (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 475A** Seminar in English (1 hour)  
**\*EN475B** Seminar in English (1 hour)

*II. Complete the following supporting courses:*

Journalism courses (3 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.

## Competency Exam

Students who plan to major in English must pass a writing competency exam. This exam will be offered in the fall semester. Transfer students will take the exam early in their first semester at the college. Students who fail the exam may re-take it after participating in guided study and practice of writing.

## English As a Second Language (6-12) 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 four 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 writing. G-EN 110 and G-EN 111 do not count as part of the 20 hours for the minor.

---

# Spanish Program

## 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

- Communicate effectively using interpersonal, interpretive, and presentation skills in Spanish.
- Demonstrate an ability to interact effectively with Spanish-speaking cultures, showing an understanding of different cultural perspectives and products.
- Demonstrate knowledge of the nature of language and language acquisition.

## Spanish Major

### Requirements

#### Emphasis 1:

*A minimum of 32 semester hours, including:*

- G-ML108** Level I Spanish (3 hours)
- G-ML109** Level II Spanish (3 hours)
- G-ML208** Level III Spanish (3 hours)
- G-ML209** Level IV Spanish (3 hours)
- ML350** Immersion Experience (12 hours – the equivalent of a semester abroad)
- ML384** Intermediate-Level Composition and Conversation (3 hours)
- \*ML385** Advanced-Level Composition and Conversation (3 hours)
- ML475** Senior Seminar (2 hours)

The following courses may be taken abroad:

**ML308** Spanish Language Literature (3 hours or equivalent)

**ML458** Structure of the Spanish Language (2 hours or equivalent, such as advanced grammar)

## Emphasis 2:

*A minimum of 32 semester hours, including:*

**G-ML108** Level I Spanish (3 hours)

**G-ML109** Level II Spanish (3 hours)

**G-ML208** Level III Spanish (3 hours)

**G-ML209** Level IV Spanish (3 hours)

**ML350** Immersion Experience (4 hours – at least 3 weeks immersion)

**ML384** Intermediate-Level Composition and Conversation (3 hours)

**\*ML385** Advanced-Level Composition and Conversation (3 hours)

**ML475** Senior Seminar (2 hours)

**ML308** Spanish Language Literature (3 hours)

**ML458** Structure of the Spanish Language (2 hours or equivalent, such as advanced grammar)

A minimum of 9 credit hours approved by the department and selected from culture studies courses, such as the following:

**G-ML370** Service Learning Opportunity (1-4 hours)

**\*G-CI333** Intercultural Education Seminar (2 hours)

**G-CM221** Intercultural Communication (3 hours)

**G-SO202** Minorities in the U.S. (3 hours)

**\*G-PS215** Global Peace Studies (3 hours)

**G-PS130** Principles of Geography (3 hours)

**\*G-PR106** Spiritual Pathways: Transformation, Compassion, and Vocation (3 hours)

**G-PR306** World Religions (3 hours)

**Courses** in a language other than English or Spanish (3-9 hours)

## Required Supporting Courses:

**EN230** Linguistics (2 hours)

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.

## Teaching Licensure in Spanish (PK-12)

The requirements for teaching licensure in Spanish are specified in the Curriculum and Instruction Department listing. They include the major in Spanish and professional education requirements.

## Spanish Minor Requirements

*A minimum of 18 semester hours, including at least 6 hours beyond G-ML209 Level IV Spanish.*

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

**G-ML 108** Level I Spanish (3 hours)

**G-ML 109** Level II Spanish (3 hours)

**G-ML 208** Level III Spanish (3 hours)

**G-ML 209** Level IV Spanish (3 hours)

## Teaching Licensure in English as a Second Language (ESL)

### Requirements

The requirements for teaching licensure in English as a Second Language are specified in the Curriculum and Instruction Department listing and in the English Department listing.

---

# Psychology Program

## 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. Students who wish to double major in psychology and sociology need have only one emphasis.

## Psychology Major

### 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)  
**PY/SO 308** Counseling (3 hours)  
**PY/SO 335** Research Methods I (4 hours)  
**PY 336** Research Methods II (4 hours)  
**PY/SO 375** Junior Seminar (1 hour)  
**PY 405** Personality Theories (3 hours)  
**PY 415** Learning, Memory, and Cognition (3 hours)  
**\*PY 450** History and Systems of Psychology (3 hours)  
**PY/SO 474** Scientific Writing for the Behavioral Sciences (2 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). Students seeking special education licensure may use the Adaptive Special education program as their required emphasis.

#### *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)

### 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

---

## Sociology Program

### 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. Students who wish to double major in sociology and psychology need have only one emphasis.

### 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 474** Scientific Writing for the Behavioral Sciences (2 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** Elementary Economics: Macro (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)

18 hours required

## Social Work

McPherson College has well prepared its students majoring in the Behavioral Sciences for entrance into the Master of Social Work (M.S.W.) degree programs. The pre-professional program at McPherson College commits itself to fostering student learning in career-oriented liberal arts so that students are prepared for community service and/or graduate study in social work. Students who have acquired knowledge and skills requisite for entry into the field of social services and graduate social work education demonstrate proficient knowledge, understanding, and application of psychological and sociological theories and concepts.

All accredited graduate programs in social work require a four-year bachelor's degree for admission. The pre-social work student should plan the liberal arts program to include courses in arts and humanities, social and behavioral sciences, and biological sciences. Although the pre-social work student may choose a major in any field, a strong knowledge of human services, personality theory, counseling, and social problems is strongly recommended. The B.S. in psychology or sociology, with the health and human services emphasis, is recommended.

M.S.W. programs require evidence of relevant paid/volunteer work experience related to human services organizations. The pre-social work student should therefore be prepared to complete at least one internship or field experience related to community/social services. (The College's Career Connections program is highly recommended.)

The M.S.W. Degree prepares graduates for advances social work practices in one of three areas—*clinical social practice* with individuals, families, and groups; *social work administration/community* practice aimed at social service administration and social policy development; and *school social work*. With such diverse professional practice concentrations, it is difficult to outline a generic program to prepare all pre-social work students for admission to these practice areas. Students should counsel with the pre-social work advisor to help them identify the type of professional program they are considering, and to assist them in developing a plan for completing the graduate admission requirements of that program or field.

Although M.S.W. programs differ in admissions requirements, the following courses, in addition to the major, are recommended for students interested in entering the social work profession at the graduate level:

**PY 405** Personality Theories (3 hours)

**PY/SO 308** Counseling (3 hours)

**SO 206** Social Problems (3-4 hours)

*Courses in the Health & 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)  
**PY/SO 388** Career Connections (1-12 hours)  
**PY/SO 295/495** Field Experience (1-4 hours)

---

## Sociology 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, Interterm)

### **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. ( Spring)

### **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. Prerequisite: sophomore standing or higher or instructor consent. (Spring)

### **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 components 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. (Fall)

#### **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. (Fall)

#### **SO 430 Topics in Behavioral Sciences**

*3 hours*

This course explores topics not normally found in regular offerings allowing students the opportunity to explore and grow their sociological imagination as well as their knowledge of theory and research methods. (Fall)

#### **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 474 Scientific Writing for the Behavioral Sciences**

*2 hours*

This course is intended to help students develop the skills needed for writing research reports in the social sciences. It is a research-based course in which students learn to synthesize what they have read and present it as a scientific review of the literature; these are the primary goals. Thus, it focuses on how to apply social science theories and research methods to the writing of the senior research proposal. This course also provides students with the opportunity to prepare papers for regional conferences in sociology and psychology. Research manual required. (Fall)

#### **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. (Spring)

#### **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.

#### **Special Course Options**

**295/495** Field Experience (1-4 hours)

**297** Study Abroad (12-16 hours)

**299/499** Independent Study (1-4 hours)

**388** Career Connections (3-10 hours)

**445** Readings and Research (1-4 hours)

---

# General Education Foundation Courses

## A. Oral Communication:

**Student Learning Outcome:** Students should be able to deliver messages appropriate to their audience, purpose, and context.

**Performance Indicators** – Students should be able to:

1. Perform verbal and nonverbal communication behaviors that illustrate the competency of an effective communicator.
2. Support and organize their ideas in a coherent manner.

*Required: 1 Course*

**G-CM130** Interpersonal Communication

**G-CM140** Public Speaking

**G-CM218** Business and Professional Communication

## B. Written Communication & Information Literacy

**Student Learning Outcome for Written Communication:** Students should be able to write with skill and clarity.

**Performance Indicators** – Students should be able to:

1. Produce writing that shows an awareness of audience.
2. Demonstrate effective participation in the writing process.
3. Coherently organize their writing.
4. Produce writing that shows careful attention to craft.

**Student Learning Outcome for Information Literacy:** Students should be able to demonstrate ethical and efficient use of information.

**Performance Indicators** – Students should be able to:

1. Show that they can find appropriate sources.
2. Show that they can evaluate the reliability of sources.
3. Use information from sources appropriately in their work.

*Required: 4 Courses*

**G-EN110** College Composition I

**G-EN111** College Composition II

Students pursuing a Bachelor of Arts are required to take Spanish and one Language Intensive (LI) course in their major department. Students pursuing a Bachelor of Science are required to take 2 Language Intensive courses with at least one LI course in the student's major department.

### Language Intensive - Oral and Written Communication

**Student Learning Outcome for Oral Communication:** Students should be able to clearly voice a coherent message.

**Performance Indicators** – Students should be able to:

1. Show that they can speak clearly and audibly.
2. Support their ideas with appropriate research.

### Speaking Component

(1) Informal oral communication exercises should be used frequently in the LI classroom. Most often, these will consist of required participation in small group and class discussions. LI instructors can make even routine student participation in class discussions and activities into helpful oral communication exercises simply by (a) raising students' consciousness about the variety of signals they send when they speak informally in class, and (b) helping students eliminate their careless habits in speech and delivery.

(2) At least one formal oral presentation should be included in the LI course. The presentation, probably brief, may be delivered to part or all of the class, or some other audience. It may derive from a formal writing assignment, recast for oral delivery.

**Student Learning Outcome for Written Communication:** Students should be able to write with skill and clarity.

**Performance Indicators** – Students should be able to:

1. Produce writing that shows an awareness of audience.
2. Demonstrate effective participation in the writing process.
3. Coherently organize their writing.
4. Produce writing that shows careful attention to craft.

## Writing Component

(1) Informal writing assignments should be frequent, perhaps one per class session, but certainly one per week. Most informal writing activities are in the “writing to learn” mode; that is, they are intended to push students to read, think about, and interpret course material more carefully and deeply than they otherwise might do. From a handful of basic, informal writing models, such as journals and microthemes, LI instructors can improvise an almost endless array of specific informal writing activities.

(2) Formal writing assignments should be substantial (but the meaning of “substantial” depends upon the course and the exact nature of the assignment.) There should be at least one formal, polished piece of writing. Whenever possible, LI instructors should give formal assignments in stages, conference with students over drafts, and allow ample time for revision(s).

### Courses designated as Language Intensive:

**G-AR310** Art History I  
**G-AR311** Art History II  
**BA 324** Organizational Behavior  
**BA 339** Human Resource Management  
**BA 475** Business Strategy & Policy  
**BI 391** Evolution  
**CI 455** Teaching Learning Process  
**G-CM130** Interpersonal Communication  
**G-CM218** Business & Professional Communication  
**G-CM221** Intercultural Communication  
**CM 475** Senior Seminar in Communications  
**G-EE210** Children’s Literature  
**EE 303** Reading/Language Arts I  
**G-EN210L** Masterpieces of World Literature (4 hours)  
**G-EN220L** Contemporary World Literature (4 hours)  
**G-EN255L** American Literature II (4 hours)  
**G-EN270L** Fiction (4 hours)  
**EN 313** Expository Writing  
**EN 475B** Senior Seminar  
**G-EN370L** Poetry (4 hours)  
**G-HI333** Technology & Society  
**HI 475** Senior Theses  
**IT 475** Senior Projects in Information Tech.  
**G-MA290** History of Mathematics  
**MA 475** Senior Project in Mathematics  
**ML 385** Advanced Level Composition and Conversation  
**NS 300** Research Methods  
**NS 475** Senior Research  
**G-PA265** Script Analysis  
**G-PA385** Performing Arts History & Literature I  
**G-PA390** Performing Arts History & Literature II  
**PA 475** Senior Projects in Performing Arts  
**PE 380** History & Philosophy of Health, PE, Sport  
**PE 445** Readings and Research for Health Science  
**G-PR104L** Ethics (4 hours)  
**G-PR106L** Spiritual Pathways  
**G-PS215** Global Peace Studies  
**PS 475** Senior Thesis  
**PY 450** History and Systems of Psychology  
**PY 475** Senior Thesis  
**SO 475** Senior Thesis  
**G-TE 333** Technology & Society  
**TE 475** Senior Project

## C. Mathematics

**Student Learning Outcome:** Students should be able to use mathematical concepts.

**Performance Indicators** – Students should be able to:

1. Demonstrate understanding by performing accurate computations.

2. Apply algorithms to solve problems.

*Required: 3-4 hours chosen from the following:*

**G-MA105** College Algebra  
**G-MA111** Calculus I  
**G-MA153** Principles of Geometry  
**G-MA201** Survey of Mathematics  
**G-BA220** Business Applied Statistics  
**G-MA221** Elementary Applied Statistics

## D. Religion/Beliefs/Values

**Student Learning Outcome:** Students should be able to answer fundamental religious or philosophical questions.

**Performance Indicators** – Students should be able to:

1. Develop answers relative to alternative religious/philosophical perspectives.
2. Explain their position on religious or philosophical issues.

*Required: 3-4 hours chosen from the following:*

**G-PR101** Hebrew Bible: God and People in Ancient Israel  
**G-PR102** Jesus: New Testament Foundations  
**\*G-PR104** Ethics (LI if taken as G-PR104L for 4 hours)  
**G-PR106** Spiritual Pathways: Transformation, Compassion, and Vocation (LI if taken as G-PR106L for four hours)  
**G-PR107** Critical Thinking  
**G-PR201** Introduction to Philosophy  
**G-PR202** Christian Traditions  
**G-PR203** Science and Religion  
**G-PR204** Peacemaking: Religious Perspectives  
**G-PR206** Religion and Environmental Stewardship  
**G-PR306** World Religions  
**\*G-PR391** Evolution  
**G-PA125** Film and Culture

## E. Wholeness/Health/Fitness

**Student Learning Outcome:** Students should be able to identify optional behaviors that promote lifelong personal health.

