



# 2017-2018

# Catalog

King offers programs that lead to the following degrees: the Associate of Arts, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Social Work, Master of Business Administration, Master of Education, Master of Science in Nursing, and Doctor of Nursing Practice.

King is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, master, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of King. The SACSCOC web site is [www.sacscoc.org](http://www.sacscoc.org).

King is certified to operate in Virginia by the State Council of Higher Education for Virginia.

The teacher education programs are approved by the Tennessee State Board of Education. The School of Nursing programs operate on an approval status with the Tennessee Board of Nursing, and are members of the American Association of Colleges of Nursing. The Baccalaureate degree in Nursing, Master's degree in Nursing, and the Doctor of Nursing Practice at King University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, phone #202-887-6791. The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).<sup>1</sup> The Bachelor of Social Work program is accredited through the Council on Social Work Education (CSWE). The athletic program is a member of the National Collegiate Athletic Association (NCAA) Division II and Conference Carolinas.

King is a member of the Tennessee College Association, the Tennessee Independent Colleges and Universities Association, the Tennessee Fund for Independent Colleges, the Tennessee Association of Colleges for Teacher Education, the Tennessee Association of Independent Liberal Arts Colleges for Teacher Education, the Appalachian College Association, the Holston Associated Libraries, the Council for Independent Colleges, the National Association of Independent Colleges and Universities, the Association of Presbyterian Colleges and Universities, the Council for Christian Colleges and Universities, the Association of American Colleges and Universities, the Accreditation Council for Business Schools and Programs, the National Association of Christian Social Workers (NACSW), and the National Association of Social Workers (NASW).

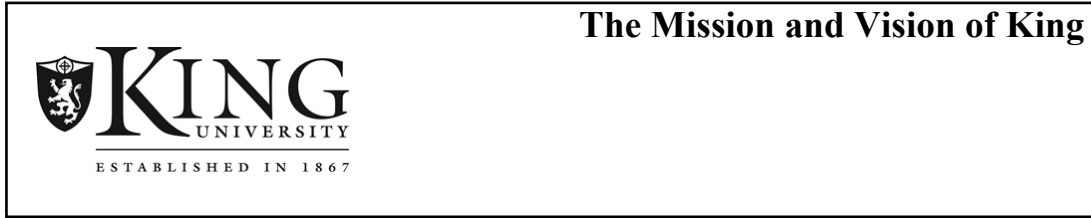
King University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding King's non-discrimination policies: James P. Donahue, Vice President for Administration and Finance and Title IX Coordinator, 1350 King College Road, King Building, Bristol, TN 37620, phone # 423-968-1187.

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*The Institutional Policies and Academic Regulations described in the King Catalog represent the most current information available at the time of publication or the academic year indicated on the cover. The institution may elect, however, to make changes in the curriculum regulations or other aspects of this program. Thus, the provisions of this catalog are not to be regarded as an irrevocable contract between the institution and the student.*

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<sup>1</sup> Please see section 3.08.010 for information regarding CAATE accreditation.



### **Mission**

We prepare students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world.

We accomplish this through excellent teaching, high expectations, worthwhile example, and fidelity to our Presbyterian heritage. Our mission is the same for all campuses, sites, and online, and for all programs, curricular and extracurricular, graduate and undergraduate.

### **Vision**

We aim to be the preeminent small to medium-sized Christian university in the Upper South, with a reputation earned there and beyond as a school serious about its Christian commitment, focused on student success, dedicated to academic excellence, and successful in producing graduates who excel wherever they live, work, and serve.

### **Identity**

King is a Christian university in the Presbyterian and Reformed traditions with the core belief that because God is the Creator, Sustainer, and Redeemer of all life, our knowledge of self, the world, and God are interrelated. As the reformer John Calvin affirms in the opening words of the *Institutes of the Christian Religion*, “Nearly all the wisdom we possess, that is to say, true and sound wisdom consists of two parts: the knowledge of God and of ourselves.” A Christian education, thus, is one that integrates faith, learning, and life.

The purpose of the vigorous and broad education at King is to educate students so that they may excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world. By excelling in our chosen fields of study and later in vocations and careers, we respond to the divine calling of using God-given talents and abilities to their full potential.

By seeking to transform our culture in Christ, we respond to the cultural mandate of the Creator who calls us to be stewards of God’s creation, agents of peace and justice, lovers of truth and justice, creators of beauty, and servants of reconciliation. Transformation of culture in Christ requires the community of learners—students, faculty, and staff—to think critically about western and non-western cultures, to examine their own cultural captivities, to interact with diverse peoples, to be challenged by suffering and injustice, to understand belief systems hostile or indifferent to a Christian worldview, and to participate in civil society.

King positions itself as a missional university that prepares students to engage the world and nurtures students in vital Christian faith, rather than as a university with an inward focus that attempts to protect and separate students from the larger culture and world.

### **Philosophy of Education**

A King education is one that values excellent teaching, high expectations, worthwhile example, and fidelity to our Presbyterian heritage in keeping with the mission and identity of

the institution. This education seeks to provide opportunities for students to become competent in their chosen fields of study, to grow toward maturity in their understanding of Christian faith, and to make personal commitments for responsible service and stewardship in the world. It maintains high academic standards while supporting the development of skills essential for success in a rigorous academic program.

The King General Education, or Core Curriculum, is the academic foundation for the King experience. It gives all students the skills, ideas, and knowledge they need to pursue their major and minor programs with confidence and good judgment. Through general education, King seeks to develop a student's intellectual and practical skills, create an understanding of human culture and the natural and physical world, foster an appreciation for human creative products, and create an awareness of thoughtful, resourceful, and responsible citizenship.

Teaching and learning expectations should recognize the variability of student talent, background, and preparation. Consequently, the King education is committed to providing personal attention, meaning that all educators—faculty and staff—seek to understand the needs of students and to be accessible and available to them while striving to provide an environment that encourages social, spiritual, and academic maturity. Furthermore, the institution is concerned for the balanced growth of the individual, recognizing that intellectual learning does not take place in isolation from other aspects of personal development and affirming the role of all members of the King community in the teaching and learning process.

King holds that knowledge of self, the world, and God are connected and, therefore, that learning and intellectual inquiry are acts of worship. King seeks to maintain an atmosphere in which learners have the privilege and responsibility of exploring the full range of questions raised in and beyond the classroom. The institution seeks to foster an ethos that stresses the importance of exploration, personal initiative, character and integrity, collegiality, humane instincts, aesthetic sensitivities, and leadership. The community of learners at the institution seeks to embrace the values of Christian community through lives of scholarship, service, and spiritual formation.

### **Spiritual Formation**

“Let the same mind be in you that was in Christ Jesus.” (Philippians 2:5)

“Let this, then, be the first step, to abandon ourselves, and devote the whole energy of our minds to the service of God.” –John Calvin

The philosophy of education at King states that as a community of learners we seek “to embrace the values of Christian community through lives of scholarship, service, and spiritual formation.” As a result, a King education seeks to integrate faith, learning, and life in keeping with the mission and vision of the institution.

In general, spiritual formation is the process of the human spirit taking on a definite form or character. Regardless of a secular or religious orientation, all persons ultimately are engaged in a process of spiritual formation that shapes character in the depths of their beings. Such a process can be negative or positive, destructive or beneficial. In the context of a university, however, the process of spiritual formation should be one that helps shape the human spirit toward the truly good, wise, just, and beneficent.

For a university whose core values are Christian, the process of spiritual formation should shape the character of each student toward the truly good, wise, just, and beneficent, and be

reflective of the person and work of Jesus Christ. This will be done best as the institution draws on its vast resources of curricula, extra-curricular programs, service and mission projects, administrative policies, and community life in such a way that they promote the process of character formation in the direction of faithful, prudential, paradigms, and domains. Because true education is about the whole person—body, mind, and spirit—the institution facilitates not only study and scholarship, but also reflection and prayer, service and worship, virtue and ethics, honor and integrity, justice and peace, vocation and calling, and an integrated world and life view.

The goal of spiritual formation at King is to develop each student’s character so that the individual may excel as a thoughtful, resourceful, and responsible citizen with a passion for serving God, the Church, and the world. The institution stresses praxis as well as intellectual achievement, for it is understood that the “mind of Christ” is about both the love of God and the love of neighbor. If we do not love our neighbor, whom we can see, in just and beneficent ways, we cannot honestly say that we love God, whom we cannot see.

Although the institution has core values that are distinctly Christian, we have historically been open to all students of quality regardless of their religious persuasions. We serve students from the various segments of the Christian family, both Protestant and Catholic, but also students from other religions or from secular perspectives. Our mission and vision is to serve all students and assist them in their spiritual formation, encouraging their spiritual growth and character development toward the truly good, wise, just, and beneficent.

Spiritual formation will be reviewed by the student’s participation in and evaluation of the following activities:

- Regular academic offerings;
- Service and mission projects;
- Traditional spiritual disciplines such as worship, service, prayer, and study; and
- Cross-cultural and study abroad programs.

### **Commitments**

We affirm the Reformed understanding of a world created good by God, distorted by sin, redeemed in Jesus Christ, and awaiting the fullness of God’s reign. We profess the authority of Holy Scripture as the Word of God, and uphold the historic witness of the ecumenical creeds of the Christian Church. We aim to maintain a Christian academic community characterized by mercy, justice, and integrity that includes corporate worship, Bible study, Christian fellowship, mission outreach, prayer, and pastoral care. We commit to hiring faculty, administrators, and staff of superior competence and mature Christian faith. We require that all trustees be women and men who have excelled in their vocations and who give evidence of their Christian faith upon selection to the board.

### **Context**

King was founded in 1867 by Presbyterians who resolved to create a college of “such high order as will greatly elevate the standard of classical and scientific instruction in East Tennessee.” King is an independently governed institution with covenant affiliations to the Presbyterian Church (USA) and the Evangelical Presbyterian Church.

Consistent with its historic motto *Ecclesiae et Litteris*, for the church and for learning, the Christian character of the institution is expressed in a program intentionally built on a foundation of the classic Presbyterian tradition, the authority of Scripture, and personal commitment to Jesus and His service.

The institution is committed to a regional, national, and international constituency. King strives to enrich the collegiate experience and broaden its service by having an ethnically and geographically diverse student body. Applicants are accepted into the institution upon evidence of academic qualifications and are admitted without regard for ethnic or religious background.



## History

King came into being as a result of the upheavals of the Civil War in Southern Appalachia. Because of the sharp divisions between Union and secessionist ideologies, Presbyterians who had supported the Confederate cause found themselves without a church-related college in their region following the conflict.

Zeal for higher education has long been a hallmark in the Reformed churches. Because they supported that tradition, the post-war leaders of the Holston Presbytery in Northeast Tennessee decided to establish a college. Though conditions were difficult in the post-Civil War South, the Presbytery's statement was clear. On April 9, 1866, the minutes note: "The presbytery is deeply impressed not only with the importance of establishing a classical school, but one of such high order as will greatly elevate the standard of classical and scientific instruction in East Tennessee, and which with such instruction, will combine that strict discipline and the thorough religious training that will fully develop the moral as well as the intellectual man."