**Performance Indicators** – Students should be able to:

1. Develop a personal strategy for health and fitness emphasizing the physical domain.
2. Illustrate the relationship between personal behaviors and lifelong health and wellness.

*Required: 2 hours chosen from the following:*

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

## F. Global/Intercultural Experience

**Student Learning Outcome:** Students should be able to understand they live in a world of diverse cultures.

**Performance Indicators** – Students should be able to:

1. Identify social, cultural, religious, or linguistic differences.
2. Explain how values and contributions of diverse societies affect individual experiences.

*Required: 3 hours+ chosen from the following:*

**G-CI251** Introduction to Education Practicum  
**G-CI333** Intercultural Education Seminar  
**\*G-CM221** Intercultural Communication  
**\*G-EN210** Masterpieces of World Literature (LI if taken as G-EN210L for four hours)  
**\*G-EN220** Contemporary World Literature (LI if taken as G-EN220L for four hours)  
**G-HI210** Topics in World History  
**\*G-HI333** Technology and Society  
**\*G-MA290** History of Mathematics  
**G-ML108** Spanish Level I  
**G-ML109** Spanish Level II

**G-ML208** Spanish Level III  
**G-ML209** Spanish Level IV  
**G-ML350** Junior Year Abroad  
**G-PR306** World Religions  
**G-PS130** Principles of Geography  
**\*G-PS215** Global Peace Studies  
**G-SO202** Minorities in the U.S.  
**\*G-TE333** Technology and Society

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

## College Seminars

In the seminar series, students will demonstrate (1) 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-ID101 Academic Community Essentials (ACE) 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-ID201 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.

---

## Teacher Education Program

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

The Teacher Education Program at McPherson College is accredited 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 (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers the Teacher Education Program at McPherson College; however, the accreditation does not include individual education **courses** that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

### 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. Demonstrate understanding and use of formative and summative assessments and make modifications based on them.
4. Provide motivational techniques based on students' 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 for Speakers of Other Languages, History and Government, Mathematics, Psychology, High-Incidence Special Education, Speech/Theatre

### **K-6 Licensure Section**

Elementary Education, English for Speakers of Other Languages, High-Incidence Special Education

### **PK-12 Licensure Section**

Art, Health, Music, Physical Education, 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. Course assessments, a portfolio, and interviews are a few of the instruments 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 or the Policies and Procedures Manual. These Handbooks are available in the Department of Curriculum and Instruction. College advisors also have copies of these handbooks. The handbook is also available online. Students should read the handbook or consult their advisors for a detailed account of admission requirements and procedures.

## **Admission to the Teacher Education Program**

As a general rule, the Teacher Education Board reviews candidates for admittance into the Teacher Education Program two times during an academic year, once each semester. Signs are posted on college buildings and announcements are made in campus communications and classes. Requirements for acceptance into the Teacher Education Program include, but are not exclusive of,

- Minimum of C in G-EN111
- Minimum of C in college level math
- Minimum of C in G-CI150
- Sign of support from Student Life
- A GPA of 2.5
- Successful completion of the C-BASE.

## **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 experiences that will be self-satisfying. For further explanation or clarification, contact any member of the Teacher Education Undergraduate Council.

## **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 hours depending on the level and the experiential need of the student and the licensure area being sought. 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. Deadlines are generally in mid-September and mid-March. Signs are posted on college buildings and announcements are made in campus communications and classes.

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:
- gained full acceptance into the Teacher Education Program;
- secured favorable recommendations from her/his major professor, professor of a language intensive course, one professor in teacher education, Student Life, and two supportive professionals in education;
- achieved a cumulative grade point average of 2.5;
- provided proof of liability insurance;
- signed an Inquiry Form;
- provided an 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 the program and/or the appropriate advisor.

## Licensure in Kansas

Those seeking licensure in Kansas must pass the Professional Knowledge section of the Principles of Learning and Teaching (PLT) with a score of 160; candidates must also take a test in their particular content area. The passing scores for each content test are listed in the Advisor/Advisee Handbook. 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.

## 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)
- G-CI 150** Introduction to Education (3 hours)
- SE 210** Introduction to Infants, Children & Youth with Special Needs (3 hours)

##### *Sophomore year:*

- CI 220** Principles and Strategies of Teaching (3 hours)
- G-CI 251** Introduction to Education Practicum (1 hour)
- \*G-EE 210** Children's Literature (3 hours)
- G-CI 333** Intercultural Education (2 hours)
- PY 204** Child and Adolescent Development (3 hours)
- CI 232** Educational Technology (2 hours)
- EE 230** Mathematics Content for Elementary Teachers (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)

**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)

**CI 232** Educational Technology (2 hours)

*Junior Year:*

**\*CI 455** Teaching-Learning Process (3 hours)

**CI 4xx** 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)

**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)

**CI 232** Educational Technology (2 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 for Speakers of Other Languages (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 for Speakers of Other Languages (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 High Incidence Special Education (intellectual disability, learning disabilities, behavior disorders, and other health impairments) at the K-6 and 6-12 levels.

#### ***High Incidence 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 678** Topics in Special Education (1 hour)

---

## English Program

### 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

- demonstrate an ability to accomplish various purposes through effective communication – oral, written, and electronic – and to help others achieve them;
- demonstrate an understanding of ways in which aspects of culture such as history, religion and social norms are reflected in literature;
- demonstrate an ability to analyze literary texts;
- demonstrate a knowledge of research tools and strategies, especially in literature, and the critical and ethical use of appropriate

documentation;

- demonstrate knowledge of the structure of English, of the Standard American dialect, of both traditional and modern grammars, and of the nature of language.

## 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 (2 hours)  
**EN 430** History and Structure of English (2 hours)  
**EN 475A** Seminar in English (1 hour)  
**\*EN475B** Seminar in English (1 hour)  
**\*G-EN 210** Masterpieces of World Literature, or  
**\*G-EN220** Contemporary World Literature (3 hours)

*II. Complete 7 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** Masterpieces of World Literature (3-4 hours)  
**\*G-EN 220** Contemporary World Literature (3-4 hours)  
**G-EN 235** Topics in Literature (3 hours) (may be taken more than once if topic differs)  
**EN 320** Young Adult Literature (2 hours)  
**EN 350** Theory & Practice of Tutoring Writing (1 hour)  
**\*G-EN 370** Poetry (3-4 hours)  
**\*G-EN 270** Fiction (3-4 hours)  
**\*G-PA 385** Performing Arts History & Literature I or  
**\*G-PA 390** Performing Arts History & Literature II (3 hours)  
**EN 420** Creative Writing (3 hours)  
**EN 445** Readings and Research in English (2-4 hours)

*III. Complete the following supporting courses*

Communication courses (3 hours)  
Spanish Level II, or the equivalent in some natural language

### Requirements for teaching licensure (6-12) in English

*I. Complete the following courses:*

**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 270** Fiction (3 hours)  
**\*G-EN 210** Masterpieces of World Literature, or  
**\*G-EN 220** Contemporary World Literature (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 475A** Seminar in English (1 hour)

**\*EN475B** Seminar in English (1 hour)

*II. Complete the following supporting courses:*

Journalism courses (3 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.

## Competency Exam

Students who plan to major in English must pass a writing competency exam. This exam will be offered in the spring semester, before pre-enrollment for the fall. Transfer students will take the exam early in their first semester at the college. Students who fail the exam may re-take it after participating in guided study and practice of writing.

## English As a Second Language (6-12) 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 four 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 writing. G-EN 110 and G-EN 111 do not count as part of the 20 hours for the minor.

---

# Psychology Program

## 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. Students who wish to double major in psychology and sociology need have only one emphasis.

# 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 474** Scientific Writing for the Behavioral Sciences (2 hours)

### *Sciences*

**\*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

---

# Sociology Program

## 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. Students who wish to double major in sociology and psychology need have only one emphasis.

## 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 474** Scientific Writing for the Behavioral Sciences (2 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)  
45-47 Required

### Recommended supporting courses

**PY/SO 308** Counseling (3 hours)  
**G-BI 101** Principles of Biology (4 hours)  
**EC 201** Elementary Economics: Macro (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)  
18 hours required

## Social Work

McPherson College has well prepared its students majoring in the Behavioral Sciences for entrance into the Master of Social Work (M.S.W.) degree programs. The pre-professional program at McPherson College commits itself to fostering student learning in career-oriented liberal arts so that students are prepared for community service and/or graduate study in social work. Students who have acquired knowledge and skills requisite for entry into the field of social services and graduate social work education demonstrate proficient knowledge, understanding, and application of psychological and sociological theories and concepts.

All accredited graduate programs in social work require a four-year bachelor's degree for admission. The pre-social work student should plan the liberal arts program to include courses in arts and humanities, social and behavioral sciences, and biological sciences. Although the pre-social work student may choose a major in any field, a strong knowledge of human services, personality theory, counseling, and social problems is strongly recommended. The B.S. in psychology or sociology, with the health and human services emphasis, is recommended.

M.S.W. programs require evidence of relevant paid/volunteer work experience related to human services organizations. The pre-social work student should therefore be prepared to complete at least one internship or field experience related to community/social services. (The College's Career Connections program is highly recommended.)

The M.S.W. Degree prepares graduates for advances social work practices in one of three areas—*clinical social practice* with individuals, families, and groups; *social work administration/community* practice aimed at social service administration and social policy development; and *school social work*. With such diverse professional practice concentrations, it is difficult to outline a generic program to prepare all pre-social work students for admission to these practice areas. Students should counsel with the pre-social work advisor to help them identify the type of professional program they are considering, and to assist them in developing a plan for completing the graduate admission requirements of that program or field.

Although M.S.W. programs differ in admissions requirements, the following courses, in addition to the major, are recommended for students interested in entering the social work profession at the graduate level:

**PY 405** Personality Theories (3 hours)  
**PY/SO 308** Counseling (3 hours)  
**SO 206** Social Problems (3-4 hours)

*Courses in the Health & 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)  
**PY/SO 388** Career Connections (1-12 hours)  
**PY/SO 295/495** Field Experience (1-4 hours)

---

## Sociology 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, Interterm)

### **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. ( Spring)

### **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. Prerequisite: sophomore standing or higher or instructor consent. (Spring)

### **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 components 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. ( Fall)

### **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. ( Fall)

### **SO 430 Topics in Behavioral Sciences**

*3 hours*

This course explores topics not normally found in regular offerings allowing students the opportunity to explore and grow their sociological imagination as well as their knowledge of theory and research methods. (Fall)

### **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 474 Scientific Writing for the Behavioral Sciences**

2 hours

This course is intended to help students develop the skills needed for writing research reports in the social sciences. It is a research-based course in which students learn to synthesize what they have read and present it as a scientific review of the literature; these are the primary goals. Thus, it focuses on how to apply social science theories and research methods to the writing of the senior research proposal. This course also provides students with the opportunity to prepare papers for regional conferences in sociology and psychology. Research manual required. (Fall)

#### **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. (Spring)

#### **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)

---

## **General Education Foundation Courses**

**A. Oral Communication:** Students will (1) demonstrate effective oral presentation skills, (2) adapt messages to specific audiences, (3) practice effective listening, (4) organize messages in a coherent and meaningful way, and (5) determine appropriate channels for message delivery.

*Required: 1 Course*

G-CM 130 Interpersonal Communication

G-CM140 Public Speaking

G-CM218 Business and Professional Communication

**B. Written Communication & Information Literacy:** Students will (1) write with skill and express complex ideas with clarity and (2) demonstrate that they understand and can use techniques of locating, retrieving, and evaluating information.

*Required: 4 Courses*

G-EN 110 College Rhetoric I

G-EN 111 College Rhetoric II

2 Language Intensive (LI) courses with at least one LI course in the student's major department.

## Speaking Component

(1) Informal oral communication exercises should be used frequently in the LI classroom. Most often, these will consist of required participation in small group and class discussions. LI instructors can make even routine student participation in class discussions and activities into helpful oral communication exercises simply by (a) raising students' consciousness about the variety of signals they send when they speak informally in class, and (b) helping students eliminate their careless habits in speech and delivery.

(2) At least one formal oral presentation should be included in the LI course. The presentation, probably brief, may be delivered to part or all of the class, or some other audience. It may derive from a formal writing assignment, recast for oral delivery.

## Writing Component

(1) Informal writing assignments should be frequent, perhaps one per class session, but certainly one per week. Most informal writing activities are in the "writing to learn" mode; that is, they are intended to push students to read, think about, and interpret course material more carefully and deeply than they otherwise might do. From a handful of basic, informal writing models, such as journals and microthemes, LI instructors can improvise an almost endless array of specific informal writing activities.

(2) Formal writing assignments should be substantial (but the meaning of "substantial" depends upon the course and the exact nature of the assignment.) There should be at least one formal, polished piece of writing. Whenever possible, LI instructors should give formal assignments in stages, conference with students over drafts, and allow ample time for revision(s).

G-AR310	Art History I
G-AR311	Art History II
BA339	Human Resource Management
BA475	Business Strategy & Policy
BI391	Evolution
CI455	Teaching Learning Process
G-CM130	Interpersonal Communication
G-CM218	Business & Professional Communication
G-CM221	Intercultural Communication
CM475	Senior Seminar in Communications
G-EE210	Children's Literature
EE303	Reading/Language Arts I
G-EN210L	Masterpieces of World Literature (4 hours)
G-EN220L	Contemporary World Literature (4 hours)
EN250L	American Literature I (4 hours)
G-EN255L	American Literature II (4 hours)
G-EN270L	Fiction (4 hours)
EN313	Expository Writing
G-EN370L	Poetry (4 hours)
HI475	Senior Theses
IT475	Senior Projects in Information Tech.
G-MA290	History of Mathematics
MA475	Senior Project in Mathematics
G-PR106	Spiritual Pathways
G-NS100L	Science and Society (4 hours)
NS300	Research Methods
NS475	Senior Research
G-PA385	Performing Arts History & Literature I
G-PA390	Performing Arts History & Literature II
PA475	Senior Projects in Performing Arts
PE380	History & Philosophy of Health, PE, Sport
G-PR102	Jesus: New Testament Foundations
G-PR104L	Ethics (4 hours)
G-PS215	Global Peace Studies
PY450	History and Systems of Psychology
PY/SO475	Senior Thesis
G-TE333	Technology & Society
TE475	Senior Project

C. *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-MA111	Calculus I

G-MA201 Survey of Mathematics  
 G-MA220/G-BA220 Business Applied Statistics  
 G-MA221 Elementary Applied Statistics  
 G-MA153 Principles of Geometry

*D. 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 Hebrew Bible: God and People in Ancient Israel  
 \*G-PR102 Jesus: New Testament Foundations  
 \*G-PR104 Ethics  
 G-PR106 Spiritual Pathways: Transformation, Compassion, and Vocation  
 G-PR107 Critical Thinking  
 G-PR201 Introduction to Philosophy  
 G-PR202 Christian Traditions  
 G-PR203 Science and Religion  
 G-PR204 Peacemaking: Religious Perspectives  
 G-PR206 Religion and Environmental Stewardship  
 \*G-PR391 Evolution  
 G-PR401 World Religions  
 G-PA125 Film and Culture

*E. 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

*F. 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-CM221 Intercultural Communication  
 \*G-EN210 Masterpieces of World Literature  
 \*G-EN220 Contemporary World Literature  
 G-ET201: Entrepreneurship on the Horizon  
 G-HI210 International Travel Study in World History  
 G-MA290 History of Mathematics  
 G-ML108 Spanish Level I  
 G-ML109 Spanish Level II  
 G-ML208 Spanish Level III  
 G-ML209 Spanish Level IV  
 G-ML350 Junior Year Abroad  
 G-PS130 Principles of Geography  
 \*G-PS215 Global Peace Studies  
 G-SO202 Minorities in the U.S.  
 \*G-TE333 Technology in Society  
 G-PR401 World Religions

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

## College Seminars

In the seminar series, students will demonstrate (1) 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 Academic Community Essentials (ACE) 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.
- 

## Teacher Education Program

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

The Teacher Education Program at McPherson College is accredited 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 (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers the Teacher Education Program at McPherson College; however, the accreditation does not include individual education **courses** that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

#### 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. Demonstrate understanding and use of formative and summative assessments and make modifications based on them.
4. Provide motivational techniques based on students' 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 for Speakers of Other Languages, History and Government, Mathematics, Psychology, High-Incidence Special Education, Speech/Theatre

### **K-6 Licensure Section**

Elementary Education, English for Speakers of Other Languages, High-Incidence Special Education

### **PK-12 Licensure Section**

Art, Health, Music, Physical Education, 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. Course assessments, a portfolio, and interviews are a few of the instruments 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 or the Policies and Procedures Manual. These Handbooks are available in the Department of Curriculum and Instruction. College advisors also have copies of these handbooks. The handbook is also available online. Students should read the handbook or consult their advisors for a detailed account of admission requirements and procedures.

## **Admission to the Teacher Education Program**

As a general rule, the Teacher Education Board reviews candidates for admittance into the Teacher Education Program two times during an academic year, once each semester. Signs are posted on college buildings and announcements are made in campus communications and classes. Requirements for acceptance into the Teacher Education Program include, but are not exclusive of,

- Minimum of C in G-EN111
- Minimum of C in college level math
- Minimum of C in G-CI150
- Sign of support from Student Life
- A GPA of 2.3 (2.5 for transfer students)
- Successful completion of the C-BASE.

## **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 experiences that will be self-satisfying. For further explanation or clarification, contact any member of the Teacher Education Undergraduate Council.

## 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 hours depending on the level and the experiential need of the student and the licensure area being sought. 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. Deadlines are generally in mid-September and mid-March. Signs are posted on college buildings and announcements are made in campus communications and classes.

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:
- gained full acceptance into the Teacher Education Program;
- secured favorable recommendations from her/his major professor, professor of a language intensive course, one professor in teacher education, Student Life, and two supportive professionals in education;
- achieved a cumulative grade point average of 2.5;
- provided proof of liability insurance;
- signed an Inquiry Form;
- provided an 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 the program and/or the appropriate advisor.

## Licensure in Kansas

Those seeking licensure in Kansas must pass the Professional Knowledge section of the Principles of Learning and Teaching (PLT) with a score of 160; candidates must also take a test in their particular content area. The passing scores for each content test are listed in the Advisor/Advisee Handbook. 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.

## 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)

**G-CI 150** Introduction to Education (3 hours)

**SE 210** Introduction to Infants, Children & Youth with Special Needs (3 hours)

#### *Sophomore year:*

**CI 220** Principles and Strategies of Teaching (3 hours)

**G-CI 251** Introduction to Education Practicum (1 hour)

**\*G-EE 210** Children's Literature (3 hours)

**G-CI 333** Intercultural Education (2 hours)

**PY 204** Child and Adolescent Development (3 hours)

**CI 232** Educational Technology (2 hours)

**EE 230** Mathematics Content for Elementary Teachers (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)

**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)

**CI 232** Educational Technology (2 hours)

#### *Junior Year:*

**\*CI 455** Teaching-Learning Process (3 hours)

**CI 4xx** 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)

**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)

**CI 232** Educational Technology (2 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 for Speakers of Other Languages (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 for Speakers of Other Languages (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 High Incidence Special Education (intellectual disability, learning disabilities, behavior disorders, and other health impairments) at the K-6 and 6-12 levels.

### **High Incidence 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 678** Topics in Special Education (1 hour)
- 

## **English Program**

### **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

- demonstrate an ability to accomplish various purposes through effective communication – oral, written, and electronic – and to help others achieve them;
- demonstrate an understanding of ways in which aspects of culture such as history, religion and social norms are reflected in literature;
- demonstrate an ability to analyze literary texts;
- demonstrate a knowledge of research tools and strategies, especially in literature, and the critical and ethical use of appropriate documentation;
- demonstrate knowledge of the structure of English, of the Standard American dialect, of both traditional and modern grammars, and of the nature of language.

### **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)
- \*G-EN 210** Masterpieces of World Literature, or
- \*G-EN220** Contemporary World Literature (3 hours)

*II. Complete 7 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** Masterpieces of World Literature (3-4 hours)  
**\*G-EN 220** Contemporary World Literature (3-4 hours)  
**G-EN 235** Topics in Literature (3 hours) (may be taken more than once if topic differs)  
**EN 320** Young Adult Literature (2 hours)  
**EN 350** Theory & Practice of Tutoring Writing (1 hour)  
**\*G-EN 370** Poetry (3-4 hours)  
**\*G-EN 270** Fiction (3-4 hours)  
**\*G-PA 385** Performing Arts History & Literature I or  
**\*G-PA 390** Performing Arts History & Literature II (3 hours)  
**EN 420** Creative Writing (3 hours)  
**EN 445** Readings and Research in English (2-4 hours)  
**\*CM 475** Seminar in Communication (2 hours)

*III. Complete the following supporting courses*

Communication courses (3 hours)  
Spanish Level II, or the equivalent in some natural language

## **Requirements for teaching licensure (6-12) in English**

*I. Complete the following courses:*

**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 270** Fiction (3 hours)  
**\*G-EN 210** Masterpieces of World Literature, or  
**\*G-EN 220** Contemporary World Literature (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 (3 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.

## **Competency Exam**

Students who plan to major in English must pass a writing competency exam. This exam will be offered in the spring semester, before pre-enrollment for the fall. Transfer students will take the exam early in their first semester at the college. Students who fail the exam may re-take it after participating in guided study and practice of writing.

## **English As a Second Language (6-12) 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 four 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 writing. G-EN 110 and G-EN 111 do not count as part of the 20 hours for the minor.

---

# Psychology Program

## 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. Students who wish to double major in psychology and sociology need have only one emphasis.

## 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 474** Scientific Writing for the Behavioral Sciences (2 hours)

*Sciences*

**\*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

---

# **Sociology Program**

## **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. Students who wish to double major in sociology and psychology need have only one emphasis.

## **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 474** Scientific Writing for the Behavioral Sciences (2 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)  
45-47 Required

### **Recommended supporting courses**

**PY/SO 308** Counseling (3 hours)  
**G-BI 101** Principles of Biology (4 hours)  
**EC 201** Elementary Economics: Macro (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)  
18 hours required

## **Social Work**

McPherson College has well prepared its students majoring in the Behavioral Sciences for entrance into the Master of Social Work (M.S.W.) degree programs. The pre-professional program at McPherson College commits itself to fostering student learning in career-oriented liberal arts so that students are prepared for community service and/or graduate study in social work. Students who have acquired knowledge and skills requisite for entry into the field of social services and graduate social work education demonstrate proficient knowledge, understanding, and application of psychological and sociological theories and concepts.

All accredited graduate programs in social work require a four-year bachelor's degree for admission. The pre-social work student should plan the liberal arts program to include courses in arts and humanities, social and behavioral sciences, and biological sciences. Although the pre-social work student may choose a major in any field, a strong knowledge of human services, personality theory, counseling, and social problems is strongly recommended. The B.S.

in psychology or sociology, with the health and human services emphasis, is recommended.

M.S.W. programs require evidence of relevant paid/volunteer work experience related to human services organizations. The pre-social work student should therefore be prepared to complete at least one internship or field experience related to community/social services. (The College's Career Connections program is highly recommended.)

The M.S.W. Degree prepares graduates for advances social work practices in one of three areas—*clinical social practice* with individuals, families, and groups; *social work administration/community* practice aimed at social service administration and social policy development; and *school social work*. With such diverse professional practice concentrations, it is difficult to outline a generic program to prepare all pre-social work students for admission to these practice areas. Students should counsel with the pre-social work advisor to help them identify the type of professional program they are considering, and to assist them in developing a plan for completing the graduate admission requirements of that program or field.

Although M.S.W. programs differ in admissions requirements, the following courses, in addition to the major, are recommended for students interested in entering the social work profession at the graduate level:

**PY 405** Personality Theories (3 hours)

**PY/SO 308** Counseling (3 hours)

**SO 206** Social Problems (3-4 hours)

*Courses in the Health & 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)

**PY/SO 388** Career Connections (1-12 hours)

**PY/SO 295/495** Field Experience (1-4 hours)

---

## Sociology 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, Interterm)

### **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. ( Spring)

### **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. Prerequisite: sophomore standing or higher or instructor consent. (Spring)

### **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 components 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. ( Fall)

## **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. ( Fall)

#### **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 474 Scientific Writing for the Behavioral Sciences**

*2 hours*

This course is intended to help students develop the skills needed for writing research reports in the social sciences. It is a research-based course in which students learn to synthesize what they have read and present it as a scientific review of the literature; these are the primary goals. Thus, it focuses on how to apply social science theories and research methods to the writing of the senior research proposal. This course also provides students with the opportunity to prepare papers for regional conferences in sociology and psychology. (Fall)

#### **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. (Spring)

#### **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)

---

## Foundation Courses

*A. Oral Communication:* Students will (1) demonstrate effective oral presentation skills, (2) adapt messages to specific audiences, (3) practice effective listening, (4) organize messages in a coherent and meaningful way, and (5) determine appropriate channels for message delivery.

*Required: 1 Course*

G-CM 130 Interpersonal Communication

G-CM140 Public Speaking

G-CM218 Business and Professional Communication

*B. Written Communication & Information Literacy:* Students will (1) write with skill and express complex ideas with clarity and (2) demonstrate that they understand and can use techniques of locating, retrieving, and evaluating information.

*Required: 4 Courses*

G-EN 110 College Rhetoric I

G-EN 111 College Rhetoric II

2 Language Intensive (LI) courses with at least one LI course in the student's major department.

### Speaking Component

(1) Informal oral communication exercises should be used frequently in the LI classroom. Most often, these will consist of required participation in small group and class discussions. LI instructors can make even routine student participation in class discussions and activities into helpful oral communication exercises simply by (a) raising students' consciousness about the variety of signals they send when they speak informally in class, and (b) helping students eliminate their careless habits in speech and delivery.

(2) At least one formal oral presentation should be included in the LI course. The presentation, probably brief, may be delivered to part or all of the class, or some other audience. It may derive from a formal writing assignment, recast for oral delivery.

### Writing Component

(1) Informal writing assignments should be frequent, perhaps one per class session, but certainly one per week. Most informal writing activities are in the "writing to learn" mode; that is, they are intended to push students to read, think about, and interpret course material more carefully and deeply than they otherwise might do. From a handful of basic, informal writing models, such as journals and microthemes, LI instructors can improvise an almost endless array of specific informal writing activities.

(2) Formal writing assignments should be substantial (but the meaning of "substantial" depends upon the course and the exact nature of the assignment.) There should be at least one formal, polished piece of writing. Whenever possible, LI instructors should give formal assignments in stages, conference with students over drafts, and allow ample time for revision(s).