The Reverend James King, a prominent landowner, businessman, and Presbyterian minister, gave land for a campus near the town of Bristol. The location, a rounded hill crowned with towering trees, was personally meaningful to King, for it was the site where he had made his own Christian commitment and where he would retire with his Bible for personal meditation. King called the site his "glory grove," and, in appreciation of the gift, Holston Presbytery voted to name the new institution King College in his honor.

A campaign among local citizens provided funds for a large three-story building, with a central Victorian tower. Reverend George A. Caldwell, minister of the Bristol Presbyterian Church, campaigned to develop a permanent endowment, soliciting donations from as far away as New York City.

Reverend James Doak Tadlock, a graduate of Princeton Seminary and a member of Holston Presbytery, was chosen as the founding president of the institution, which matriculated its first male students and began classes in August 1867. A man of faith and dedication, Tadlock believed that a college education should conform to the strict classical model of the liberal arts set forth by Yale. Course offerings were limited to Latin, Greek, mathematics, and science. Tadlock maintained close personal relationships with his students and encouraged the formation of student-led literary societies in which the students honed their skills in public speaking and debate.

During the eighteen years of his presidency, Tadlock produced only sixty-three graduates, but they were an impressive group. From this number there were forty ministers, seven of whom were missionaries. Ten became lawyers; another ten were college professors, five becoming college presidents; three were editors of magazines and newspapers; and others went into business. More than seventy percent of Tadlock's alumni had graduate or professional training, and half were recipients of honorary degrees. Eight had national careers of such prominence that they were chosen for inclusion in *Who's Who in America*.

One graduate wrote later of his beloved president, “We were proud of him. The sacrifices we knew he was making to remain with the little college endeared him to us, and the fact that we had such a president made every man of us feel that King ranked any college in the land.”

Tadlock’s successors in the presidency broadened the curriculum and increased the range of course offerings but continued his emphasis upon developing young men who could provide both intellectual and moral leadership to their communities. By the early twentieth century, however, King was facing both new challenges and opportunities. Bristol’s growth had transformed the rural environment of the campus into an urban setting of city blocks filled with houses and commercial buildings, and the advent of regional accrediting associations mandated uniform standards of quality. King needed to become an accredited institution.

The Reverend Tilden Scherer, who assumed the presidency in 1912, made these concerns the major goals of his administration. Fortunately, he was to have the financial support of a number of business leaders in the city of Bristol, including Edward Washington King, who would be a King College benefactor for half a century.

Throughout the Southern mountains there were other Presbyterian leaders who were convinced that the time had come for the church to assume a greater responsibility for humanitarian concerns. The result was the formation in 1915 of the Synod of Appalachia, made up of Presbyterian congregations throughout Eastern Tennessee, Southwest Virginia, Western North Carolina, and neighboring portions of West Virginia and Kentucky. King was given official recognition as the synod’s college and thereby gained a larger constituency.

In 1916 Reverend Isaac S. Anderson, a member of the class of 1875 and a grandson of James King, offered a wooded tract of sixty acres east of Bristol as a new campus site. The institution immediately launched a campaign to raise funds for buildings and, with the completion of Bristol Hall in 1917, moved to its new location in the fall term. Over the course of the next decade, six major buildings were erected on the new campus.

King also achieved national prominence for its prowess in athletics during this period. The football team seemed unbeatable in the early years following World War I, and the highlight of its triumphs came in 1921 when the King team defeated Lenoir Rhyne, a North Carolina rival, by 206 to 0, a record score which still stands in the annals of collegiate football as one of the highest ever. The newspaper reporter covering the event wrote that the King team ran the ball with the ferocity of a “tornado” and thus was born the name that has ever since been applied to all the sports teams of the school: the King Tornado.

King was hit hard by the Great Depression, and simple survival became the first priority. In 1931, Stonewall Jackson College, a Presbyterian institution for women in Abingdon, Virginia, closed its doors, and King took in the female students, becoming coeducational in the process. When Reverend Thomas P. Johnston assumed the presidency in 1935, he made financial stability his foremost goal.

The post-World War II years were a time of remarkable growth and achievement for King. In March, 1943, Reverend Robert Todd Lapsley Liston was named president and began a twenty-five year tenure that would be one of the most significant in King’s history. Liston was determined that King would achieve the academic distinction that had been the goal of its founders. Strong support by the Board of Trustees enabled Liston to make academic quality his first priority. Money was poured into faculty salaries, the library, laboratory equipment, and the college’s endowment, while Liston personally recruited bright high

school graduates to fill the classrooms. By 1948, King had won accreditation from the Southern Association of Colleges and Schools, and by 1960, leading graduate and professional schools were admitting King's quality alumni.

Initially, Liston had concentrated his energies upon academic achievements, but he soon recognized the need for physical improvements to the institution. The 1960s witnessed a building program that transformed the appearance of the hilltop campus. A major campus plan completely redesigned the physical appearance of the school, and a grassy central lawn known as the "Oval" was developed, around which the chief academic buildings were placed. New roadways and college entrances were constructed, and during the decade Liston added five major buildings: the E. W. King Library/Administration Building, Parks Hall, Liston Hall, an astronomical observatory, and the F. B. Kline Gymnasium.

James C. White Hall was completed in 1976 and offered state-of-the-art facilities for the natural sciences. In addition, a new president's home was built near the King College Road entrance. President Powell Fraser also upgraded athletic fields and renovated classrooms. The academic curriculum was broadened to meet changing times, with special emphasis given to pre-professional programs such as teacher preparation.

In 1979, King's ownership changed; a new Board of Trustees assumed, and King became an independent school that maintained formal covenantal relationships with various Presbyterian judicatories. The work of Christian higher education continued under Reverend Donald Rutherford Mitchell, who served as president from 1979 to 1989. Enrollment doubled during the early years of Mitchell's administration, and many international students came to study in King's English for Speakers of Other Languages program. The new dining hall-student union, Maclellan Hall, an additional residence hall for women, and remodeling of the chapel to increase its seating capacity took place during the 1980s.

The presidencies of Charles E. Cauthen, Jr., and Richard J. Stanislaw from 1989 to 1997 saw continuing campus renovations, with improvements in heating and air-conditioning of buildings, and a new maintenance building. President Cauthen was instrumental in establishing a campus-wide computer network, known as KingNet, which linked computing facilities throughout the campus to central academic and administrative systems. Also, at this time the Holston Associated Libraries was formed, which provided King with an electronic cataloging system that linked its library with those of other regional colleges, expanding access to reference and research materials.

In 1997, Reverend Gregory D. Jordan began his seventeen-year tenure as president. Dr. Jordan and the Trustees crafted King's first comprehensive strategic plan. Specific developments under Greg Jordan included the redesign of the Core Curriculum and a year-round academic calendar. The nursing program that began in 1998 launched King into a new educational paradigm that fit well with King's mission of "transformation of culture in Christ." The programs for non-traditional working adults followed.

The Peeke School of Christian Mission, named after King alumna Catherine Peeke, who was a Wycliffe Bible translator in South America, was opened in the fall of 2001. The Center for Graduate and Professional Studies, which opened at this time, began offering adult-oriented degree programs delivered face-to-face and online: Master of Business Administration, Master of Education, Master of Science in Nursing, RN to Bachelor of Science in Nursing, Bachelor of Business Administration, as well as B.S. degrees in Information Technology, Psychology, Communication, Criminal Justice, Healthcare Administration, Health



Informatics, and History; additionally, King began offering a B.A. in English for GPS students.

Significant upgrades to campus computing infrastructure have made a difference in enhancing student learning and communication. Major changes have been made in the appearance of the Bristol campus within the last 15 years: the adjoining golf course, originally Bristol's Country Club, has been reclaimed for university use and now boasts tennis courts, a soccer field, a softball field, and a baseball field, in addition to a new campus gate and a beautiful entry drive. The Student Athletic Center was dedicated in December, 2002.

King changed its name from college to university in 2013 to better reflect its growth as a comprehensive Christian University. Dr. Richard A. Ray loyally served as King's interim president for two and a half years, from 2014 to 2016. Under Dr. Ray's tenure, the Bristol campus received further significant renovations, with the complete reconstruction of the Oval and a substantial renovation to the library, with the addition of social space and an expanded computer lab. In 2016, Mr. Alexander Whitaker was named King's 23<sup>rd</sup> president. Under his leadership, King has affirmed its dedication to the cultivation of future generations grounded in academic excellence, inspirational accomplishment, and transformative service to others.

King is positioned to play a significant role of service, scholarship, and leadership in the 21<sup>st</sup> century and promises to fulfill and carry forward the vision laid by its founders nearly 150 years before.

### **Campus**

King, located in Bristol, Tennessee, is in the foothills of the Appalachian Mountains. The 130-acre hilltop campus is two miles from the center of Bristol, TN/VA, a city of 43,300 residents. Bristol, Johnson City, and Kingsport, Tennessee, form the Tri-Cities metropolitan area with an aggregate population of approximately 450,000.

Tri-Cities Regional Airport, a 35-minute drive from the campus, offers daily flights connecting Bristol with cities throughout the United States. Bristol is on US 11, US 58, US 421, and Interstate 81.

Several buildings comprise King's Bristol campus, which has maintained a Georgian architectural theme:

#### **Bristol Hall (1917)**

Houses faculty offices (the School of Behavioral and Health Sciences, the School of Business and Economics, and the College of Arts & Sciences), the Academic Center for Excellence (ACE), and offices for several student support services (Student Success, Kaysean, Career Services, and Disability Services).

#### **Burke Observatory (1962)**

Contains a classroom and research space as well as a reflecting telescope with an electronic camera that records digitized images of celestial bodies.

#### **The Counseling Center (1972)**

Is used by both campus and community clients and houses administrative support services offices (Business Operations and Information Technology).

**E. W. King Library (1962)**

Houses a collection of over 160,000 items in open stacks, an instructional computer lab, and office space for the library staff, and provides display space of pieces in the Caldwell Art collection. The building's lower level houses the President's Office as well as administrative support services offices (Academic Affairs, Registration and Records, Business Office, and Financial Aid).

**F. B. Kline Hall (1964)**

Is equipped for indoor sports such as badminton, basketball, indoor soccer, and volleyball. The soccer, baseball, softball, and wrestling teams have their locker rooms in this building. It also houses the band room, classrooms, faculty offices (the School of Education), and coaches' offices.

**The Facilities Services Building (1991)**

Houses the Maintenance, Grounds, and Housekeeping departments.

**Hyde Hall (2000)**

Houses 33 female students and has a laundry room on each floor, formal and informal lobbies, and suites that share large private bathrooms.

**Liston Hall (1966)**

Is a residence hall for 200 men on three floors, with lounges and laundry facilities; the lower level houses 52 women.

**Maclellan Hall (1983)**

Houses the Dining Hall, Student Affairs, Widener TV Lounge, Dippers (snack bar), Wager Center for Student Success, the mail room, the Career Center, Student Government Association, the Tornado Alley Shoppe, and a computer lab.