G-AR310 Art History I

G-AR311 Art History II

BA339 Human Resource Management

BA475 Business Strategy & Policy

BI391 Evolution

CI455 Teaching Learning Process

G-CM130 Interpersonal Communication

G-CM218 Business & Professional Communication

G-CM221 Intercultural Communication

CM475 Senior Seminar in Communications

G-EE210 Children's Literature

EE303 Reading/Language Arts I

G-EN210L World Literature I (4 hours)  
 G-EN220L World Literature II (4 hours)  
 EN250L American Literature I (4 hours)  
 G-EN255L American Literature II (4 hours)  
 G-EN270L Fiction (4 hours)  
 EN313 Expository Writing  
 G-EN370L Poetry (4 hours)  
 HI475 Senior Theses  
 IT475 Senior Projects in Information Tech.  
 G-MA290 History of Mathematics  
 MA475 Senior Project in Mathematics  
 G-ML209 Spanish II  
 G-NS100L Science and Society (4 hours)  
 NS300 Research Methods  
 NS475 Senior Research  
 G-PA385 Performing Arts History & Literature I  
 G-PA390 Performing Arts History & Literature II  
 PA475 Senior Projects in Performing Arts  
 PE380 History & Philosophy of Health, PE, Sport  
 G-PR102 Intro. to New Testament  
 G-PR104 Ethics (4 hours)  
 G-PS215 Global Peace Studies  
 PY450 History and Systems of Psychology  
 PY/SO475 Senior Thesis  
 G-TE333 Technology & Society  
 TE475 Senior Project

**C. 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-MA111 Calculus I  
 G-MA201 Survey of Mathematics  
 G-MA220/G-BA220 Business Applied Statistics  
 G-MA221 Elementary Applied Statistics  
 G-MA153 Principles of Geometry

**D. 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-PR203: Science and Religion  
 \*G-PR391 Evolution  
 G-PR401 World Religions  
 G-PA125 Film and Culture

**E. 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

**F. 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-CM221 Intercultural Communication  
 \*G-EN210 World Literature I  
 \*G-EN220 World Literature II  
 G-ET201: Entrepreneurship on the Horizon  
 G-HI210 International Travel Study in World History  
 G-MA290 History of Mathematics  
 G-ML108 Spanish Level I  
 G-ML109 Spanish Level II  
 G-ML208 Spanish Level III  
 G-ML209 Spanish Level IV  
 G-ML350 Junior Year Abroad  
 G-PS130 Principles of Geography  
 \*G-PS215 Global Peace Studies  
 G-SO202 Minorities in the U.S.  
 \*G-TE333 Technology in Society  
 G-PR401 World Religions

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

## College Seminars

In the seminar series, students will demonstrate (1) 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 Academic Community Essentials (ACE) 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.

## Teacher Education Program

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 Undergraduate Licensure Program

#### Mission Statement

The mission of the Teacher Education Undergraduate Licensure 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
2. Demonstrate proficiency in his/her major area of
3. Acquire effective strategies of teaching in all appropriate content areas and for all

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 pr
3. Make modifications based on assessments and reflective
4. Provide motivational techniques based on students' 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 stak

*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, History and Government, Mathematics, Psychology, Special Education, Speech/Theatre

#### **K-6 Licensure Section**

Elementary Education, English as a Second Language, Special Education

#### **PK-12 Licensure Section**

Art, Health, Music, Physical Education, 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. Course assessments, a portfolio, and interviews are a few of the instruments 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 or the Policies and Procedures Manual. 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 process of applying to the Teacher Education program. Students should read the handbook or consult their advisors for a detailed account of admission requirements and procedures.

## **Admission to the Teacher Education Program**

As a general rule, the Teacher Education Undergraduate Council reviews candidates for admittance into the Teacher Education Program two times during an academic year, once each semester. Signs are posted on college buildings and announcements are made in campus communications and classes. Requirements for acceptance into the Teacher Education Program include, but are not exclusive of,

- Minimum of C in G-EN111
- Minimum of C in college level math
- Minimum of C in G-CI150
- Sign of support from Student Life
- A GPA of 2.3 (2.5 for transfer students)
- Successful completion of the C-BASE a GPA of 2.3 (2.5 for transfer students) and successful completion of the C-BASE.

## **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 experiences that will be self-satisfying. For further explanation or clarification, contact any member of the Teacher Education Undergraduate Council.

## **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 hours depending on the level and the experiential need of the student and the licensure area being sought. Being given the privilege to student teach is not automatic. The Teacher Education Undergraduate Council 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. These procedures generally between the first and second week in September and February. Signs are posted on college buildings and announcements are made in campus communications and classes.

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:
- gained full acceptance into the Teacher Education Program;
- secured favorable recommendations from her/his major professor, professor of a language intensive course, 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 an Inquiry Form;
- provided an up-to-date health form.

After all forms have been submitted, the student will participate in an interview with the Teacher Education Undergraduate Council. Ultimate decisions concerning student teaching will be made by that Council. 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
3. The candidate fosters relationships and collaborates with school

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 the program and/or the appropriate advisor.

## Licensure in Kansas

Those seeking licensure in Kansas must pass the Professional Knowledge section of the Principles of Learning and Teaching (PLT) with a score of 160; candidates must also take a test in their particular content area. The passing scores for each content test are listed in the Advisor/Advisee Handbook. 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.

## 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)

**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)

**\*G-EE 210** Children's Literature (3 hours)

**G-CI 333** Intercultural Education (2 hours)

**PY 204** Child and Adolescent Development (3 hours)

**CI 232** Educational Technology (2 hours)

**EE 230** Mathematics Content for Elementary Teachers (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)

**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)

**CI 232** Educational Technology (2 hours)

*Junior Year:*

**\*CI 455** Teaching-Learning Process (3 hours)

**CI 4xx** 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)

**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)

**CI 232** Educational Technology (2 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 (intellectual disability, 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 678** Topics in Special Education (1 hour)

---

## English Program

### 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

- 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;
- demonstrate a knowledge of research tools and strategies, especially in literature, and the critical and ethical use of appropriate

documentation; demonstrate knowledge of the structure of English, of the Standard American dialect, of both traditional and modern grammars, and of the nature of language;

## 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)  
**\*G-EN 210** World Literature I, or  
**\*G-EN220** World Literature II (3 hours)

*II. Complete 7 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)  
**G-EN 235** Topics in Literature (3 hours) (may be taken more than once if topic differs)  
**EN 320** Young Adult Literature (2 hours)  
**EN 350** Theory & Practice of Tutoring Writing (1 hour)  
**\*G-EN 370** Poetry (3-4 hours)  
**\*G-EN 270** Fiction (3-4 hours)  
**\*G-PA 385** Performing Arts History & Literature I or  
**\*G-PA 390** Performing Arts History & Literature II (3 hours)  
**EN 420** Creative Writing (3 hours)  
**EN 445** Readings and Research in English (2-4 hours)  
**\*CM 475** Seminar in Communication (2 hours)

*III. Complete the following supporting courses*

Communication courses (3 hours)  
Spanish Level II, or the equivalent in some natural language

### Requirements for teaching licensure (6-12) in English

*I. Complete the following courses:*

**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 270** 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 (3 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.

## Competency Exam

Students who plan to major in English must pass a writing competency exam. This exam will be offered in the spring semester, before pre-enrollment for the fall. Transfer students will take the exam early in their first semester at the college. Students who fail the exam may re-take it after participating in guided study and practice of writing.

## English As a Second Language (6-12) 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 four 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 writing. G-EN 110 and G-EN 111 do not count as part of the 20 hours for the minor.

---

# Psychology Program

## 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. Students who wish to double major in psychology and sociology need have only one emphasis.

## 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 474** Scientific Writing for the Behavioral Sciences (2 hours)

#### *Sciences*

**\*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

---

## **Sociology Program**

## 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. Students who wish to double major in sociology and psychology need have only one emphasis.

## 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 474** Scientific Writing for the Behavioral Sciences (2 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)  
45-47 Required

### Recommended supporting courses

**PY/SO 308** Counseling (3 hours)  
**G-BI 101** Principles of Biology (4 hours)  
**EC 201** Elementary Economics: Macro (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)  
18 hours required

### Social Work

McPherson College has well prepared its students majoring in the Behavioral Sciences for entrance into the Master of Social Work (M.S.W.) degree programs. The pre-professional program at McPherson College commits itself to fostering student learning in career-oriented liberal arts so that students are prepared for community service and/or graduate study in social work. Students who have acquired knowledge and skills requisite for entry into the field of social services and graduate social work education demonstrate proficient knowledge, understanding, and application of psychological and sociological theories and concepts.

All accredited graduate programs in social work require a four-year bachelor's degree for admission. The pre-social work student should plan the liberal arts program to include courses in arts and humanities, social and behavioral sciences, and biological sciences. Although the pre-social work student may choose a major in any field, a strong knowledge of human services, personality theory, counseling, and social problems is strongly recommended. The B.S. in psychology or sociology, with the health and human services emphasis, is recommended.

M.S.W. programs require evidence of relevant paid/volunteer work experience related to human services organizations. The pre-social work student should therefore be prepared to complete at least one internship or field experience related to community/social services. (The College's Career Connections program is highly recommended.)

The M.S.W. Degree prepares graduates for advances social work practices in one of three areas—*clinical social practice* with individuals, families, and groups; *social work administration/community* practice aimed at social service administration and social policy development; and *school social work*. With such diverse professional practice concentrations, it is difficult to outline a generic program to prepare all pre-social work students for admission to these practice areas. Students should counsel with the pre-social work advisor to help them identify the type of professional program they are considering, and to assist them in developing a plan for completing the graduate admission requirements of that program or field.

Although M.S.W. programs differ in admissions requirements, the following courses, in addition to the major, are recommended for students interested in entering the social work profession at the graduate level:

**PY 405** Personality Theories (3 hours)  
**PY/SO 308** Counseling (3 hours)  
**SO 206** Social Problems (3-4 hours)

*Courses in the Health & 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)  
**PY/SO 388** Career Connections (1-12 hours)  
**PY/SO 295/495** Field Experience (1-4 hours)

---

## Sociology 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, Interterm)

### 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. ( Spring)

#### **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. Prerequisite: sophomore standing or higher or instructor consent. (Spring)

#### **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 components 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. ( Fall)

#### **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. (Fall)

### **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 474 Scientific Writing for the Behavioral Sciences**

*2 hours*

This course is intended to help students develop the skills needed for writing research reports in the social sciences. It is a research-based course in which students learn to synthesize what they have read and present it as a scientific review of the literature; these are the primary goals. Thus, it focuses on how to apply social science theories and research methods to the writing of the senior research proposal. This course also provides students with the opportunity to prepare papers for regional conferences in sociology and psychology. (Fall)

#### **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. (Spring)

#### **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)

---

## **Financial Aid**

Over 95 percent of McPherson College students receive financial assistance each year from McPherson College scholarships and awards, federal and state programs, work-study programs, and educational loans.

McPherson College has a financial aid awarding policy that considers a variety of factors including academic achievement, participation in co-curricular activities, and financial need. The college's goal is to award enough financial assistance to provide incentive, recognition, and access.

### **Financial Aid Application Process**

To be considered for and receive financial aid, students should take the following steps:

- Submit their Application for Admission and academic transcripts to McPherson College. Students must be admitted to McPherson College in order to be considered for aid.
- Submit the Free Application for Federal Student Aid (FAFSA). McPherson College's priority deadline for FAFSA submissions is March 1 each year. McPherson College's federal school code is 001933.
- Review their Student Aid Report (SAR) and verification documentation to the Financial Aid Office. Students whose Free Application for Federal Student Aid (FAFSA) is selected by the Department of Education for verification must complete the Verification Worksheet (Dependent, Independent) and submit official tax transcripts from the IRS for the student and/or parents/spouse. If supporting schedules are required, the college will ask for them separately.
- Await receipt of their Financial Aid Award Notice, which the college prepares and mails, usually within 3-5 working days after their financial aid record is complete.
- Follow the instructions enclosed with the Financial Aid Award Notice by the date indicated to acknowledge acceptance of awards.
- Complete the required application/promissory note if taking advantage of student loan opportunities.
- Complete entrance interview if borrowing Direct or Perkins loans.

## Financial Aid Calendar

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

**November 1** – Financial Aid Award Notification begins for admitted students

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

**April 1** – FAFSA submission deadline for Kansas Comprehensive Grant

## Scholarships and Awards

Every student meeting McPherson College's admission standards is eligible for a Merit Award, as long as they are enrolled full-time. In addition to the Merit Award, qualifying students may receive additional scholarship assistance based on academic achievement, co-curricular participation, demographic characteristics, leadership qualities, and major areas of interest. A financial aid calculator and detailed information about institutional awards and scholarships are available at [www.mcpherson.edu/admissions/financial-aid](http://www.mcpherson.edu/admissions/financial-aid).

## Endowed Scholarship Funds

The endowed scholarships and loan funds listed below have been established through personal generosity and a desire on the part of the donors to assist future generations of students in attending McPherson College. The college is grateful for these endowed gifts, which provide a permanent expression of love and support for the college and for the students who will benefit from this kindness. These gifts fund the existing McPherson College Scholarship and Grant Program.

### Unrestricted Endowed Scholarship Fund

The McPherson College Endowed Scholarship Fund with no specific restrictions for awarding has been established in memory or honor of the following individuals:

- Walter E. Beery
- Virgil Meyers Berkebile
- Earl Bowman
- R.S. Christensen
- Earl E. Curtis
- Samuel L. Elrod
- Esther Eslinger
- Leland and Pauline Flory
- Oscar and Flora Gish Frantz
- Roy Frantz
- Harry and Marguerite Gilbert
- Raenell Hall
- Ira M. Hoover
- Helen Jacobs
- Ralph and Irene Ramey Johnson
- Edith Keller
- John Giolin Pearson
- Ralph Rindt
- Scott Robinson
- Ray Simmons
- Stucky Family Scholarship
- Dr. Galen M. and Ruth Tice
- Robert George Wolfe
- Worthington Church
- Una Yoder

### Restricted Endowed Scholarships

Scholarship funds with specific restrictions have been established in memory or honor of the following individuals and organizations. These gifts fund the McPherson College Scholarships and Grants that have been awarded to students who meet the criteria as a part of our ongoing scholarship program.

- *Alumni Legacy Scholarship*—For children and grandchildren of alumni
- *John and Elrae Andes Performing Arts Scholarship*—For performing arts major and/or music majors
- *Appel Family Endowment Fund*—For students with financial need
- *Charles and John A. Austin Memorial Scholarship Fund*—For Western Colorado residents
- *Glen Donald Austin Scholarship Fund*—For western Colorado residents with a preference to ethnic minorities
- *Royce and Phyllis Bowman Beam Vocal Music Scholarship*—For performing arts major with preference for vocal music majors
- *Olive Ann Beech Endowed Scholarship*—For Kansas residents with preference to Wichita students

- *Milford and Dorothy Graham Beeghly Endowed Memorial Scholarship*—For Iowa or Northern Plains District residents
- *Pauline L. Bell Memorial Scholarship Fund*—For upperclassmen majoring in music or music education
- *Desmond and Irene Bittinger Scholarship Fund*—Institution acceptable academic standing minimum GPA
- *J.L. and Elva Bowman Scholarship Grant Fund*—For science majors
- *Ira N.H. and Freda E. Brammell Scholarship Fund*—For students demonstrating excellent leadership potential
- *Earl and Margaret Breon Scholarship Fund*—For students with financial need
- *Phil and Clara Breon Scholarship*—For students with financial need
- *Larry Brown Memorial Scholarship*—For athletes majoring in physical education
- *Earl Brubaker Memorial Scholarship Fund*—For students with financial need
- *Edward R. and Judith E. Butler Student Leaders Scholarship*—For students with leadership ability in Student Services positions
- *David V. Campbell Memorial Endowment Scholarship Fund*—For orphaned, handicapped, and underprivileged students
- *John and George Casebeer Scholarship*—For students with financial need
- *Winston Cassler Scholarship Fund*—For students studying music
- *Will Edwin and Olive M. Chisholm Scholarship Fund*—For students with financial need
- *Class of 1953 Endowed Scholarship*—For freshmen with financial need
- *Elizabeth/Ed Brown & Classic Thunderbird Club of South Florida Endowed Scholarship*—For auto restorations students
- *Redell and Barbara Cobb Meritorious Scholarship*—For former students of Canton/Galva High School w/min 3.0 GPA
- *X.L. and Martha Coppock Memorial Scholarship \*\**—For students with financial need
- *Crago Family Endowed Scholarship Fund*—For exchange students who maintain a minimum 2.0 GPA
- *Elmer O. and Velma L. Dalke Endowed Scholarship*—For students with financial need
- *Edith and Harry Darby Foundation Scholarship*—For juniors and seniors
- *Lois E. Dell Scholarship Fund for Women*—For women majoring in business and who have been absent from a college campus
- *Nora Dennison Memorial Scholarship*—For students with financial need
- *Herbert and Lula Detrick Scholarship Fund*—For students with financial need
- *Royer and Edna Dotzour Scholarship Fund*—For Kingman County, Kansas high school graduates with preference to Norwich High School
- *Fred Duesenberg Memorial Scholarship*—For auto restorations students
- *Bernette Marie Denny Eisenbise Educational Scholarship*—For students majoring in education
- *Elliott Family Scholarship*—For students with financial need
- *Franklin and Roberta Brown Evans Memorial Scholarship*—For sophomore and above who demonstrate academic leadership ability
- *F & J Foundation Endowed Scholarship*—For auto restorations students
- *Duane and Ruthia Fike Scholarship \*\**—For students with financial need
- *Glen E. Flory Family Scholarship Fund*—For students with financial need
- *Elizabeth Wagoner Ferror and Jo Wagoner Scholarship*—For Church of the Brethren members
- *Franklin Club/David T. Doman*—For freshmen and sophomore For auto restorations students
- *Earl and Lela Frantz Scholarship Endowment Trust \*\**—For Church of the Brethren members
- *Merlin and Imojean Sheller Frantz Endowed Scholarship Fund*—For students with financial need
- *Ramona R. Fries and Arthur H. Fries Endowed Scholarship \*\**—Consideration to academic merit; students must have and maintain a minimum 3.4 GPA
- *Fred J. and Martha E. Geisert Scholarship*—For Dickinson County, Kansas residents and high school graduates with preference to members and children of members of New Basel United Church of Christ, Abilene
- *Warren and Luella Gish Scholarship Fund*—For students with financial need
- *Adelaide Glaser Scholarship Fund*—For Kansas residents, sophomore and above
- *Raymond "Dutch" and Dorothy L. Goering Scholarship Fund*—For students with financial need
- *Mary Roop Greim Scholarship*—For Missouri residents
- *Forrest and Della Groff Scholarship Fund*—For Church of the Brethren members and Groff family members
- *Edgar and Willa Grossnickle Scholarship Fund*—For Iowa residents with preference to Church of the Brethren members
- *Mable Beyer Grover Scholarship Fund*—For students with financial need
- *William W. Haas Scholarship Fund*—For Dickinson County, Kansas high school graduates
- *Henry & Nellie Krebs Hall Scholarship*—For students with financial need
- *Len and Stella Harden and Joyce Harden Brown Endowed Scholarship Fund*—For junior and senior science, math or premed majors
- *Harrison African-American Academic Scholarship*—For African-American students
- *Dorothy Bryant Hart Endowment Scholarship Fund*—For students with financial need
- *Eugenia D. Hatcher Endowed Memorial Scholarship*—For women
- *Verlin L. and Florence M. Hatfield Scholarship Fund*—For resident students with financial need who demonstrate academic ability
- *Kenneth Haury Memorial Scholarship*—For business or accounting majors
- *Dr. J. Willard Hershey*—For junior and senior science majors
- *Dick and Beverly Hess Fine Arts Endowment Fund*—For fine arts students
- *Dick and Beverly Hess Science Endowment Fund*—For science students
- *Lou Ann Dyck Hess Fine Arts Endowment Fund*—For music students
- *Lou Ann Dyck Hess Science Endowment Fund*—For biology students
- *Sharon and David Hewitt Endowed Scholarship*—For students interested in motorcycle restoration or automotive restoration
- *Della Hoerner Memorial Scholarship Fund*—For students seeking careers in nursing, medicine, or medical technology

- *Phillip J. Hofen Memorial Scholarship*—For Iowa residents
- *Paul and Joanna Hoffman Endowed Scholarship Fund*—For Church of the Brethren students with preference to members from the United States
- *Samuel Hoffman Scholarship Fund* \*\*—For students with financial need
- *Holden Family Scholarship*—For students enrolled in automotive restoration technology program
- *Dennis A. Holl Memorial Scholarship*—For Church of the Brethren members interested in industrial arts
- *Royal and Norma Hornbaker Memorial Scholarship Fund*—For students with financial need
- *Alta Gross Ikenberry Memorial Scholarship*—For Idaho or Kansas residents with preference to freshmen
- *Ernest and Olivia Ikenberry Endowed Scholarship Fund* \*\*—For students with financial need
- *Insurance Management Association Endowed Scholarship Fund*—For business students
- *Grace Vaniman Ingalls and Roscoe Ingalls Memorial Scholarship*—For students with financial need
- *Barrett-Jackson Auction Co. Brian Jackson Memorial Scholarship*—For auto restorations students
- *Barrett-Jackson Auction Co. Russ Jackson Memorial Scholarship*—For auto restorations students
- *Daniel Palmer Johnson Memorial Scholarship Fund*—For math or science majors
- *Ethel Ward Kindig Memorial Scholarship Fund*—For students interested in Christian ministry or service with preference to Nebraska residents
- *Kinzie Foundation Scholarship*—For juniors and seniors who are Church of the Brethren members
- *Sharon Knechel Memorial Fund for Development of Student Leaders* – established to supplement student services programming
- *John K. and Arlene Flory Kough Memorial Scholarship*—For Church of the Brethren members from Kansas
- *Roy Levi Kreider Scholarship Fund*—For students with financial need
- *Walter and Ruby Kuhn Memorial Scholarship Fund*—For business, computer science, or auto restoration majors
- *William and Mary Lee Endowed Scholarship*—For students with financial need
- *Henry L. and Anna Burkholder Lehman Memorial Scholarship*—For students who demonstrate academic and leadership ability
- *Harry and Minnie Lehman Endowed Scholarship*—For students with financial need
- *Harvey and Ruth Kurtz Lehman Endowed Scholarship*—For students with financial need
- *Leland L. Lengel Memorial Scholarship in History*—For sophomore, junior and senior history majors
- *Henry Lichty Lovett, Dorothy Lichty Vogel, Mr. and Mrs. Glenn A. Lichty, Lucile Lichty West Scholarship Fund*—For students with financial need
- *Allen Long Memorial Scholarship*—For students who plan to study in the physical or natural sciences
- *F.E. and Cora A. Marchand Scholarship Fund*—For Church of the Brethren members
- *Alice B. Martin Scholarship*—For students with financial need
- *Martha C. Martin Scholarship*—For students with financial need
- *Louie Maune Scholarship*—For students with financial need
- *Wallace and Nellie Wagner McDanel Memorial Scholarship Fund* \*\*—For Kansas residents and students interested in Christian ministry or service
- *Grace Brunk McGhee Endowed Scholarship Fund*—For students with financial need
- *Josephine Shirar McGonigle Memorial Scholarship Fund*—For students with financial need
- *Ellen McHugh Scholarship*—For students with financial need
- *Delia Chavez McIlwaine Memorial Scholarship Fund*—For music or education majors
- *Dwight McSpadden Memorial Scholarship Fund*—For students involved in the college athletic program
- *Meguiar Family Endowed Scholarship in Automobile Restoration*—For auto restorations students
- *Mark and Katherine J. Ramsey Melhorn Endowed Scholarship*—For McPherson County residents who participate in college athletics with preference to students intending to major in science
- *Samuel B. Merkey Memorial Scholarship Fund* \*\*—For students with financial need
- *Burton and Mabel Metzler Scholarship*—For students with financial need
- *David and Doris Metzler Scholarship* \*\*—For students enrolled full time preparing for the ministry or Christian service or PK-12 classroom teaching
- *Delma Miller Scholarship*—For Church of the Brethren members
- *Oscar and Vida Miller Scholarship*—For students with financial need
- *Mary Mingenback Scholarship Fund*—For art or music students
- *Edgar and Marie Moats and Roy and Wava Neher Memorial Scholarship/Edna Neher Memorial Scholarship Fund*—For members and friends of Ivester, Iowa, and Osage, Kansas. Churches of the Brethren
- *Alma Anderson Moore Scholarship Fund*—For speech and theatre students
- *Milton and Rebecca Morrison Endowed Scholarship*—For students with financial need
- *David W. and Florence Smith Moyers Memorial Scholarship Fund*—For Church of the Brethren members who demonstrate church leadership potential
- *Carrie Mugler Memorial Scholarship*—For students with financial need
- *Chester and Pearl Crumacker Murrey Scholarship Fund*—For freshmen and first-year transfers with financial need
- *Negley Family Scholarship*—Priority to Church of the Brethren students, then students with financial need
- *Connie Nichols Endowment Scholarship Fund/Ethel McClure Scholarship*—For art majors involved in an extra-curricular or volunteer activity
- *Ray Nonken Memorial Scholarship*—For Kansas residents who participate in athletics
- *Barbara and Bernard Nordling Scholarship Fund/Leland E. Nordling Family Scholarship Fund*—For Kansas residents west of U.S. Highway 81 (excluding Sedgwick County)

- *Pat Noyes Memorial Scholarship*—For upperclassmen involved in men’s basketball
- *Howard and Winifred O’Connor-Keim Scholarship*—For women who will have achieved their 23rd birthday prior to receiving this scholarship
- *Pauline Vaniman Pair Endowed Scholarship Fund for the Fine Arts*—For art, music, theatre majors
- *Paul and Pauline Vaniman Pair Endowed Computer Science Scholarship Fund*—For computer science majors
- *Pebble Beach Concours d’Elegance Scholarship*—For auto restorations students
- *Lila Marie Peckover Memorial Scholarship Fund*—For Church of the Brethren members with preference to Hutchinson, KS church members
- *M.W. and Hallie Goforth Penland Endowment Scholarship Fund*—For students in philosophy/religion, science or education
- *PepsiCola Endowed Scholarship Fund*—For auto restorations students
- *Ernest and Inez Peterson Scholarship*—For juniors and seniors majoring in business or accounting
- *Powell Family Endowed Scholarship in Science and Religion*—For science or religion/philosophy majors with preference to those studying both disciplines
- *A.B. and Vera Prather Scholarship*—For students with financial need
- *Benjamin Quapaw Scholarship \*\**—For Native American students
- *Art Ray Track & Field /Cross Country Scholarship*—Students participating in track and field or cross country
- *Blake Reed Mac2Mac Scholarship Fund*—For McPherson High School football players who plan to attend McPherson College to pursue a degree and participate in the football program or McPherson College football player nominated by coaching staff
- *Kenneth M. Rock Memorial Scholarship*—For student in the upper 25 percent of their high school class
- *Rolls-Royce Foundation Scholarship*—For auto restorations students who demonstrate interest in Rolls-Royce and Bentley cars
- *William D. and Alice Nash Royer Scholarship*—For biology majors
- *Bob Sahl Memorial Scholarship*—For auto restorations students who demonstrate interest in Pre16 automobiles or prewar automobiles
- *Paul and Rowena Vaniman Sargent Business Scholarship*—For business majors
- *Orlin N. Sell Memorial Scholarship Fund*—For students interested in Christian education/ministry
- *Arlene Barley Sheller Memorial Scholarship*—For Iowa Church of the Brethren members with preference to Ivester Church members and friends
- *Dwight Smith Memorial Scholarship*—For students with financial need
- *Delbert and Barbara Smith Cross-Country and Track & Field Endowed Scholarship*—For student who participates in cross-country and/or track and field
- *Paul E. “Gene” Smith Memorial Scholarship*—For junior football player who excelled at athletic performance
- *Paul and Edna Snavelly Scholarship*—For students with financial need
- *Dale Snell Scholarship Fund*—For juniors and seniors studying music
- *The Spear Brothers Endowed Scholarship Fund*—Full-time student enrolled in the auto restoration program
- *Elmer B. and Margaret Rich Staats Scholarship for Public Service*—For students seeking a career in public service
- *Dale and Velma Strickler Scholarship*—For juniors and seniors interested in social work, business or economics
- *Lyle and Florence Forsyth and Merl and Ola Switzer Scholarship Fund*—For students with financial need
- *Trinity Church of the Brethren Scholarship Fund*—For students interested in ministry
- *Bernice McClellan Trostle Scholarship Fund*—For humanities or social science majors with preference to history, then English
- *Raymond H. Trostle Memorial Scholarship Fund*—For science majors with preference to chemistry
- *Victor and Rosalie Ullom Scholarship*—For Colorado residents with financial need
- *Peggy van Asselt/Pam Higgins Scholarship Fund \*\**—Preference to biology/foreign language double majors; biology or foreign language majors
- *Elmer E. Vaniman Memorial Music Scholarship Fund*—For music students with preference to Church of the Brethren members
- *LaVerne M. “Tony” Voshell Athletic Scholarship Fund*—For students involved in football, basketball or track
- *Ernest A. and Eunice Almen Wall and Rollyn E. Wall Endowed Scholarship*—For freshmen
- *John and Bonnie (Martin) Ward Endowed Scholarship* - for McPherson, KS students preparing for a career in teacher education
- *Watkins-Gerhard Scholarship Fund*—For students with financial need
- *Paul and Frances Weaver Endowed Scholarship*—For students pursuing a career in Christian ministry or philosophy/religion students
- *Marvin and Doreen Will Scholarship*—For incoming freshmen majoring in political science, history or both
- *Jacob and Ruth Wise Scholarship*—For students with financial need
- *Irma Cloe Witmore Endowed Scholarship Fund*—For English, communications/journalism, or theatre majors who participate in extra-curricular or volunteer activities
- *Roger and Rita Wittig Scholarship*—For auto restorations students
- *Randy and Sonya Wittig Scholarship*—For auto restorations students
- *Dayton and Hazel Yoder Memorial Endowment*—For students with rural/agricultural backgrounds who support Brethren values with preference to Church of the Brethren members
- *LaVerne and Evelyn Herr York Scholarship*—For students from Dickinson County involved in athletics, or Kansas residents involved in athletics
- *Paul Ziegler Memorial Scholarship Fund*—For students involved with the tennis program
- **\*\* Denotes scholarship is not fully funded.**

## Work Study and Employment

All students may apply for on-campus jobs, but students qualifying for the Federal College Work Study program are given priority. These jobs include

clerical assistants, maintenance workers, housekeeping, resident assistants, admissions assistants, athletic event staff, 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 <https://mcphersoncollegecareerservices.wordpress.com/>.