**Margaret M. Sells Hall (1927)**

Houses the Marketing and Development departments. It also contains the Information Technology Help Desk, the photography studio, Macintosh computer lab, faculty offices (School of Behavioral and Health Sciences, School of Communication, Information, & Design), and classrooms.

**Memorial Chapel (1932)**

Is the site of chapel services, convocations, and meetings. On the lower level are classrooms, practice rooms, and faculty offices for the Music Department.

**Mitchell Hall (1985)**

Is a residence hall and office building of five separate units, four that can house either men or women and one unit used by the athletic department.

**Nicewonder Hall (2011)**

Houses classrooms, The Learning Commons (instructional technology), the One Button Studio, a conference room, and administrative support services offices (Institutional Effectiveness/Academic Affairs).

**Parks Field and other athletic facilities (2002)**

In addition to the above buildings, the institution has an intercollegiate baseball field, an intercollegiate softball field, an intercollegiate soccer field (Parks Field), and six tennis

courts on the west end of campus. There are two intramural fields, one on the east end of campus and another on the west end.

**Parks Hall (1962)**

Is a residence hall for 102 women with a game room, study areas, kitchen, laundry facilities, a private guest room, and the Office of Safety and Security.

**Pauline Massengill DeFriece Place (1976)**

Is the campus welcome center and houses the Admissions Office.

**The Snider Honors Center (1949)**

Is located in a former campus residence on the east end of campus. It houses the Jack E. Snider Honors Program as well as faculty offices (College of Arts & Sciences).

**Student Center Complex (2002)**

Provides the main competition arena for intercollegiate basketball, volleyball and wrestling. It houses most of the coaches' offices, a concession stand, Hall of Fame room, Trustee Board Room, athletic training room, weight room, cardiovascular equipment areas, an indoor running track, a racquetball court, lounge areas, and locker rooms for men's and women's basketball, men's and women's volleyball, and visitor's lockers for both men and women. The gym seats 1,200 for sporting events.

**Tadlock Wallace (1921)**

Is the location of the Peeke School of Christian Mission, the Chaplain's Office, and faculty offices (College of Arts & Sciences). Once used as the home for King presidents, its living spaces are often used for meetings and classroom spaces.

**White Hall (1976)**

Houses classrooms, science and nursing laboratories, and faculty offices for the sciences, mathematics, and nursing.

**The Women's Auxiliary Building (1918)**

Served as the institution's dining hall through December 1982. It is occupied by the Performing and Visual Arts Department, and has been converted to a small black-box theatre; it also contains a tech theatre workshop, costume and stage storage, an antique print shop, and faculty offices.

**ADDITIONAL CAMPUSES**

**Kingsport Downtown – 104 East Main Street**

Houses classrooms, faculty and staff offices, a library, nursing skills labs, nursing resource center, student lounge areas, and a kitchenette.

**Knoxville – 10950 Spring Bluff Way**

Houses classrooms, faculty and staff offices, a computer lab, a library, a nursing resource center, conference rooms, meeting spaces, a kitchenette, and student lounge spaces.



**Instructional Site Locations**

King’s main campus is located in Bristol, Tennessee; however, King offers courses throughout Northeast Tennessee, Southwest Virginia, and Knoxville, Tennessee. Our Richlands, Virginia, site serves as the main instructional location in the state of Virginia.

**Abingdon, VA**, Southwest Virginia Higher Education Center, One Partnership Circle

**Big Stone Gap, VA**, Mountain Empire Community College, 3441 Mountain Empire Road

**Blount County, TN**, Pellissippi State Community College, 2731 W. Lamar Alexander Parkway (Friendsville, TN)

**Blountville, TN**, Northeast State Community College, 2425 Highway 75

**Harriman, TN**, Roane State Community College, 276 Patton Lane

**Kingsport, TN**, Kingsport Center for Higher Education, 320 W. Market Street

**Kingsport, TN**, Downtown, 104 East Main Street

**Knoxville, TN**, Hardin Valley, 10950 Spring Bluff Way

**Knoxville, TN**, Strawberry Plains, Pellissippi State Community College, 7201 Strawberry Plains Pike

**Morristown, TN**, Walters State Community College, 500 So. Davy Crocket Parkway

**Richlands, VA**, Southwest Virginia Community College, 369 College Road

**Sevierville, TN**, Walters State Community College, 1720 Old Newport Highway



**Membership**

Graduates, as well as those students who have completed at least 30 hours of coursework at King, automatically receive membership in the institution’s Alumni Association. While membership in the Association does not require the payment of dues, opportunities are available to support the institution through special interest contributions, scholarships, endowments, and gifts to King’s *Annual Fund for Scholarships & Programs*.

**Purpose**

The purpose of the King Alumni Association is to promote and support the mission and development of King, as well as cultivate fellowship among members of the King community.

**Publications**

To help alumni stay informed about fellow classmates and the institution, King produces the following publications:

The *Electronic Tornado (ET)*

A free-of-charge electronic newsletter that contains campus news, information on upcoming events, and personal and professional updates on alumni. The *ET* is issued to alumni and friends of the University, for which the Alumni Association has a valid email address.

The *King’s Herald*

A publication that contains information that helps alumni stay involved and connected. The Herald is mailed to both alumni and friends of the University.

Varying special interest pieces are also mailed throughout the year to remind the community of important upcoming events and giving opportunities.

**Contact Information**

Contact the Director of Alumni Relations by calling (800) 621-5464 or emailing [alumni@king.edu](mailto:alumni@king.edu). Visit the alumni web page at [www.alumni.king.edu](http://www.alumni.king.edu).



**Summary of Enrollment  
2016-2017  
by Class, State, and Country**

<u>Class</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Seniors	377	753	1,130
Juniors	185	293	478
Sophomores	131	218	349
Freshmen	134	159	293
Special	45	48	93
Master's	119	335	454
Doctorate	<u>2</u>	<u>5</u>	<u>7</u>
Total Enrollment	993	1,811	2,804

<u>State</u>	<u>Students</u>	<u>Country</u>	<u>Students</u>
Alabama	7	Australia	1
Alaska	1	Bahamas	5
Arkansas	1	Belgium	1
California	27	Brazil	4
Colorado	2	Canada	10
Connecticut	4	Central Africa	1
Delaware	1	Chile	1
Florida	33	Columbia	1
Georgia	29	Costa Rica	1
Hawaii	1	England	2
Illinois	8	Finland	1
Indiana	6	Germany	4
Kentucky	17	Guatemala	1
Maryland	8	Honduras	1
Massachusetts	6	Iceland	1
Michigan	8	India	7
Minnesota	1	Ireland	1
Mississippi	1	Jamaica	1
Missouri	1	Japan	1
Nevada	1	Kenya	1
New Jersey	6	Korea, North	1
New York	9	Korea, South	8
North Carolina	52	Mexico	6
Ohio	11	Netherlands	1
Oklahoma	2	Nicaragua	1
Oregon	5	Nigeria	1
Pennsylvania	7	Norway	2
Rhode Island	1	Pakistan	1
South Carolina	9	Philippines	1
South Dakota	1	Puerto Rico	4
Tennessee	1801	Russia	1
Texas	18	Spain	2
Utah	1	Switzerland	1
Vermont	1	Taiwan	1
Virgin Islands	9	Thailand	1
Virginia	601	Uganda	1
Washington	4	Ukraine	1
West Virginia	8	United Kingdom	12
		Uruguay	1
		Venezuela	1
		United States	2,709
		Uzbekistan	1

## The Application Process



All students who seek admission to King University must complete the Application for Admission by visiting [apply.king.edu](http://apply.king.edu).

A complete application packet for admission may vary depending on the degree program selected. Please check the catalog for specific application packet requirements for each degree option available.

When an application packet has been fully completed with the receipt of all required items, it is reviewed by the Office of Admissions. Students who fail to meet the minimum requirements for regular admission will be reviewed by the Admissions Committee of the Faculty.

Accepted applicants should submit the enrollment deposit, as required, and complete the Confirmation of Enrollment form upon receipt of acceptance. This deposit enables the student to register for classes. The deposit is refundable if requested before May 1 for the Fall semester and before the start of classes for the Spring and Summer semesters.

All acceptances to King University are offered provisionally, with the understanding that the acceptance offer is contingent on the student successfully meeting all requirements of the enrollment process, including review of any disclosed criminal convictions.

King affirms Christian values; however, we do not require that students be Christian. Each undergraduate student is required to earn 12 Chapel, Convocation, and Service (CCS) credits per semester. Students are also expected to respect and to comply with the Community Life Standards.

## Applying as a New Freshman



An application for admission as a new freshman is complete when the following materials have been submitted:

1. A completed application form (along with essay, if required).
2. Official transcripts of all high school courses and grades (must include a minimum of 6 completed semesters).
3. **OPTIONAL:** Scores from either the Scholastic Aptitude Test (SAT I) of the College Entrance Examination Board or the American College Testing Program (ACT).

Students educated at home should follow the same procedures as any other candidate for the freshman class. A high school transcript and documentation or a high school diploma or its equivalency (e.g., GED) should be presented.





General requirements for admission as a new freshman include graduation, with a standard or higher diploma, from an accredited or recognized high school or secondary institution, with a minimum of 17 academic units, distributed as follows:

1. Four units of English;
2. Two units of Algebra (Algebra I and II);
3. One unit of Geometry;
4. Two units of Foreign Language;
5. Two units from History and the Social Studies;
6. Two units of Natural Science; and
7. Four units of other academic electives.

A new freshman is any applicant who has attempted 12 or fewer semester hours of college-level course work after high school graduation. Possession of a standard high school diploma means that the applicant met the stated graduation requirements for specific subject matter areas, as determined by the issuing agency (school, county, or state system). Successful completion of the GED or HiSET test may also be accepted in lieu of a high school diploma.

In some cases, the Committee may choose to grant conditional acceptance to an applicant. An applicant who has below a 3.0 high school GPA may be considered for conditional acceptance. An applicant who has been conditionally accepted will be limited to a 14-semester hour load and will hold no academic sanction regarding academic standards during his or her first semester in attendance at the institution.

A student who has attempted 13 or more semester hours of college coursework after the completion of high school is considered a transfer student. Please visit Catalog policy 2.01.050, "Applying as a Transfer Student" for the admissions criteria for transfer students.

A student who is applying for admission to the Associate of Arts or via the Pathway courses please visit Catalog policy 2.01.090, "Acceptance Criteria for Undergraduate GPS Programs."

For information regarding academic standards review, please visit Catalog policy 2.05.390, "Academic Standing."



The institution encourages well-prepared students to move ahead in their academic programs at a rate commensurate with their aptitude and previous academic experience. Accordingly, a number of programs are available which permit qualified applicants to seek advanced standing or to receive college credit following a satisfactory performance by examination.

Applicants for admission who participate in the Advanced Placement Program of the College Entrance Examination Board and achieve a grade of three (3) may receive advanced placement in appropriate subject areas without college credit. Students scoring four (4) or five (5) will be granted college credit.