## Other Sources of Financial Assistance

Veteran's Benefits may be used to attend McPherson College. 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 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 Financial Aid Office for further information.

---

## Financial Aid

Over 95 percent of McPherson College students receive financial assistance each year from McPherson College scholarships and awards, federal and state programs, work-study programs, and educational loans.

McPherson College has a financial aid awarding policy that considers a variety of factors including academic achievement, participation in co-curricular activities, and financial need. The college's goal is to award enough financial assistance to provide incentive, recognition, and access.

## Financial Aid Application Process

To be considered for and receive financial aid, students should take the following steps:

- Submit their Application for Admission and academic transcripts to McPherson College. Students must be admitted to McPherson College in order to be considered for aid.
- Submit the Free Application for Federal Student Aid (FAFSA). McPherson College's priority deadline for FAFSA submissions is March 1 each year. McPherson College's federal school code is 001933.
- Review their Student Aid Report (SAR) and verification documentation to the Financial Aid Office. Students whose Free Application for Federal Student Aid (FAFSA) is selected by the Department of Education for verification must complete the Verification Worksheet (Dependent, Independent) and submit signed copies of the principal pages of their 2009 Federal Income Tax Returns. Dependent students must also submit parents' returns. If supporting schedules are required, the college will ask for them separately.
- Await receipt of their Financial Aid Award Notice, which the college prepares and mails, usually within 3-5 working days after their financial aid record.
- Follow the instructions enclosed with the Financial Aid Award Notice by the date indicated to acknowledge acceptance of awards.
- Complete the required application/promissory note if taking advantage of student loan opportunities.
- Complete entrance interview if borrowing Direct or Perkins loans.

## 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 Comprehensive Grant

## Scholarships and Awards

Every student meeting McPherson College's admission standards is eligible for a Merit Award. In addition to the Merit Award, qualifying students may receive additional scholarship assistance based on academic achievement, co-curricular participation, demographic characteristics, leadership qualities, and major areas of interest. A financial aid calculator and detailed information about institutional awards and scholarships are available at [www.mcpherson.edu/admissions/financial-aid](http://www.mcpherson.edu/admissions/financial-aid).

## Endowed Scholarship Funds

The endowed scholarships and loan funds listed below have been established through personal generosity and a desire on the part of the donors to assist future generations of students in attending McPherson College. The college is grateful for these endowed gifts, which provide a permanent expression of love and support for the college and for the students who will benefit from this kindness. No additional scholarship applications are required. These gifts

fund the existing McPherson College Scholarship and Grant Program.

## Unrestricted Endowed Scholarship Fund

The McPherson College Endowed Scholarship Fund with no specific restrictions for awarding has been established in memory or honor of the following individuals:

- Walter E. Beery
- Virgil Meyers Berkebile
- Earl Bowman
- R.S. Christensen
- Earl E. Curtis
- Samuel L. Elrod
- Esther Eslinger
- Leland and Pauline Flory
- Oscar and Flora Gish Frantz
- Roy Frantz
- Harry and Marguerite Gilbert
- Raenell Hall
- Ira M. Hoover
- Helen Jacobs
- Ralph and Irene Ramey Johnson
- Edith Keller
- John Giolin Pearson
- Ralph Rindt
- Scott Robinson
- Ray Simmons
- Stucky Family Scholarship
- Dr. Galen M. and Ruth Tice
- Robert George Wolfe
- Worthington Church
- Una Yoder

## Restricted Endowed Scholarships

Scholarship funds with specific restrictions have been established in memory or honor of the following individuals and organizations. These gifts fund the McPherson College Scholarships and Grants that have been awarded to students who meet the criteria as a part of our ongoing scholarship program.

- *Alumni Legacy Scholarship*—For children and grandchildren of alumni
- *John and Elrae Andes Performing Arts Scholarship*—For performing arts major and/or music majors
- *Appel Family Endowment Fund*—For students with financial need
- *Charles and John A. Austin Memorial Scholarship Fund*—For Western Colorado residents
- *Glen Donald Austin Scholarship Fund*—For western Colorado residents with a preference to ethnic minorities
- *Royce and Phyllis Bowman Beam Vocal Music Scholarship*—For performing arts major with preference for vocal music majors
- *Olive Ann Beech Endowed Scholarship*—For Kansas residents with preference to Wichita students
- *Milford and Dorothy Graham Beeghly Endowed Memorial Scholarship*—For Iowa or Northern Plains District residents
- *Pauline L. Bell Memorial Scholarship Fund*—For upperclassmen majoring in music or music education
- *Desmond and Irene Bittinger Scholarship Fund*—Institution acceptable academic standing minimum GPA
- *J.L. and Elva Bowman Scholarship Grant Fund*—For science majors
- *Ira N.H. and Freda E. Brammell Scholarship Fund*—For students demonstrating excellent leadership potential
- *Earl and Margaret Breon Scholarship Fund*—For students with financial need
- *Phil and Clara Breon Scholarship*—For students with financial need
- *Larry Brown Memorial Scholarship*—For athletes majoring in physical education
- *Earl Brubaker Memorial Scholarship Fund*—For students with financial need
- *Edward R. and Judith E. Butler Student Leaders Scholarship*—For students with leadership ability in Student Services positions
- *David V. Campbell Memorial Endowment Scholarship Fund*—For orphaned, handicapped, and underprivileged students
- *John and George Casebeer Scholarship*—For students with financial need
- *Winston Cassler Scholarship Fund*—For students studying music
- *Will Edwin and Olive M. Chisholm Scholarship Fund*—For students with financial need
- *Class of 1953 Endowed Scholarship*—For freshmen with financial need
- *Elizabeth/Ed Brown & Classic Thunderbird Club of South Florida Endowed Scholarship*—For auto restorations students
- *Redell and Barbara Cobb Meritorious Scholarship*—For former students of Canton/Galva High School w/min 3.0 GPA
- *X.L. and Martha Coppock Memorial Scholarship \*\**—For students with financial need

- *Crago Family Endowed Scholarship Fund*—For exchange students who maintain a minimum 2.0 GPA
- *Elmer O. and Velma L. Dalke Endowed Scholarship*—For students with financial need
- *Edith and Harry Darby Foundation Scholarship*—For juniors and seniors
- *Lois E. Dell Scholarship Fund for Women*—For women majoring in business and who have been absent from a college campus
- *Nora Dennison Memorial Scholarship*—For students with financial need
- *Herbert and Lula Detrick Scholarship Fund*—For students with financial need
- *Royer and Edna Dotzour Scholarship Fund*—For Kingman County, Kansas high school graduates with preference to Norwich High School
- *Fred Duesenberg Memorial Scholarship*—For auto restorations students
- *Bernette Marie Denny Eisenbise Educational Scholarship*—For students majoring in education
- *Elliott Family Scholarship*—For students with financial need
- *Franklin and Roberta Brown Evans Memorial Scholarship*—For sophomore and above who demonstrate academic leadership ability
- *F & J Foundation Endowed Scholarship*—For auto restorations students
- *Duane and Ruthia Fike Scholarship \*\**—For students with financial need
- *Glen E. Flory Family Scholarship Fund*—For students with financial need
- *Elizabeth Wagoner Forror and Jo Wagoner Scholarship*—For Church of the Brethren members
- *Franklin Club/David T. Doman*—For freshmen and sophomore For auto restorations students
- *Earl and Lela Frantz Scholarship Endowment Trust \*\**—For Church of the Brethren members
- *Merlin and ImoJean Sheller Frantz Endowed Scholarship Fund*—For students with financial need
- *Ramona R. Fries and Arthur H. Fries Endowed Scholarship \*\**—Consideration to academic merit; students must have and maintain a minimum 3.4 GPA
- *Fred J. and Martha E. Geisert Scholarship*—For Dickinson County, Kansas residents and high school graduates with preference to members and children of members of New Basel United Church of Christ, Abilene
- *Warren and Luella Gish Scholarship Fund*—For students with financial need
- *Adelaide Glaser Scholarship Fund*—For Kansas residents, sophomore and above
- *Raymond "Dutch" and Dorothy L. Goering Scholarship Fund*—For students with financial need
- *Mary Roop Greim Scholarship*—For Missouri residents
- *Forrest and Della Groff Scholarship Fund*—For Church of the Brethren members and Groff family members
- *Edgar and Willa Grossnickle Scholarship Fund*—For Iowa residents with preference to Church of the Brethren members
- *Mable Beyer Grover Scholarship Fund*—For students with financial need
- *William W. Haas Scholarship Fund*—For Dickinson County, Kansas high school graduates
- *Henry & Nellie Krebs Hall Scholarship*—For students with financial need
- *Len and Stella Harden and Joyce Harden Brown Endowed Scholarship Fund*—For junior and senior science, math or premed majors
- *Harrison African-American Academic Scholarship*—For African-American students
- *Dorothy Bryant Hart Endowment Scholarship Fund*—For students with financial need
- *Eugenia D. Hatcher Endowed Memorial Scholarship*—For women
- *Verlin L. and Florence M. Hatfield Scholarship Fund*—For resident students with financial need who demonstrate academic ability
- *Kenneth Haury Memorial Scholarship*—For business or accounting majors
- *Dr. J. Willard Hershey*—For junior and senior science majors
- *Dick and Beverly Hess Fine Arts Endowment Fund*—For fine arts students
- *Dick and Beverly Hess Science Endowment Fund*—For science students
- *Lou Ann Dyck Hess Fine Arts Endowment Fund*—For music students
- *Lou Ann Dyck Hess Science Endowment Fund*—For biology students
- *Sharon and David Hewitt Endowed Scholarship*—For students interested in motorcycle restoration or automotive restoration
- *Della Hoerner Memorial Scholarship Fund*—For students seeking careers in nursing, medicine, or medical technology
- *Phillip J. Hofen Memorial Scholarship*—For Iowa residents
- *Paul and Joanna Hoffman Endowed Scholarship Fund*—For Church of the Brethren students with preference to members from the United States
- *Samuel Hoffman Scholarship Fund \*\**—For students with financial need
- *Holden Family Scholarship*—For students enrolled in automotive restoration technology program
- *Dennis A. Holl Memorial Scholarship*—For Church of the Brethren members interested in industrial arts
- *Royal and Norma Hornbaker Memorial Scholarship Fund*—For students with financial need
- *Alta Gross Ikenberry Memorial Scholarship*—For Idaho or Kansas residents with preference to freshmen
- *Ernest and Olivia Ikenberry Endowed Scholarship Fund \*\**—For students with financial need
- *Insurance Management Association Endowed Scholarship Fund*—For business students
- *Grace Vaniman Ingalls and Roscoe Ingalls Memorial Scholarship*—For students with financial need
- *Barrett-Jackson Auction Co. Brian Jackson Memorial Scholarship*—For auto restorations students
- *Barrett-Jackson Auction Co. Russ Jackson Memorial Scholarship*—For auto restorations students
- *Daniel Palmer Johnson Memorial Scholarship Fund*—For math or science majors
- *Ethel Ward Kindig Memorial Scholarship Fund*—For students interested in Christian ministry or service with preference to Nebraska residents
- *Kinzie Foundation Scholarship*—For juniors and seniors who are Church of the Brethren members
- *Sharon Knechel Memorial Fund for Development of Student Leaders* - established to supplement student services programming
- *John K. and Arlene Flory Kough Memorial Scholarship*—For Church of the Brethren members from Kansas

- *Roy Levi Kreider Scholarship Fund*—For students with financial need
- *Walter and Ruby Kuhn Memorial Scholarship Fund*—For business, computer science, or auto restoration majors
- *William and Mary Lee Endowed Scholarship*—For students with financial need
- *Henry L. and Anna Burkholder Lehman Memorial Scholarship*—For students who demonstrate academic and leadership ability
- *Harry and Minnie Lehman Endowed Scholarship*—For students with financial need
- *Harvey and Ruth Kurtz Lehman Endowed Scholarship*—For students with financial need
- *Leland L. Lengel Memorial Scholarship in History*—For sophomore, junior and senior history majors
- *Henry Lichty Lovett, Dorothy Lichty Vogel, Mr. and Mrs. Glenn A. Lichty, Lucile Lichty West Scholarship Fund*—For students with financial need
- *Allen Long Memorial Scholarship*—For students who plan to study in the physical or natural sciences
- *F.E. and Cora A. Marchand Scholarship Fund*—For Church of the Brethren members
- *Alice B. Martin Scholarship*—For students with financial need
- *Martha C. Martin Scholarship*—For students with financial need
- *Louie Maune Scholarship*—For students with financial need
- *Wallace and Nellie Wagner McDanel Memorial Scholarship Fund* \*\*—For Kansas residents and students interested in Christian ministry or service
- *Grace Brunk McGhee Endowed Scholarship Fund*—For students with financial need
- *Josephine Shirar McGonigle Memorial Scholarship Fund*—For students with financial need
- *Ellen McHugh Scholarship*—For students with financial need
- *Delia Chavez McIlwaine Memorial Scholarship Fund*—For music or education majors
- *Dwight McSpadden Memorial Scholarship Fund*—For students involved in the college athletic program
- *Meguiar Family Endowed Scholarship in Automobile Restoration*—For auto restorations students
- *Mark and Katherine J. Ramsey Melhorn Endowed Scholarship*—For McPherson County residents who participate in college athletics with preference to students intending to major in science
- *Samuel B. Merkey Memorial Scholarship Fund* \*\*—For students with financial need
- *Burton and Mabel Metzler Scholarship*—For students with financial need
- *David and Doris Metzler Scholarship* \*\*—For students enrolled full time preparing for the ministry or Christian service or PK-12 classroom teaching
- *Delma Miller Scholarship*—For Church of the Brethren members
- *Oscar and Vida Miller Scholarship*—For students with financial need
- *Mary Mingenback Scholarship Fund*—For art or music students
- *Edgar and Marie Moats and Roy and Wava Neher Memorial Scholarship/Edna Neher Memorial Scholarship Fund*—For members and friends of Ivester, Iowa, and Osage, Kansas. Churches of the Brethren
- *Alma Anderson Moore Scholarship Fund*—For speech and theatre students
- *Milton and Rebecca Morrison Endowed Scholarship*—For students with financial need
- *David W. and Florence Smith Moyers Memorial Scholarship Fund*—For Church of the Brethren members who demonstrate church leadership potential
- *Carrie Mugler Memorial Scholarship*—For students with financial need
- *Chester and Pearl Crumacker Murrey Scholarship Fund*—For freshmen and first-year transfers with financial need
- *Negley Family Scholarship*—Priority to Church of the Brethren students, then students with financial need
- *Connie Nichols Endowment Scholarship Fund/Ethel McClure Scholarship*—For art majors involved in an extra-curricular or volunteer activity
- *Ray Nonken Memorial Scholarship*—For Kansas residents who participate in athletics
- *Barbara and Bernard Nordling Scholarship Fund/Leland E. Nordling Family Scholarship Fund*—For Kansas residents west of U.S. Highway 81 (excluding Sedgwick County)
- *Pat Noyes Memorial Scholarship*—For upperclassmen involved in men's basketball
- *Howard and Winifred O'Connor-Keim Scholarship*—For women who will have achieved their 23rd birthday prior to receiving this scholarship
- *Pauline Vaniman Pair Endowed Scholarship Fund for the Fine Arts*—For art, music, theatre majors
- *Paul and Pauline Vaniman Pair Endowed Computer Science Scholarship Fund*—For computer science majors
- *Pebble Beach Concours d'Elegance Scholarship*—For auto restorations students
- *Lila Marie Peckover Memorial Scholarship Fund*—For Church of the Brethren members with preference to Hutchinson, KS church members
- *M.W. and Hallie Goforth Penland Endowment Scholarship Fund*—For students in philosophy/religion, science or education
- *PepsiCola Endowed Scholarship Fund*—For auto restorations students
- *Ernest and Inez Peterson Scholarship*—For juniors and seniors majoring in business or accounting
- *Powell Family Endowed Scholarship in Science and Religion*—For science or religion/philosophy majors with preference to those studying both disciplines
- *A.B. and Vera Prather Scholarship*—For students with financial need
- *Benjamin Quapaw Scholarship* \*\*—For Native American students
- *Art Ray Track & Field /Cross Country Scholarship*—Students participating in track and field or cross country
- *Blake Reed Mac2Mac Scholarship Fund*—For McPherson High School football players who plan to attend McPherson College to pursue a degree and participate in the football program or McPherson College football player nominated by coaching staff
- *Kenneth M. Rock Memorial Scholarship*—For student in the upper 25 percent of their high school class
- *Rolls-Royce Foundation Scholarship*—For auto restorations students who demonstrate interest in Rolls-Royce and Bentley cars

- *William D. and Alice Nash Royer Scholarship*—For biology majors
- *Bob Sahl Memorial Scholarship*—For auto restorations students who demonstrate interest in Pre16 automobiles or prewar automobiles
- *Paul and Rowena Vaniman Sargent Business Scholarship*—For business majors
- *Orlin N. Sell Memorial Scholarship Fund*—For students interested in Christian education/ministry
- *Arlene Barley Sheller Memorial Scholarship*—For Iowa Church of the Brethren members with preference to Ivester Church members and friends
- *Dwight Smith Memorial Scholarship*—For students with financial need
- *Delbert and Barbara Smith Cross-Country and Track & Field Endowed Scholarship*—For student who participates in cross-country and/or track and field
- *Paul E. “Gene” Smith Memorial Scholarship*—For junior football player who excelled at athletic performance
- *Paul and Edna Snavelly Scholarship*—For students with financial need
- *Dale Snell Scholarship Fund*—For juniors and seniors studying music
- *The Spear Brothers Endowed Scholarship Fund*—Full-time student enrolled in the auto restoration program
- *Elmer B. and Margaret Rich Staats Scholarship for Public Service*—For students seeking a career in public service
- *Dale and Velma Strickler Scholarship*—For juniors and seniors interested in social work, business or economics
- *Lyle and Florence Forsyth and Merl and Ola Switzer Scholarship Fund*—For students with financial need
- *Trinity Church of the Brethren Scholarship Fund*—For students interested in ministry
- *Bernice McClellan Trostle Scholarship Fund*—For humanities or social science majors with preference to history, then English
- *Raymond H. Trostle Memorial Scholarship Fund*—For science majors with preference to chemistry
- *Victor and Rosalie Ullom Scholarship*—For Colorado residents with financial need
- *Peggy van Asselt/Pam Higgins Scholarship Fund \*\**—Preference to biology/foreign language double majors; biology or foreign language majors
- *Elmer E. Vaniman Memorial Music Scholarship Fund*—For music students with preference to Church of the Brethren members
- *LaVerne M. “Tony” Voshell Athletic Scholarship Fund*—For students involved in football, basketball or track
- *Ernest A. and Eunice Almen Wall and Rollyn E. Wall Endowed Scholarship*—For freshmen
- *John and Bonnie (Martin) Ward Endowed Scholarship* – for McPherson, KS students preparing for a career in teacher education
- *Watkins-Gerhard Scholarship Fund*—For students with financial need
- *Paul and Frances Weaver Endowed Scholarship*—For students pursuing a career in Christian ministry or philosophy/religion students
- *Marvin and Doreen Will Scholarship*—For incoming freshmen majoring in political science, history or both
- *Jacob and Ruth Wise Scholarship*—For students with financial need
- *Irma Cloe Witmore Endowed Scholarship Fund*—For English, communications/journalism, or theatre majors who participate in extra-curricular or volunteer activities
- *Roger and Rita Wittig Scholarship*—For auto restorations students
- *Randy and Sonya Wittig Scholarship*—For auto restorations students
- *Dayton and Hazel Yoder Memorial Endowment*—For students with rural/agricultural backgrounds who support Brethren values with preference to Church of the Brethren members
- *LaVerne and Evelyn Herr York Scholarship*—For students from Dickinson County involved in athletics, or Kansas residents involved in athletics
- *Paul Ziegler Memorial Scholarship Fund*—For students involved with the tennis program
- **\*\* Denotes scholarship is not fully funded.**

## Work Study and Employment

All students may apply for on-campus jobs, but students qualifying for the Federal College Work Study program are given priority. These jobs include clerical assistants, maintenance workers, housekeeping, resident assistants, admissions assistants, athletic event staff, 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](http://www.mcpherson.edu/careers/opportunities.asp).

## Other Sources of Financial Assistance

Veteran's Benefits may be used to attend McPherson College. 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 Financial Aid Office for further information.

# Financial Aid

Over 95 percent of McPherson College students receive financial assistance each year from McPherson College scholarships and awards, federal and state programs, work-study programs, and educational loans.

McPherson College has a financial aid awarding policy that considers a variety of factors including academic achievement, participation in co-curricular activities, and financial need. The college's goal is to award enough financial assistance to provide incentive, recognition, and access.

## Financial Aid Application Process

To be considered for and receive financial aid, students should take the following steps:

- Submit their Application for Admission and academic transcripts to McPherson College. Students must be admitted to McPherson College in order to be considered for aid.
- Submit the Free Application for Federal Student Aid (FAFSA). McPherson College's priority deadline for FAFSA submissions is March 1 each year. McPherson College's federal school code is 001933.
- Review their Student Aid Report (SAR) and verification documentation to the Financial Aid Office. Students whose Free Application for Federal Student Aid (FAFSA) is selected by the Department of Education for verification must complete the Verification Worksheet (Dependent, Independent) and submit signed copies of the principal pages of their 2009 Federal Income Tax Returns. Dependent students must also submit parents' returns. If supporting schedules are required, the college will ask for them separately.
- Await receipt of their Financial Aid Award Notice, which the college prepares and mails, usually within 3-5 working days after their financial aid record.
- Follow the instructions enclosed with the Financial Aid Award Notice by the date indicated to acknowledge acceptance of awards.
- Complete the required application/promissory note if taking advantage of student loan opportunities.
- Complete entrance interview if borrowing Direct or Perkins loans.

## 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 Comprehensive Grant

## Scholarships and Awards

Every student meeting McPherson College's admission standards is eligible for a Merit Award. In addition to the Merit Award, qualifying students may receive additional scholarship assistance based on academic achievement, co-curricular participation, demographic characteristics, leadership qualities, and major areas of interest. A financial aid calculator and detailed information about institutional awards and scholarships are available at [www.mcpherson.edu/admissions/financial-aid](http://www.mcpherson.edu/admissions/financial-aid).

## Endowed Scholarship Funds

The endowed scholarships and loan funds listed below have been established through personal generosity and a desire on the part of the donors to assist future generations of students in attending McPherson College. The college is grateful for these endowed gifts, which provide a permanent expression of love and support for the college and for the students who will benefit from this kindness. No additional scholarship applications are required. These gifts fund the existing McPherson College Scholarship and Grant Program.

### Unrestricted Endowed Scholarship Fund

The McPherson College Endowed Scholarship Fund with no specific restrictions for awarding has been established in memory or honor of the following individuals:

- Walter E. Beery
- Virgil Meyers Berkebile
- Earl Bowman
- R.S. Christensen
- Earl E. Curtis
- Samuel L. Elrod
- Esther Eslinger
- Leland and Pauline Flory
- Oscar and Flora Gish Frantz
- Roy Frantz
- Harry and Marguerite Gilbert
- Raenell Hall

- Ira M. Hoover
- Helen Jacobs
- Ralph and Irene Ramey Johnson
- Edith Keller
- John Giolin Pearson
- Ralph Rindt
- Scott Robinson
- Ray Simmons
- Stucky Family Scholarship
- Dr. Galen M. and Ruth Tice
- Robert George Wolfe
- Worthington Church
- Una Yoder

## Restricted Endowed Scholarships

Scholarship funds with specific restrictions have been established in memory or honor of the following individuals and organizations. These gifts fund the McPherson College Scholarships and Grants that have been awarded to students who meet the criteria as a part of our ongoing scholarship program.

- *Alumni Legacy Scholarship*—For children and grandchildren of alumni
- *John and Elrae Andes Performing Arts Scholarship*—For performing arts major and/or music majors
- *Appel Family Endowment Fund*—For students with financial need
- *Charles and John A. Austin Memorial Scholarship Fund*—For Western Colorado residents
- *Glen Donald Austin Scholarship Fund*—For western Colorado residents with a preference to ethnic minorities
- *Royce and Phyllis Bowman Beam Vocal Music Scholarship*—For performing arts major with preference for vocal music majors
- *Olive Ann Beech Endowed Scholarship*—For Kansas residents with preference to Wichita students
- *Milford and Dorothy Graham Beeghly Endowed Memorial Scholarship*—For Iowa or Northern Plains District residents
- *Pauline L. Bell Memorial Scholarship Fund*—For upperclassmen majoring in music or music education
- *Desmond and Irene Bittinger Scholarship Fund*—Institution acceptable academic standing minimum GPA
- *J.L. and Elva Bowman Scholarship Grant Fund*—For science majors
- *Ira N.H. and Freda E. Brammell Scholarship Fund*—For students demonstrating excellent leadership potential
- *Earl and Margaret Breon Scholarship Fund*—For students with financial need
- *Phil and Clara Breon Scholarship*—For students with financial need
- *Larry Brown Memorial Scholarship*—For athletes majoring in physical education
- *Earl Brubaker Memorial Scholarship Fund*—For students with financial need
- *Edward R. and Judith E. Butler Student Leaders Scholarship*—For students with leadership ability in Student Services positions
- *David V. Campbell Memorial Endowment Scholarship Fund*—For orphaned, handicapped, and underprivileged students
- *John and George Casebeer Scholarship*—For students with financial need
- *Winston Cassler Scholarship Fund*—For students studying music
- *Will Edwin and Olive M. Chisholm Scholarship Fund*—For students with financial need
- *Class of 1953 Endowed Scholarship*—For freshmen with financial need
- *Elizabeth/Ed Brown & Classic Thunderbird Club of South Florida Endowed Scholarship*—For auto restorations students
- *Redell and Barbara Cobb Meritorious Scholarship*—For former students of Canton/Galva High School w/min 3.0 GPA
- *X.L. and Martha Coppock Memorial Scholarship \*\**—For students with financial need
- *Crago Family Endowed Scholarship Fund*—For exchange students who maintain a minimum 2.0 GPA
- *Elmer O. and Velma L. Dalke Endowed Scholarship*—For students with financial need
- *Edith and Harry Darby Foundation Scholarship*—For juniors and seniors
- *Lois E. Dell Scholarship Fund for Women*—For women majoring in business and who have been absent from a college campus
- *Nora Dennison Memorial Scholarship*—For students with financial need
- *Herbert and Lula Detrick Scholarship Fund*—For students with financial need
- *Royer and Edna Dotzour Scholarship Fund*—For Kingman County, Kansas high school graduates with preference to Norwich High School
- *Fred Duesenberg Memorial Scholarship*—For auto restorations students
- *Bernette Marie Denny Eisenbise Educational Scholarship*—For students majoring in education
- *Elliott Family Scholarship*—For students with financial need
- *Franklin and Roberta Brown Evans Memorial Scholarship*—For sophomore and above who demonstrate academic leadership ability
- *F & J Foundation Endowed Scholarship*—For auto restorations students
- *Duane and Ruthia Fike Scholarship \*\**—For students with financial need
- *Glen E. Flory Family Scholarship Fund*—For students with financial need
- *Elizabeth Wagoner Ferror and Jo Wagoner Scholarship*—For Church of the Brethren members
- *Franklin Club/David T. Doman*—For freshmen and sophomore For auto restorations students
- *Earl and Lela Frantz Scholarship Endowment Trust \*\**—For Church of the Brethren members
- *Merlin and ImoJean Sheller Frantz Endowed Scholarship Fund*—For students with financial need