Applicants for admission who participate in the College Level Examination Program (CLEP) of the College Entrance Examination Board and receive a grade of three (3) may receive advanced placement in appropriate subject areas without college credit. Students scoring four (4) or five (5) will be granted college credit.

Students enrolled in the institution are granted exemption from basic courses when their level of preparation enables them to progress to more advanced courses. This is particularly true in Foreign Languages, Mathematics, and English. Interested students should inquire of the appropriate academic department chairperson for further particulars.

Most freshman and transfer students will be asked to complete tests used for placement into appropriate courses.

For information regarding College Level Examination Program (CLEP) of the College Entrance Examination Board, testing, and other Prior Learning Assessment, please reference section 2.05.430.



## Applying as a Transfer Student Traditional

### Admission Requirements

Transfer candidates for admission to undergraduate degree programs must submit these documents:

1. A completed application form
2. Official transcripts from all institutions of higher education previously attended
3. An official high school transcript (only for any student who has not completed an associate or bachelor degree)

Admission to King University does not guarantee admission to all academic programs. For further information, please see program admission requirements.

### Previously Earned Degree from another Institution

King University will recognize transfer candidates who have earned a degree prior to matriculation at a regionally accredited college or university. The following degrees are accepted as meeting the general education requirements of King University:

- Associate of Arts
- Associate of Science
- Associate of Arts and Science
- Bachelor's Degree

Generally, Associate of Applied Science degrees are not accepted for meeting general education requirements at King University. Credit is not given for coursework unrelated to the university's offerings (e.g. auto mechanics and other terminal vocational, technical and occupational courses).

Associate in Science degrees will be accepted after verification that 30 semester hours of general education at a regionally accredited institution were completed prior to matriculation. Students must have at least one course that meets the General Education Requirements below.

### General Education Requirements

To graduate from King University with a baccalaureate degree, all students must have earned a total of 30 semester hours of general education at a regionally accredited institution. By graduation, students must have at least one course in each of the following categories, plus enough elective hours to meet the remaining 30 semester hour requirement:

1. English Composition
2. Mathematics (Introduction to Statistics or higher)
3. Science with Laboratory
4. Humanities
5. U.S. and Global Citizenship

### Specific Majors/Minors Requirements

Some academic programs, both majors and minors, require specific general education courses as prerequisites. If transfer students bring in other general education courses and

thereby satisfy general education requirements, they still must take the required prerequisite courses.

In addition, some programs have GPA requirements for all prior coursework, whether completed at King University or at another regionally accredited college or university.

### **Evaluation of Prior Coursework**

All transfer coursework is evaluated using these criteria:

- The educational quality of the coursework
- The age of the coursework
- The comparability of the nature, content, and level of the courses presented to King University courses
- The appropriateness and applicability of the coursework to the programs at King University
- The intent of the coursework, i.e. whether it is designed for transfer

Only grades of C- or higher will qualify a course as transfer credit. A maximum of 76 semester hours of accepted credit may be applied to a student's King University academic program. Students do not need to petition for general education credits: the process is based on the submitted transcript.

Catalog policy 2.05.590, "Transfer Credit Acceptance," explains how previous courses above the level of general education courses may be submitted for review.

### **Graduation Requirements**

All transfer students must complete a minimum of 48 semester hours at King University. All King University students must complete 124 semester hours to graduate. At least 67% of the coursework in a student's major discipline must be completed at King University.

Hours transferred that are neither general education credits nor courses applied to the student's major will be classified as general electives.

### **Traditional Candidates**

Candidates for admission to Traditional programs who have earned fewer than 13 semester hours of college coursework must have earned a cumulative GPA at prior institutions of 2.0 on a 4.0 scale and meet the requirements for New Freshman as stated in Catalog policy 2.01.020 "Applying as a Freshman" and 2.01.030 "Academic Preparation"

In some cases, the Admissions Committee may grant *conditional* acceptance to an applicant who has a 2.0 cumulative college GPA or below. *Conditional* acceptance means that the student will be limited to a 14-semester-hour course load in the first semester, as well as other requirements determined by the Admissions Committee (such as meeting with a tutor, ENGC 1010, IDST 1600 or IDST 1610). *Conditional* acceptance does not impose any academic sanction.

Candidates with no prior degree who are entering a Traditional academic program must complete the King University Core Curriculum described in Catalog Section 3.04.010.

All transfer candidates entering Traditional academic programs must complete the Common Experience:

1. KING 2000 Transfer Year Experience (1 s.h.)
2. KING 3000 Cross-Cultural Experience (0 s.h.)

3. KING 4000 Christian Faith and Social Responsibility (1 s.h.)
4. ENGC 2010 English Composition: Research and Writing ( 2 s.h.)
5. RELG 1001 Foundations of Christian Thought and Practice (4 s.h.)

### **Graduate and Professional Studies (GPS) Candidates**

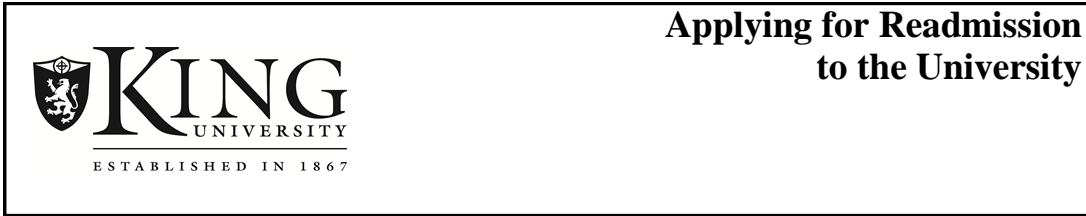
Candidates with fewer than 45 semester hours of transferrable college-level coursework may be admitted as degree-seeking Pathway students (see Catalog section 3.04.020). Pathway students can complete all General Education requirements and elective hours needed to reach the 124 semester hours required for graduation.

All GPS transfer candidates entering academic programs must complete RELG 1001 Foundations of Christian Thought & Practice (4 s.h.).

Due to the fact that GPS programs are in accelerated format, candidates for admission to these programs must have a cumulative GPA at other regionally accredited institutions attended of 2.2 on a 4.0 scale. Students with a GPA that is lower than 2.2 may be considered for acceptance on a *conditional* basis if they are able to supply a rationale for the possibility of success in a King University GPS program. *Conditional* acceptance means that the student will be limited to a 14-semester-hour course load in the first semester, as well as other requirements determined by the Admissions Committee. *Conditional* acceptance does not impose any academic sanction.

For specific GPS program application packet requirements, please visit Catalog policy 2.01.090, “Acceptance Criteria for Undergraduate GPS Programs” and 2.01.100 for “Acceptance Criteria for Graduate Programs.”

A plan of study for graduation with the student’s desired degree program must be created at matriculation.



A student who desires to return to King University after not being enrolled for at least one semester may apply for readmission. Applicants must apply for admission by completing the admissions application at [apply.king.edu](http://apply.king.edu). A student's account must be clear of all holds from the following offices:

- Academic Affairs / Office of Registration and Records
- Business Office
- Financial Aid Office
- Security Office
- Student Affairs Office

The student will be notified by the Admissions Office should there be any holds on his or her account preventing re-admittance. It is the responsibility of the student to contact the appropriate office to resolve any outstanding issues once notified.

Students who were academically suspended must receive approval from the Academic Affairs office to be re-admitted. Students who were dismissed due to student conduct must receive approval from the Student Affairs Committee prior to readmission consideration.

If the student attended any other institutions during the time away from King University, he or she must also submit official transcripts from all institutions of higher education attended. Academic performance at these institutions will be considered as a part of the review process. Students may receive transfer credit for courses that correspond or are equivalent to courses taught at King.

To determine whether a student's catalog requirements will change or if course credits taken previously at King may expire, please review catalog section 2.05.130, "Time Limit for Completion of Degree Requirements."

### **Undergraduate**

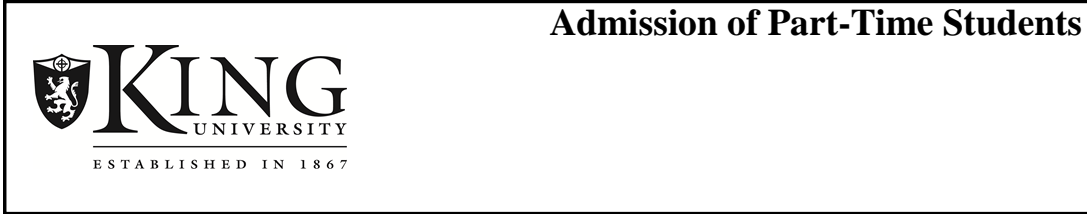
An undergraduate student who left King in good academic standing may be considered for readmission with a cumulative grade-point average of 2.0 or higher in coursework completed at all institutions.

### **Graduate**

A graduate student who left King in good academic standing may be considered for readmission with a cumulative grade-point average of 3.0 or higher in coursework completed at all institutions.

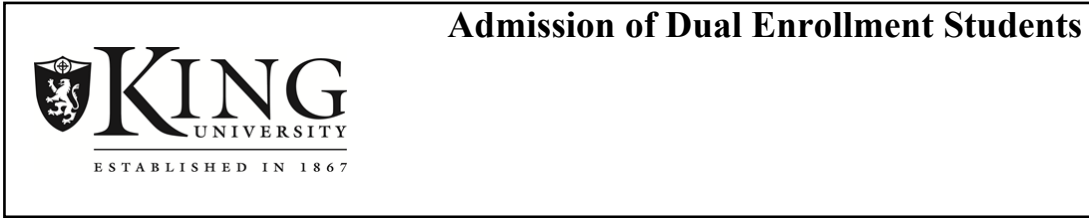
### **Readmission to a Specific Program**

Some academic schools may require additional approvals for readmission to specific programs. Please contact the Admissions Office to learn of these steps.



A student who desires to become a degree candidate but not enroll as a full-time student may apply for admission as a part-time regular student. Applications are processed in the same manner as those for full-time students.

Other part-time students classified as special, auditing, or transient are not required to follow the regular admission process. Non-degree seeking students please contact the Office of Registration and Records for information on registering for classes.



A high school student who desires to take college level coursework while still enrolled in high school may apply as a Dual Enrollment student. Dual Enrollment is for high school juniors (11<sup>th</sup> grade) and seniors (12<sup>th</sup> grade).

A student interested in participating must:

1. Complete the Application for Dual Enrollment.
2. Submit an official high school transcript. A minimum of a 3.0 high school cumulative GPA and completion of at least two years of high school work is required.
3. Make payment arrangements to cover the course cost prior to the start of classes.

All application materials must be submitted and approved prior to the first day of classes at King University. Courses are available on a space available basis.

Students may take four (4) semester hours in the first semester as a Dual Enrollment student. Following the first semester, students may attempt eight (8) semester hours as long as the student maintains a 3.0 high school cumulative GPA. No more than sixteen (16) semester hours may be taken as a Dual Enrollment student.