- *Ramona R. Fries and Arthur H. Fries Endowed Scholarship* \*\*—Consideration to academic merit; students must have and maintain a minimum 3.4 GPA
- *Fred J. and Martha E. Geisert Scholarship*—For Dickinson County, Kansas residents and high school graduates with preference to members and children of members of New Basel United Church of Christ, Abilene
- *Warren and Luella Gish Scholarship Fund*—For students with financial need
- *Adelaide Glaser Scholarship Fund*—For Kansas residents, sophomore and above
- *Raymond "Dutch" and Dorothy L. Goering Scholarship Fund*—For students with financial need
- *Mary Roop Greim Scholarship*—For Missouri residents
- *Forrest and Della Groff Scholarship Fund*—For Church of the Brethren members and Groff family members
- *Edgar and Willa Grossnickle Scholarship Fund*—For Iowa residents with preference to Church of the Brethren members
- *Mable Beyer Grover Scholarship Fund*—For students with financial need
- *William W. Haas Scholarship Fund*—For Dickinson County, Kansas high school graduates
- *Henry & Nellie Krebs Hall Scholarship*—For students with financial need
- *Len and Stella Harden and Joyce Harden Brown Endowed Scholarship Fund*—For junior and senior science, math or premed majors
- *Harrison African-American Academic Scholarship*—For African-American students
- *Dorothy Bryant Hart Endowment Scholarship Fund*—For students with financial need
- *Eugenia D. Hatcher Endowed Memorial Scholarship*—For women
- *Verlin L. and Florence M. Hatfield Scholarship Fund*—For resident students with financial need who demonstrate academic ability
- *Kenneth Haury Memorial Scholarship*—For business or accounting majors
- *Dr. J. Willard Hershey*—For junior and senior science majors
- *Dick and Beverly Hess Fine Arts Endowment Fund*—For fine arts students
- *Dick and Beverly Hess Science Endowment Fund*—For science students
- *Lou Ann Dyck Hess Fine Arts Endowment Fund*—For music students
- *Lou Ann Dyck Hess Science Endowment Fund*—For biology students
- *Sharon and David Hewitt Endowed Scholarship*—For students interested in motorcycle restoration or automotive restoration
- *Della Hoerner Memorial Scholarship Fund*—For students seeking careers in nursing, medicine, or medical technology
- *Phillip J. Hofen Memorial Scholarship*—For Iowa residents
- *Paul and Joanna Hoffman Endowed Scholarship Fund*—For Church of the Brethren students with preference to members from the United States
- *Samuel Hoffman Scholarship Fund* \*\*—For students with financial need
- *Holden Family Scholarship*—For students enrolled in automotive restoration technology program
- *Dennis A. Holl Memorial Scholarship*—For Church of the Brethren members interested in industrial arts
- *Royal and Norma Hornbaker Memorial Scholarship Fund*—For students with financial need
- *Alta Gross Ikenberry Memorial Scholarship*—For Idaho or Kansas residents with preference to freshmen
- *Ernest and Olivia Ikenberry Endowed Scholarship Fund* \*\*—For students with financial need
- *Insurance Management Association Endowed Scholarship Fund*—For business students
- *Grace Vaniman Ingalls and Roscoe Ingalls Memorial Scholarship*—For students with financial need
- *Barrett-Jackson Auction Co. Brian Jackson Memorial Scholarship*—For auto restorations students
- *Barrett-Jackson Auction Co. Russ Jackson Memorial Scholarship*—For auto restorations students
- *Daniel Palmer Johnson Memorial Scholarship Fund*—For math or science majors
- *Ethel Ward Kindig Memorial Scholarship Fund*—For students interested in Christian ministry or service with preference to Nebraska residents
- *Kinzie Foundation Scholarship*—For juniors and seniors who are Church of the Brethren members
- *Sharon Knechel Memorial Fund for Development of Student Leaders* - established to supplement student services programming
- *John K. and Arlene Flory Kough Memorial Scholarship*—For Church of the Brethren members from Kansas
- *Roy Levi Kreider Scholarship Fund*—For students with financial need
- *Walter and Ruby Kuhn Memorial Scholarship Fund*—For business, computer science, or auto restoration majors
- *William and Mary Lee Endowed Scholarship*—For students with financial need
- *Henry L. and Anna Burkholder Lehman Memorial Scholarship*—For students who demonstrate academic and leadership ability
- *Harry and Minnie Lehman Endowed Scholarship*—For students with financial need
- *Harvey and Ruth Kurtz Lehman Endowed Scholarship*—For students with financial need
- *Leland L. Lengel Memorial Scholarship in History*—For sophomore, junior and senior history majors
- *Henry Lichty Lovett, Dorothy Lichty Vogel, Mr. and Mrs. Glenn A. Lichty, Lucile Lichty West Scholarship Fund*—For students with financial need
- *Allen Long Memorial Scholarship*—For students who plan to study in the physical or natural sciences
- *F.E. and Cora A. Marchand Scholarship Fund*—For Church of the Brethren members
- *Alice B. Martin Scholarship*—For students with financial need
- *Martha C. Martin Scholarship*—For students with financial need
- *Louie Maune Scholarship*—For students with financial need
- *Wallace and Nellie Wagner McDanel Memorial Scholarship Fund* \*\*—For Kansas residents and students interested in Christian ministry or service
- *Grace Brunk McGhee Endowed Scholarship Fund*—For students with financial need
- *Josephine Shirar McGonigle Memorial Scholarship Fund*—For students with financial need

- *Ellen McHugh Scholarship*—For students with financial need
- *Delia Chavez McIlwaine Memorial Scholarship Fund*—For music or education majors
- *Dwight McSpadden Memorial Scholarship Fund*—For students involved in the college athletic program
- *Meguiar Family Endowed Scholarship in Automobile Restoration*—For auto restorations students
- *Mark and Katherine J. Ramsey Melhorn Endowed Scholarship*—For McPherson County residents who participate in college athletics with preference to students intending to major in science
- *Samuel B. Merkey Memorial Scholarship Fund \*\**—For students with financial need
- *Burton and Mabel Metzler Scholarship*—For students with financial need
- *David and Doris Metzler Scholarship \*\**—For students enrolled full time preparing for the ministry or Christian service or PK-12 classroom teaching
- *Delma Miller Scholarship*—For Church of the Brethren members
- *Oscar and Vida Miller Scholarship*—For students with financial need
- *Mary Mingenback Scholarship Fund*—For art or music students
- *Edgar and Marie Moats and Roy and Wava Neher Memorial Scholarship/Edna Neher Memorial Scholarship Fund*—For members and friends of Ivester, Iowa, and Osage, Kansas. Churches of the Brethren
- *Alma Anderson Moore Scholarship Fund*—For speech and theatre students
- *Milton and Rebecca Morrison Endowed Scholarship*—For students with financial need
- *David W. and Florence Smith Moyers Memorial Scholarship Fund*—For Church of the Brethren members who demonstrate church leadership potential
- *Carrie Mugler Memorial Scholarship*—For students with financial need
- *Chester and Pearl Crumpacker Murrey Scholarship Fund*—For freshmen and first-year transfers with financial need
- *Negley Family Scholarship*—Priority to Church of the Brethren students, then students with financial need
- *Connie Nichols Endowment Scholarship Fund/Ethel McClure Scholarship*—For art majors involved in an extra-curricular or volunteer activity
- *Ray Nonken Memorial Scholarship*—For Kansas residents who participate in athletics
- *Barbara and Bernard Nordling Scholarship Fund/Leland E. Nordling Family Scholarship Fund*—For Kansas residents west of U.S. Highway 81 (excluding Sedgwick County)
- *Pat Noyes Memorial Scholarship*—For upperclassmen involved in men's basketball
- *Howard and Winifred O'Connor-Keim Scholarship*—For women who will have achieved their 23rd birthday prior to receiving this scholarship
- *Pauline Vaniman Pair Endowed Scholarship Fund for the Fine Arts*—For art, music, theatre majors
- *Paul and Pauline Vaniman Pair Endowed Computer Science Scholarship Fund*—For computer science majors
- *Pebble Beach Concours d'Elegance Scholarship*—For auto restorations students
- *Lila Marie Peckover Memorial Scholarship Fund*—For Church of the Brethren members with preference to Hutchinson, KS church members
- *M.W. and Hallie Goforth Penland Endowment Scholarship Fund*—For students in philosophy/religion, science or education
- *PepsiCola Endowed Scholarship Fund*—For auto restorations students
- *Ernest and Inez Peterson Scholarship*—For juniors and seniors majoring in business or accounting
- *Powell Family Endowed Scholarship in Science and Religion*—For science or religion/philosophy majors with preference to those studying both disciplines
- *A.B. and Vera Prather Scholarship*—For students with financial need
- *Benjamin Quapaw Scholarship \*\**—For Native American students
- *Art Ray Track & Field /Cross Country Scholarship*—Students participating in track and field or cross country
- *Blake Reed Mac2Mac Scholarship Fund*—For McPherson High School football players who plan to attend McPherson College to pursue a degree and participate in the football program or McPherson College football player nominated by coaching staff
- *Kenneth M. Rock Memorial Scholarship*—For student in the upper 25 percent of their high school class
- *Rolls-Royce Foundation Scholarship*—For auto restorations students who demonstrate interest in Rolls-Royce and Bentley cars
- *William D. and Alice Nash Royer Scholarship*—For biology majors
- *Bob Sahl Memorial Scholarship*—For auto restorations students who demonstrate interest in Pre16 automobiles or prewar automobiles
- *Paul and Rowena Vaniman Sargent Business Scholarship*—For business majors
- *Orlin N. Sell Memorial Scholarship Fund*—For students interested in Christian education/ministry
- *Arlene Barley Sheller Memorial Scholarship*—For Iowa Church of the Brethren members with preference to Ivester Church members and friends
- *Dwight Smith Memorial Scholarship*—For students with financial need
- *Delbert and Barbara Smith Cross-Country and Track & Field Endowed Scholarship*—For student who participates in cross-country and/or track and field
- *Paul E. "Gene" Smith Memorial Scholarship*—For junior football player who excelled at athletic performance
- *Paul and Edna Snavelly Scholarship*—For students with financial need
- *Dale Snell Scholarship Fund*—For juniors and seniors studying music
- *The Spear Brothers Endowed Scholarship Fund*—Full-time student enrolled in the auto restoration program
- *Elmer B. and Margaret Rich Staats Scholarship for Public Service*—For students seeking a career in public service
- *Dale and Velma Strickler Scholarship*—For juniors and seniors interested in social work, business or economics
- *Lyle and Florence Forsyth and Merl and Ola Switzer Scholarship Fund*—For students with financial need
- *Trinity Church of the Brethren Scholarship Fund*—For students interested in ministry
- *Bernice McClellan Trostle Scholarship Fund*—For humanities or social science majors with preference to history, then English

- *Raymond H. Trostle Memorial Scholarship Fund*—For science majors with preference to chemistry
- *Victor and Rosalie Ullom Scholarship*—For Colorado residents with financial need
- *Peggy van Asselt/Pam Higgins Scholarship Fund* \*\*—Preference to biology/foreign language double majors; biology or foreign language majors
- *Elmer E. Vaniman Memorial Music Scholarship Fund*—For music students with preference to Church of the Brethren members
- *LaVerne M. "Tony" Voshell Athletic Scholarship Fund*—For students involved in football, basketball or track
- *Ernest A. and Eunice Almen Wall and Rollyn E. Wall Endowed Scholarship*—For freshmen
- *John and Bonnie (Martin) Ward Endowed Scholarship* – for McPherson, KS students preparing for a career in teacher education
- *Watkins-Gerhard Scholarship Fund*—For students with financial need
- *Paul and Frances Weaver Endowed Scholarship*—For students pursuing a career in Christian ministry or philosophy/religion students
- *Marvin and Doreen Will Scholarship*—For incoming freshmen majoring in political science, history or both
- *Jacob and Ruth Wise Scholarship*—For students with financial need
- *Irma Cloe Witmore Endowed Scholarship Fund*—For English, communications/journalism, or theatre majors who participate in extra-curricular or volunteer activities
- *Roger and Rita Wittig Scholarship*—For auto restorations students
- *Randy and Sonya Wittig Scholarship*—For auto restorations students
- *Dayton and Hazel Yoder Memorial Endowment*—For students with rural/agricultural backgrounds who support Brethren values with preference to Church of the Brethren members
- *LaVerne and Evelyn Herr York Scholarship*—For students from Dickinson County involved in athletics, or Kansas residents involved in athletics
- *Paul Ziegler Memorial Scholarship Fund*—For students involved with the tennis program
- \*\* Denotes scholarship is not fully funded.

## Work Study and Employment

All students may apply for on-campus jobs, but students qualifying for the Federal College Work Study program are given priority. These jobs include clerical assistants, maintenance workers, housekeeping, resident assistants, admissions assistants, athletic event staff, 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](http://www.mcpherson.edu/careers/opportunities.asp).

## Other Sources Of Financial Assistance

Veteran's Benefits may be used to attend McPherson College. 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 Financial Aid Office for further information.