Dual Enrollment classes will follow the master class schedule of King University. Dual Enrollment students will be expected to attend classes if King University is in session, even if their high school is not. Any absence should be discussed with the professor, and assistance for extended absences is available through the Office of Student Affairs at 423.652.6310.

For more detailed information about Dual Enrollment at King University, including application, course cost, grant opportunities, refund policy, and registration dates, please visit [www.king.edu/dualenrollment](http://www.king.edu/dualenrollment).





International students applying to King University are required to submit a completed International Student Application form along with a non-refundable \$50.00 application fee. This application is available from the King University Office of Admissions and is also available at <http://admissions.king.edu>.

King University requires a TOEFL score of at least 563 (paper), 223 (computer), or 84 (Internet) for admission.

International students desiring F-1 student status are required by the United States Citizen and Immigration Services (USCIS) to provide to the institution:

1. A completed and notarized Sponsor's Statement of Financial Support along with financial documents proving financial ability
2. Original official transcripts of all high school and college/university grades and courses
3. Official transcript evaluation and translation document from an approved foreign credit transcript evaluation service
4. Official TOEFL test scores
5. Official English translations of all documents (e.g. bank statements) related to the admissions process

When all of the documents described have been received, the application will be processed. Accepted applicants must make an enrollment deposit equivalent to the cost of tuition, fees, room, and board for one semester and liability insurance for one year. Upon receipt of the deposit, the student will be issued an I-20, Certificate of Eligibility for Nonimmigrant (F-1) Student Status.



## Application Packet Requirements for Undergraduate GPS Programs

### Associate of Arts Application Packet Requirements

1. Submit a completed application for admission.
2. Submit official transcripts from all prior colleges attended.
  - a. Applicants with less than a cumulative 2.0 undergraduate GPA may be considered on a conditional basis. If a student has 12 or fewer earned college credits, a high school transcript or GED must also be submitted with a 2.6 high school GPA.
3. Submit ACT/SAT scores (*optional*).
4. Submit an official high school transcript (required for any student who has not completed an associate or bachelor degree).

### Pathway Application Packet Requirements

1. Submit a completed application for admission.
2. Submit official transcripts from all prior colleges attended.
  - a. Applicants with less than a cumulative 2.0 undergraduate GPA may be considered on a conditional basis. If a student has 12 or fewer earned college credits, a high school transcript or GED must also be submitted with a 2.6 high school GPA.
3. Submit ACT/SAT scores (*optional*).
4. Submit an official high school transcript (required for any student who has not completed an associate or bachelor degree).

### All undergraduate GPS programs require:

1. Submit a completed application.
2. Submit official transcripts from all prior colleges attended.
  - a. Applicants with less than a cumulative 2.2 undergraduate GPA may be considered on a conditional basis.
  - b. A student will be admitted into an undergraduate GPS program with a minimum of 45 transferrable semester hours or an Associate's degree.
3. Submit ACT/SAT scores (*optional*).
4. Submit an official high school transcript (required for any student who has not completed an associate or bachelor degree).

### Specific Application Packet Requirements

#### Bachelor of Science in Nursing for Registered Nurses Application Packet Requirements

1. Submit a completed application.
2. Submit official transcripts from all prior colleges or diploma programs attended.
  - a. Applicants with less than a cumulative 2.75 undergraduate GPA on a 4.0 scale may be considered on a conditional basis.
3. Submit a copy of current unencumbered license as a Registered Nurse from the Tennessee Board of Nursing or a compact Multi-State license. Applicant should not be on probation and must report any past or current disciplinary action taken by a State Board. If a student fails to pass the licensure exam but he/she has already been

admitted into the nursing program, he/she will be allowed to continue in non-nursing courses, but must receive a passing grade on the NCLEXRN in order to continue in nursing courses.

4. Submit current American Heart Association BCLS (CPR) certification (adult, child, and infant).

#### **Bachelor of Social Work Application Packet Requirements**

1. Submit a completed application.
2. Submit official transcripts from all prior colleges and universities attended.
  - a. Applicants are required to have a minimum 2.5 cumulative GPA on a 4.0 scale. Students whose cumulative GPA falls below 2.5, but is 2.2 or higher, may be considered on a conditional basis. Students are expected to maintain a minimum GPA of 2.5 while in the program.
3. Submit a specific application to the Social Work program. This may be accessed at <http://www.king.edu/admissions/gps/programs/bsw/programapplication.aspx>
4. Complete the required self-assessment form. This may be accessed at <http://www.king.edu/admissions/gps/programs/bsw/programapplication.aspx>
5. Historical Foundations of Contemporary Issues (SOWK 3410) is a required course for the program. This course is an introduction to the discipline of Social Work. Students who took a similar course at another institution can petition for the course to transfer. Those who have not taken the course before entering must complete it during the first two semesters of enrollment in the program.
6. A highly recommended prerequisite course is Introduction to Statistics.
7. Write and submit a 500-750 word personal statement using the prompt on the Social Work application form.
8. Be willing to participate in an Interview with Program Committee (online or in person), if there are questions about your application packet.

#### **Bachelor of Arts in Interdisciplinary Studies K-5 Licensure (Elementary Education) Application Packet Requirements\***

1. Submit a completed application.
2. Submit official transcripts from all prior colleges attended.
  - a. Applicants with less than a cumulative 2.75 undergraduate GPA may be considered on a conditional basis.
  - b. All students complete an Associate of Science in Teaching or an Associate of Arts with prescribed prerequisite coursework prior to enrollment.
3. Complete the Praxis Core Academic Skills Assessment. Applicants with ACT composite scores of 23 or higher or SAT math/verbal scores of 1020 or higher are exempt.

\* All students will complete the formal process for Admission to Teacher Education in EDUC 2030 Introduction to Education.



## Application Packet Requirements for Graduate Programs

### Professional Master of Business Administration (MBA) Application Packet Requirements

1. Submit a completed application.
2. Submit evidence of completion of a baccalaureate degree from a regionally accredited college or university prior to enrolling. Students should have coursework, earning a C- or better, in the following:
  - a. Statistics
  - b. Marketing
  - c. Finance
  - d. Economics
  - e. Accounting
  - f. Computer applications, including spreadsheet and database applications (recommended)

Students who do not meet the above course requirements will be enrolled in the following Business Principles Seminars in the appropriate semester of the program: BUSA 4890 Statistics, BUSA 4891 Economics, BUSA 4892 Accounting, BUSA 4893 Finance, and BUSA 4894 Marketing. These business principles seminars must be completed as a necessary part of the MBA curriculum and must be completed prior to the start of the corresponding course in the MBA program.

Evaluation in these prerequisite courses will be pass/fail. Students who fail to successfully complete a prerequisite class will not be permitted to continue their enrollment in the MBA program until the required course is successfully completed or an alternative prerequisite is substituted for the course.

3. Submit official transcripts from all colleges/universities attended.
  - a. A minimum cumulative grade point average of 3.0 on a 4.0 scale is required. Students who do not meet this requirement may be conditionally accepted.
4. Submit a 750 -1000 word personal statement, indicating interest in the program, professional preparation, academic experience, job-related history and career goals.
5. Submit the names and email addresses of two professional and/or academic recommenders for an automated request.
6. Submit a resume, demonstrating a minimum of two years of full-time work experience

### Traditional Master of Business Administration (MBA) Application Packet Requirements

1. Submit a completed application.
2. Submit evidence of completion of a Bachelor's degree from a regionally accredited college or university prior to enrolling.
3. Submit official transcripts from all colleges/universities attended.
  - a. A minimum cumulative grade point average of 3.0 on a 4.0 scale is required. Students who do not meet this requirement may be conditionally accepted.

4. Submit the names and email addresses of two professional and/or academic recommendations for an automated request.
5. Submit a resume.
6. Submit a 750 -1000 word personal statement, indicating interest in the program, professional preparation, academic experience, job-related history and career goals.
7. Participate in an interview with the MBA Program Coordinator.

**Master of Education (MEd) in Curriculum and Instruction (for students seeking initial teacher licensure) Application Packet Requirements**

1. Submit a completed application
2. Submit evidence of completion of a bachelor's degree from a regionally accredited college/university prior to enrolling.
3. Submit official transcripts from all colleges/universities attended.
  - a. A minimum cumulative grade point average of 3.0 on a 4.0 scale is required. Students who do not meet this requirement may be conditionally accepted.
4. Submit the names and email addresses of two professional and/or academic recommenders for an automated request.
5. Receive a passing score on research-based writing sample in current APA format (topic provided).
6. Interview with School of Education Graduate Admissions Committee
7. An applicant who lacks one or more of the admission criteria will be reviewed by the MEd Admissions Committee on an individual basis, and may be considered for admission with conditional status.

**Master of Education (MEd) in Instructional Leadership (for licensed teachers) Application Packet Requirements\***

1. Submit a completed application.
2. Submit a professional portfolio (criteria described in application)
3. Submit official transcripts from all colleges/universities attended.
  - a. A minimum cumulative grade point average of 3.0 on a 4.0 scale is required. Students who do not meet this requirement may be conditionally accepted.
4. Submit a 750-1000 word personal statement of career goals and how the program would assist the candidate in reaching stated goals.
5. Copy of current state license.

*\* Pending approval by the TN BOE*

**Master of Science in Nursing (MSN) Application Packet Requirements**

1. Submit a completed application
2. Submit evidence of graduation from an accredited baccalaureate nursing program with a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale prior to enrolling.
3. Submit evidence of satisfactory completion of the following undergraduate courses: Statistics, Nursing Research, and Health Assessment (as separate courses or integrated concept) with a course grade of C or better. Pathophysiology is highly recommended for the family nurse practitioner, pediatric nurse practitioner, and nurse educator concentrations.
4. Submit official transcripts from all prior colleges/universities.
5. Submit a copy of current unencumbered license as a Registered Nurse from the Tennessee Board of Nursing or a compact Multi-State license. Applicant should not be on probation and must report any past or current disciplinary action taken by a State Board.

6. Submit a current American Heart Association CPR or BLS certification (Adult, child and infant).
7. Submit a research-based writing sample in current APA format (topic provided).
8. Complete an interview with the MSN Admissions Committee, if applicable.
9. Submit a current curriculum vitae demonstrating professional endeavors and accomplishments, education, career, experience, professional memberships, community service/volunteer/military experience. FNP and PNP applicants must demonstrate a minimum of one (1) year of professional work experience as a practicing Registered Nurse.

All students should be computer literate with ability to send and download attachments, conduct database searches, and possess competence in word processing, spreadsheets, presentation software with voice-over and/or screencasting ability.

An applicant who lacks one or more of the admission criteria will be reviewed by the MSN Admissions Committee on an individual basis, and may be considered for admission with conditional status.

The selection process for those applying to the family nurse practitioner (FNP), the pediatric nurse practitioner (PNP), and the nurse educator concentrations is a two-step process. The MSN Admissions committee will select the eligible applicants from file review of applications. Selected eligible applicants will be invited for a face-to-face interview with the Committee and will complete an impromptu writing sample at the time of the interview. Final selection of family nurse practitioner, pediatric nurse practitioner, and nurse educator applicants is based on competitiveness of the application file and quality of the face-to-face interview and writing sample.

### **Doctor of Nursing Practice (DNP) Application Packet Requirements**

1. Submit a completed application.
2. Submit a \$125 non-refundable application fee.
3. Submit official transcripts of all academic work.
  - a. A baccalaureate and master's degree in nursing with a GPA of 3.25 or higher from a Master's degree program accredited by the Accreditation Commission for Nursing Education (ACNE) or the Commission on Collegiate Nursing Education (CCNE) is required.
4. Submit a 300 word essay describing the reason for seeking a DNP completed in current APA format.
5. Submit a narrative description of past and current clinical practice.
6. Submit a 500-750 word proposal identifying an evidence-based practice problem—this may be a practice improvement issue, a clinical management problem, or an area of clinical research that the applicant will address while in the program. The essay must identify key resources necessary to complete the project and completed in current APA format.
7. Submit a current curriculum vitae demonstrating professional endeavors and accomplishments, education, career, experience, professional memberships, community service/volunteer/military experience and professional scholarly accomplishments.
8. Submit a copy of current unencumbered license as a Registered Nurse from the Tennessee Board of Nursing or a compact Multi-State license. Applicant should not be on probation and must report any past or current disciplinary action taken by a State Board.

9. Submit a current American Heart Association CPR or BLS certification (Adult, child and infant).
10. Submit a copy of advanced practice nursing license and specialty certification, if applicable.
11. Submit verification of Post-Baccalaureate Clinical and Practice Hours Document completed by the candidate's graduate nurse program.
12. Admission exam is not required, but GRE scores may be submitted
13. Provide the names and email addresses of three recommenders. At least one should be from a former dean or academic faculty and one from a current or former supervisor.
14. Participate in a face-to-face or electronic interview with nursing faculty, which will include an impromptu writing sample.
15. It is highly recommended, but not required, to provide evidence of the successful completion of a graduate level statistics course within 5 years prior to program matriculation.

All students should be computer literate, with the ability to send and download attachments, conduct database searches, and possess competence in word processing, spreadsheets, and presentation software with voiceover and/or screencasting ability.

 <p><b>KING</b> UNIVERSITY ESTABLISHED IN 1867</p>	<p><b>Financial Information</b> <b>Full-Time Traditional Student</b> <b>Cost Structure</b></p>
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The cost of attending King University includes tuition, a comprehensive fee, the cost of books and course materials, and personal expenses, which will vary. A reasonable estimate of such expenses for an academic year would include \$1,440 for books and \$3,500 for comprehensive personal expenses plus transportation costs.

For the 2017-2018 academic year, the cost structure for full-time students carrying a normal load, between 12 and 20 hours, excluding any special course fees, is:

<u>Academic Year 2017-2018</u>	<u>Semester</u>	<u>Year</u>
Full-Time Tuition	\$13,512	\$27,024
Comprehensive Fee	\$774	\$1,548
 Add for Boarding Student		
Room	\$2,115*	\$4,230*
Board	<u>\$2,097</u>	<u>\$4,194</u>
<b>Total</b>	<b>\$18,498</b>	<b>\$36,996</b>

\*Plus a one-time \$100.00 damage deposit

Note: Room, Hyde Hall \$2,215 / semester

All students taking 12 hours or more, regardless of academic classification, shall pay tuition and the comprehensive fees of a full-time student. Financial Aid may be applied to the tuition and fees of degree-seeking students only.

The costs of attending **Summer Term** are:

Tuition (per semester hour).....	\$125
Room.....	\$340





## **Financial Information GPS/Online Student Cost Structure**

### **Technology Fee**

A \$100 fee is charged per course for all online courses.

### **Tuition by Program**

For the 2017-2018 academic year, tuition pricing is available on the King University website for each Graduate & Professional Studies (GPS) program.

### **Employer Reimbursement**

Students receiving employer reimbursement must provide the Office of Admissions and the Business Office a copy of their employer's reimbursement policy and letter of the student's eligibility. A King University Promissory Note **must** be submitted to the Business Office by the first day of class **each** semester in order to be considered Employer Reimbursed.

**Part-Time Traditional Degree Seeking Students**

Students working towards a degree will be charged \$600 per semester hour for all hours up to but not including twelve hours. Part-time students pay a \$120 comprehensive fee.

**Non-Degree Seeking Students**

Students who are not working toward a degree and who take only one course per semester will be charged \$75 per semester hour. Students who take more than one course per semester will be considered degree-seeking, and standard rates will apply.

**Life Long Learners**

All non-degree seeking persons 65 years of age or older may receive tuition remission for one 4 semester hour course each semester.

**Special Fees and Charges**

Special fees and charges are not eligible for payment through institutional financial aid. Those special fees and charges are:

- **Audit Fees**

Students auditing a course—that is, attending a class as a listener receiving no credit—will be charged \$70 for each semester hour scheduled. An audit fee will not be charged to a student already paying the fees of a full-time student. Audit fees are not refundable.

- **Overload Fee**

An exceptional student may carry more than twenty hours by special permission of their advisor and the Chief Academic Officer. There is an additional charge of \$300 for each semester hour taken above twenty (prorated for fractional hours). Overload fees are not refundable.

- **Music Fee**

A uniform course fee of \$350 per semester is charged for registration of voice, piano, or organ for a one-hour lesson per week. The course fee is non-refundable after the first 10 days of class.

A fee waiver is available to Music and Music Education majors/minors for the second applied music course taken during a single semester. Students taking three or more applied music courses to fulfill major requirements will only have one course fee waived.

- **Laboratory Science Breakage Fee**

The cost of science laboratory breakage will be paid by the student as determined by the course instructor.

- **Clinical Experience Fee for Teacher Education**

A per-semester fee of \$150 is charged for all students enrolled in semester-long clinical experience. This applies to undergraduate, post-baccalaureate, and graduate

programs. It does not apply to practica, internships, and observations that total less than 150 on-site hours per semester.

- **Nursing Fees**

All pre-licensure nursing students will be charged a one-time non-refundable fee when they begin their clinical classes to cover clinical lab supplies, electronic testing, and course materials. The fees are \$820 for traditional students and \$75 for health assessment for RN-BSN students.

Family Nurse Practitioner students are charged a \$300 materials fee for the Advanced Health Assessment course, charged one time, upon enrollment in the course. Pediatric Nurse Practitioner and Nurse Educator students are charged a \$200 materials fee for the Advanced Health Assessment course, charged one time, upon enrollment in the course. There will be a \$300 NCLEX prep fee when entering into the final capstone course for traditional pre-licensure students.

- **Liability Insurance for Nursing Students**

A one-time charge of \$40 for MSN Nurse Educator and Nurse Administrator students is made for professional liability insurance. A one-time charge of \$65 for Family Nurse Practitioner, Pediatric Nurse Practitioner, and Doctor of Nursing Practice students is made for professional liability insurance. RN-BSN degree completion students are charged a one-time \$40 fee for liability insurance. Coverage is required of all nursing students. King assumes no responsibility for students' employment or volunteer activities. If a student is employed as a nurse or other health care worker independent of his or her student role, the University has neither insurance nor responsibility. Legal liability is the responsibility of the student. (One-time only fee charged during a student's first semester of enrollment).

- **Private Residence Hall Room Fees**

A student may request a private room for an additional fee: \$200 per semester for single-room occupancy and \$350 per semester for double-room occupancy.

- **Residence Hall Damage Deposit**

A damage deposit of \$100 must be paid by each resident student. Damages for which the student is held responsible will be charged annually against the student's account. There must always be a \$100 deposit on the account. Upon final residency at King University the \$100 deposit, less any charges for the year, will be returned.

If a room deposit is paid during the spring semester for the upcoming fall semester, the student may cancel and request a refund by the last business day of May.

- **Graduation Fee**

A one-time fee of \$125 is required of all graduates with Associate's and Bachelor's degrees. Graduates in the Master's programs are charged a fee of \$175, and graduates in the Doctoral program are charged a fee of \$250. Non-participation in the graduation ceremony does not waive the fee cost. Each graduating student must pay this fee.

- **Equipment Expense**

Students may require the use of a webcam for online course participation as well as online test administration.

- **Background Check**

Students majoring in Athletic Training, Education, Nursing, and Social Work are required to complete a background check to meet the standards of the clinical agencies associated with their particular field of study. Students are responsible for all fees associated with the background check.

- **Vehicle Registration**

Students must register their vehicle online via the student portal. Once the registration is complete, a decal will be issued by the Security Office. There is an \$80 fee for the parking decal, which is valid for the academic year.

All tuition and fee charges must be paid by the first day of the semester. No academic credentials (grades, transcripts of record, or diploma) will be issued to the student until all university bills are paid.

Students are responsible for all charges on the student account. The institution reserves the right to refer uncollected account balances to a collection agency. If a period of 60 days passes without any activity on an account with an unpaid balance, a 30-day notice letter is sent to the student. If no payment is received within the next 30 days, the account is placed in collections. The student will be responsible for any attorney fees and/or costs associated with the collection of the unpaid balance. A delinquent account may be reported to major credit bureaus.

The general process of inflation, which produces an increased cost of living, bears a special weight on the institution, and it is likely that this will make necessary an increase in student fees from time to time. Therefore, the institution reserves the right to change tuition and fee costs as well as deferred payment and collection procedures at any time.

All charges to students are subject to subsequent audit and verification. Errors will be corrected by appropriate additional charges or refunds.

**Insurance (Traditional Students Only)**

All full-time traditional undergraduate students attending King University are automatically enrolled in the Student Accident Insurance Plan. The policy is in effect for the academic year and covers accidents anywhere, not just on campus. The fee for this coverage will be charged to the student's account and may NOT be waived.

**Traditional Boarding Fees and Meals**

All students living in university residence halls must pay boarding fees. There are two (2) Residential Meal Plans to choose from, and plans include Dining Dollars, which can be used in the King's Den or in the Food for Thought in the Library. Information on both plans can be obtained in the Dining Hall. Students with special dietary needs should contact the Director of Dining Services.

**Commuter & GPS Meal Plans**

There are Meal Plans available, and each plan includes Dining Dollars, which can be used in the King's Den or in the Food for Thought in the Library. Information on these plans can be obtained in the Dining Hall.

**Payment Online**

King University offers online services for your convenience in making payments on your student account. There is a 2.9% fee applied to all credit card payments. You may access the system at <https://payments.king.edu>.

A student will enter his/her student number, found on the King University ID card or on his/her student portal account. The student will then enter credit card information, including expiration date and security code. Once a student clicks “submit,” the payment will be credited to the student account.

### **Payment by Check**

When paying by check, a student expressly authorizes his/her account to be electronically debited or bank drafted for the amount of the check plus any applicable fees. The use of a check for payment is acknowledgement and acceptance of this policy and its terms and conditions.

If a student’s check is returned for insufficient funds, it is handled through Check Velocity and is converted into an ACH item, which is electronically re-presented to the account on which the check is drawn. Check Velocity will charge the check writer’s account the state-regulated NSF fee to cover the cost of collection. If the ACH item does not clear the account as presented by Check Velocity, the check will be returned to King University. The institution reserves the right to charge a collection fee of \$25 on any returned check. Repeated returned checks will result in the loss of check cashing privileges in the Business Office.

### **Deferred Payment Plan**

The institution offers as a service to students and their parents a deferred payment plan that allows families to budget educational expenses in four convenient monthly payments. There is no interest charged since this is not a loan. There is a \$30 non-refundable enrollment fee per semester. Monthly payments will be automatically debited from the designated bank account or charged to the designated credit card.

You can access the payment plan via the student portal, then click on My Finance tab on the left side, then click on Ledger, and then click on the yellow box (sign up for payment plan).



The Business Office will issue bills for the appropriate tuition and comprehensive fees to registered students approximately four to six weeks prior to the start of each semester. Failure to receive a bill does not exempt a student from the timely payment of charges. Payments are accepted in the form of cash, checks, credit card, or online payments at <https://payments.king.edu>. There is a 2.9% fee for all credit card payments.

**All student accounts must either be paid in full by the designated due date, have payment arrangements made by secured financial aid, or be enrolled in the payment plan.**

Charges and Financial Aid awards shown on the Billing Statement are based on the student's account at that time. As changes occur in a student's registration, the charges and financial aid may fluctuate as well. Students must accept the financial aid award package in order for the aid to be reflected on the account.

Failure to pay the full balance or enroll in the deferred payment plan within the first week of the semester may result in cancellation of registration for the semester.

**Book Vouchers**

Students with a credit balance on their accounts may request from the Student Portal a book credit voucher to be used to purchase textbooks through King University's third party vendor, eCampus. A credit balance occurs when all financial aid sources are fully processed and the funds are received or guaranteed. The book credits will be available approximately three weeks prior to the start of each semester. Individual availability is dependent on the completion of the award letter and the financial aid package.

**Refunds of Room and Board**

When a student moves out of the residence hall during a term for which the student has been charged, a pro-rated refund of room and board charges will be made through the first eight weeks, based on the whole number of weeks remaining in the semester.

**Refund of Credit Balances**

A student’s account reflects charges and fees, as well as payments and financial aid. When there is an excess of credit amounts greater than the debit amounts, a credit balance exists.

A federal credit balance (or Title IV credit balance) exists when the total amount of Title IV federal student aid exceeds the allowable charges for the semester.

When a credit balance exists on a student account, as the result of an overpayment or from financial aid funds, a refund may be available to the student after the tenth day of classes. Accounts are only eligible for refund after all grant or loan funds have been received and processed by the Financial Aid Office and the Business Office. An automatic refund will be issued if the credit balance is a Title IV credit balance.

To otherwise receive a refund, a student check request form will need to be submitted to the Business Office each semester. This form can be completed within the Student Portal. Refunds will be issued weekly on Wednesdays.

If a credit balance exists on the student account when the student leaves the University, the balance will be applied to any institutional debt if applicable, thus reducing the amount owed to the University. Otherwise the balance will be refunded to the student.

**Withdrawal as a Degree Seeking Student**

When a student registers, the University assumes full-year enrollment, provides facilities, and executes contracts to provide for the student for the entire year. If a student ceases attendance from all courses registered for the semester, then a withdrawal calculation must be done. For a Traditional student, courses can be dropped within the 2-week census period and have charges adjusted accordingly. For a GPS student, if a student attends a course at all or accepts the Course Evaluation Assessment (CEA) online, that constitutes as attendance, and the course will be charged.

For students whose normally scheduled courses are physically located in the Commonwealth of Virginia, if there is a withdrawal within the 2-week census period. There will be a 100% refund for the period, per the governing policy.

Withdrawal calculations are made in accordance with Department of Education regulations, regardless of whether the student has federal financial aid. The withdrawal date varies, depending on the date of notice and the attendance of the semester. There are federal guidelines that must be followed in determining the withdrawal date. Tuition, fees, room and board charges, as well as the financial aid, will be pro-rated accordingly. If applicable, the



amount of Title IV and other financial aid will be adjusted based on the withdrawal calculation. There is a \$100 administrative withdrawal fee.

Upon completion of the withdrawal calculation, a copy will be sent to the student with either a bill or a check, depending on the outcome of the calculation of the student account. There are two formulas which may be applied:

**1. The Return of Title IV Funds**

**2. The Return of Institutional, State and Outside Funds**

- a. Calculated as a secondary formula for those who have Title IV funds
- b. Calculated as the primary formula for those who do not have Title IV funds

**1. Return of Title IV Funds (34CFR parts 668 and 682)**

Determine the percentage of aid earned by a Title IV recipient by calculating the percentage of the period that the student completed. Use calendar days and exclude scheduled breaks of at least 5 days in length. Beyond 60%, there will be no recalculation of charges or refunds and the student will be charged for the entire semester.

$$\frac{\text{Days completed in period}}{\text{Total days in period}} = \% \text{ of period completed}$$

Determine the amount of earned Title IV aid by applying the earned percentage to the total Title IV aid that was or could have been disbursed to the student.

$$(\% \text{ of period completed}) \times (\text{Title IV aid that was or could have been disbursed}) = \text{Earned Aid}$$

Determine the amount of unearned Title IV aid by subtracting the earned aid from awarded Title IV aid (disbursed or could have been disbursed, excluding Federal Work Study). The difference is the amount of Title IV money that must be returned.

$$(\text{Awarded Aid}) - (\text{Earned Aid}) = \text{Amount of Unearned Aid (Title IV \$ returned)}$$

Distribute responsibility for returning unearned aid between the school and the student. (Any portion of the student's share that is allocated to a loan program is repaid under the terms and conditions of the loan as specified in the promissory note.)

Allocate unearned aid back to the Title IV programs. Unearned funds are allocated to the Title IV programs from which the student received assistance, in the following order:

- Unsubsidized Federal Direct Loan
- Subsidized Federal Direct Loan
- Federal Perkins Loan
- Federal Plus Loan
- Federal Pell Grant
- Federal SEOG Grant
- Other Title IV Grant or loan assistance if applicable

## Return of Institutional, Outside and State Grant Funds

Determine the percentage of the period that the student completed

$$\frac{\text{Days completed in period}}{\text{Total days in period}} = \% \text{ of period completed}$$

Determine the total charges for the payment period by multiplying the percentage of period completed by the total amount of institutional charges (i.e. tuition, fees, and room and board)

$$(\% \text{ of period completed}) \times (\text{institutional charges}) = \text{Pro-rated charge for period completed}$$

1. This will be the charge used for the remaining calculations if the student had no Title IV aid.
2. If the student had Title IV aid, the amount used for this calculation will be the charge from the calculation above minus the Title IV aid which can be retained as a credit to the student account.

Deduct the administrative fee of \$100.00

Determine the amount of earned non-federal aid by applying the earned percentage (step 1 above) to the total amount of Institutional, Outside, and State Grant Funds that were or could have been disbursed to the student.

$$(\% \text{ of period completed}) \times (\text{Non-Federal Aid that was/could have been disbursed}) = \text{Earned Non-Financial Aid}$$

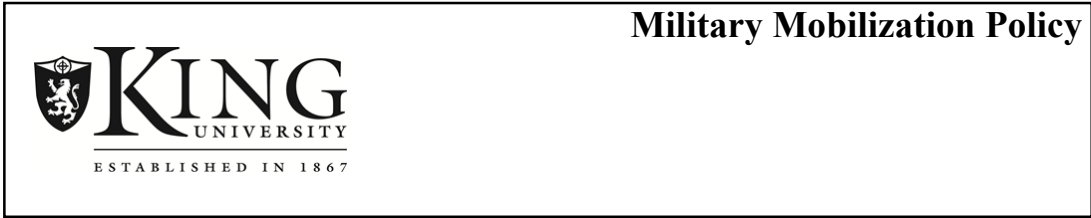
Determine the amount of unearned aid by subtracting the earned aid from aid that was already or could have been disbursed.

Allocate unearned aid back to other programs in the following order:

- Institutional Grants and Scholarships
- Outside or Private Loans
- Outside or Private Grants or Scholarships
- State Grants

Determine the amount the student must pay for the percentage of the payment period completed:

$$\begin{array}{r} \$ \text{ Pro Rata Charge for period completed} \\ \quad (\text{less } \$100 \text{ administrative fee}) \\ \text{minus } \$ \text{ Earned Title IV aid (if applicable)} \\ \text{minus } \$ \text{ Earned other aid} \\ \text{equals } \$ \text{ Owed by the student} \end{array}$$



Students called to active duty because of military mobilization will have their academic progress disrupted. Orders need to be sent to the Office of Registration and Records for the student's academic file. King University will address the issues related to military mobilization as described below.

- **Academic**

The student withdrawing because of military mobilization shall be withdrawn without penalty (grade of W) and the reason for withdrawal shall be documented in the student's academic record. Individuals withdrawing close to the end of the term, at the discretion of the Academic Dean and the course instructor, may be permitted to complete the course.

- **Financial**

The student shall incur no personal out of pocket financial liability to King University as a result of being called to active military duty.

When the withdrawal date is determined, the withdrawal policies must be applied and the calculation performed. All balances still owed by the student will be cancelled, and all money paid by the student out of pocket will be refunded.

- **Readmission**

When the military obligation has been satisfied, the student may be re-enrolled at King University by completing the readmission process. His/her academic standing will be the same as it was at the beginning of the term during which the student left for military duty.

There will be no negative satisfactory progress repercussions as a result of withdrawal. All academic scholarships controlled by the University at the time of withdrawal will be reinstated if the student is re-enrolled.

The U.S. Department of Education has established the following guidelines applying to military personnel who are activated or reassigned for a period of time. The U.S. Secretary of Education treats borrowers who are ordered to active duty and who have Direct Loans or other loans held by the Department of Education in accordance with this guidance. The following information is taken from the September 2001 letter from the Department of Education Deputy Secretary William D. Hensen (GEN-01-13).

**Loan Issues**

- **Borrowers whose Title IV loans are in an in-school, in-school deferment, or grace period status**

If a borrower's loans are in an in-school status, an in-school deferment status, or in a grace period status when the borrower is ordered to active duty or reassigned, the lender must maintain the loans in that status during the period of the borrower's active

duty service or reassignment, plus the time necessary for the borrower to resume enrollment in the next regular enrollment period that is reasonably available to the borrower, if the borrower wishes to go back to school.

However, this maintenance of loan status may not exceed a total of three years including the period of time necessary for the borrower to resume enrollment.

Additionally, if the loan was in a grace period status at the time the borrower was ordered to active duty, the period of time during which the borrower was serving on active duty is excluded and the borrower would receive their full grace period in the future.

- **Borrowers whose Title IV loans are in repayment (other than in an in-school deferment status)**

For borrowers whose loans are in repayment (other than those in an in-school deferment status) lenders or Perkins schools must grant forbearance for the expected period of the borrower's active duty service, beginning on the first day of active duty, not to exceed one year. The forbearance must be granted based upon the request of the borrower, the borrower's family or another reliable source. The request need not be in writing and the forbearance can be granted without supporting documentation and without a written forbearance agreement. The reasons for granting the forbearance must be documented in the borrower's loan records. Forbearance beyond the initial period will require supporting documentation and a written agreement with the borrower, unless we provide guidance extending the one-year limitation. During the initial forbearance process, lenders are encouraged to examine the borrower's eligibility for a military or other deferment.

- **Borrowers whose loans are in default status**

If a borrower is in default on a loan, the guaranty agency or Perkins school must, upon being notified that the borrower has been called to active duty, cease all collection activities for the expected period of the borrower's military service, through September 14, 2002, unless we provide guidance extending this period. Collection activities must resume no later than 30 days after the end of the borrower's military service or September 14, 2002, whichever is earlier. We will treat borrowers with defaulted loans held by the Department the same way.

- **Institutional Charges and Refunds**

The Department of Education strongly encourages schools to provide a full refund of required tuition, fees, and other institutional charges, or to provide a credit in a comparable amount against future charges for students who are forced to withdraw from school as a result of the military mobilization. In addition, we urge schools to consider providing easy and flexible re-enrollment options to affected students.

- **Return of Title IV Funds Treatment**

If a Title IV eligible student withdraws because of being called to active duty, or has been otherwise impacted by the military mobilization, the school must perform the Return of Title IV Funds calculations that are required by the statute and regulations (34 CFR 668.22). If those calculations result in the school being required to return funds to one or more of the Title IV programs, it must do so. In many cases such a return of funds by the school will reduce the student's loan debt. An institution, however, is not required to collect an overpayment of grant funds based on the Return of Title IV Funds calculation for such a student. Therefore, the school is not required

to contact the student, notify NSLDS, or refer the overpayment to the Department in these cases.

NOTE: For information on refund and repayment policies at King University, see Catalog section 2.02.060, “Refunds.”



## Withdrawal from a Course or Drop a Course

### Overview

A student should withdraw from a course as soon as the determination is made that he/she will not be completing the course. This option carries the potential for grade and tuition penalty and may impact financial aid status.

A student is required to communicate intention to withdraw from a course to both the course instructor and his/her advisor or Student Success Specialist. The student initiates the process by obtaining a *Withdrawal from a Course* form from either the Office of Registration and Records or his/her assigned Student Success Specialist. This form outlines the process that the student must complete.

### Verifying for Class

The Department of Education requires verification of attendance in all courses for which students are registered. Therefore, King University requires attendance to be recorded the first two weeks of every course within every module for verification purposes only.

Verification for online students is submitted by completion of the 'Course Expectation Agreement' (CEA). The CEA must be completed before beginning any coursework in an online class. Once the student has earned 100% on the CEA, the course materials will be available through Blackboard.

Verification means that the face-to-face student is recorded by the course instructor as "Present" at least once during the first 10 days of an academic term or that the online student has completed the CEA.

Students who fail to verify for a course will be dropped from that course. A student who fails to verify for all courses registered at the beginning of a term will have his/her registration cancelled for the term. Failure to verify attendance in a module after attending a previous module in the same semester will result in an Unofficial Withdrawal. A withdrawal calculation will be processed by the Business Office and based on all scheduled courses for the semester.

### Fifteen Week Courses

A student may modify his/her schedule by dropping a 15-week course during the first five days of the semester. When a course is dropped, it must be done by the add/drop deadline published in the Academic Calendar for that semester. A course that is dropped from a student's schedule does not appear on the student's academic transcript. Tuition and financial aid will be adjusted accordingly based on any change in enrollment status. (Example: Going from full-time to part-time would affect tuition charges and financial aid.)

A 15-week course that is dropped after the add/drop period has ended is considered a Withdrawal. The student will receive a grade of W, WP, or F for the course

dependent upon the withdrawal date for that term as listed in the Academic Calendar. However, the student will not be eligible for a tuition refund and must still pay any outstanding balances owed to the university.

**Modular Courses (Five-Week, Seven-Week, or Eight-Week Courses)\***

A modular course can only be dropped from a student's schedule if the student has not attended or not accepted the CEA. To avoid financial responsibility for a dropped course, the course the student wishes to drop within a future module must be dropped before the last day of the current course the student is attending.

A student who attends a class session of a modular course and then decides to withdraw will receive a grade of W within weeks 1 through 3. However, students who attend a modular course and decide to withdraw after the third class session but before the last two class sessions will receive a WP or an F based on instructor discretion. A student who attends a modular course and then decides to withdraw within the last two class sessions will receive an F.

These students will not be eligible for a tuition refund and must still pay any outstanding balances owed to the university.

\* A modular is a course that is shorter than a full term and does not span the entire payment period or period of enrollment.



## Withdrawal from the Institution

To withdraw officially from King University, a student is strongly encouraged to complete a *Withdrawal Form*, available in both the Office of Student Affairs and Office of Registration and Records. In addition, a resident student must check out of his/her residence hall by completing the *Room Condition Form* and turning in his/her key(s) to the Area Coordinator. The student will submit the completed *Withdrawal Form* to the Office of Registration and Records so it can be placed in the academic record.

A student withdrawing from the institution will receive a grade of W in all courses not completed for the term. Students will need to refer to the “Withdrawal from a Course” policy (2.02.080) to see what grade will be assigned for courses that are currently in session. No student will be allowed to withdraw from the institution later than the last day to withdraw from a course.

The Vice President for Student Affairs, the Dean of Students, or the Chief Academic Officer may, at his or her discretion, facilitate an Administrative Withdrawal process due to unusual or extenuating circumstances.

Upon withdrawal, it is the responsibility of the student to resolve all outstanding obligations to the institution (pay outstanding fees, return library resources, return athletic equipment) and to turn in his/her student ID card and any keys issued by the institution. Failure to do so will result in the addition of fees to the student’s account in the Business Office and a Hold on the student’s academic records.

The last date of attendance will be used as the official withdrawal date during verification periods for courses. After verification, the date the student initiates the withdrawal process, which for this process is determined by the first notification by the student to a University employee, will be considered the date of official withdrawal. The Office of Registration and Records will send official notice of the student’s withdrawal from the institution to all campus offices.

A student will be unofficially withdrawn if that student has received a grade of WF in all courses at the end of a semester. The Office of Registration and Records will unofficially withdraw such a student from the university due to non-attendance. A WF is defined as failure to attend any classes after the mid-point, and the mid-point of the semester will be used as the official withdrawal date for the student. If the student receives a passing grade for any course during the same period, it is assumed the student completed the period for all courses. Withdrawal calculations will be based on this date. Failure to verify in a future module after attending a previous module in the same semester will result in an unofficial withdrawal from the University.



The mid-point for modular courses is defined as follows:

- Five-Week Module: student stops attending after week 3
- Seven-Week or Eight-Week Modules: student stops attending after week 4
- Fifteen-Week Modules – student stops attending after week 7

A student who fails to attend class during the semester but who remains in the residence hall will have his/her charges calculated based on the check-out date or the withdrawal date if no proper check-out was done. For more information, please refer to the refund policy in this catalog (2.02.060).



**Applying for VA Educational Benefits**

The admissions process and enrolling in classes must be complete before the University can certify enrollment; however, a student can apply for VA benefits before admittance to the University or enrolling in classes. This is strongly encouraged because it may take a few weeks for the VA to process applications.

If a student is a service member, veteran, or family member of a service member or veteran, he or she can apply for the Certificate of Eligibility (COE) by visiting the following link: <https://www.vets.gov/education/apply-for-education-benefits/>

Submission of the application will result in the issuance of a Certificate of Eligibility from the U.S. Department of Veterans Affairs. Students with questions or needing assistance completing the application should contact the VA Education Call Center at 1-888-442-4551. They may also utilize the “Ask a Question” option on their site.

**Certifying Process**

Certification is the school’s way of notifying VA that a student is enrolled and wishes to be certified. Changes in enrollment may impact or delay eligibility. It is the student’s responsibility to comply with all laws and regulations controlling eligibility and receipt of veterans’ benefits. Tuition and fees are submitted to the VA, via the VA Once website, and are based off the start and end date of each Module registered.

King University is only responsible for forwarding the student’s claim for benefits and certification of enrollment to the Department of Veterans Affairs, and that further processing on claim of benefits is controlled solely by the Department of Veterans Affairs. The chapter and percentage of benefits is based off the time of service and other factors evaluated by Veteran Affairs.

The Benefits certified by the University’s Certifying Official (SCO) are as follows:

**Chapter 30: Montgomery G.I. Bill (Prior Active Duty)**

- VA form 22-1990 or VA form 22-1995 completed with the VA
- DD214 and Certificate of Eligibility (COE) must be submitted to the SCO and Financial Aid office

**Chapter 31: Vocational Rehabilitation**

- VA form 28-1900 completed with the VA
- Vocational Rehabilitation students may call 1-800-827-1000 for assistance with benefits.

**Chapter 33: Post 9/11 G.I. Bill (Dependent)**

- VA form 22-1990 or VA form 22-1995 completed with the VA
- Certificate of Eligibility (COE) must be submitted to the SCO and Financial Aid office

The GI Bill Website is an excellent source of veteran's information, not only for education benefits but for other veteran's benefits. Veterans are encouraged to become familiar with it in order to make the best decision for their families (<http://benefits.va.gov/gibill/>). Students may call 1-888-442-4551 or <http://gibill.custhelp.com> to ask questions regarding their benefits with the VA.

**Chapter 35: Survivors and Dependents**

- VA form 22-5490 or VA form 22-5495 completed with the VA
- Certificate of Eligibility (COE) must be submitted to the SCO and Financial Aid office

**Chapter 1606: Montgomery Selected Reserve/National Guard**

- VA form 22-1990 or VA form 22-1995 completed with the VA
- Form 2384-1 Notice of Basic Eligibility (NOBE) and Certificate of Eligibility (COE) must be submitted to the SCO and Financial Aid office

For assistance on the GoArmyEd website, students may call their Helpdesk at 1-800-817-9990 (<https://www.goarmyed.com/>).

**Chapter 1607: Reserve Education Assistance Program (REAP)**

- VA form 22-1990 or VA form 22-1995 completed with the VA
- DD214 and Certificate of Eligibility (COE) must be submitted to the SCO and Financial Aid office

**Submission of COE and DD-214**

All Certificate of Eligibility (COE) and DD 214 must be submitted through the student portal by uploading documents at the following links:

<https://my.king.edu/DocumentManagementSystem/Upload?docid=72>

<https://my.king.edu/DocumentManagementSystem/Upload?docid=69>



A completed application for financial aid at King University includes the following:

1. Formal acceptance for admission to King as a regular degree-seeking student.
2. Completion and submission of the FAFSA (Free Application for Federal Student Aid). The student should indicate King as one of the institutions he/she would like to attend by using the school code 003496. Early application will ensure receipt of all funds for which the student is eligible. Students are strongly encouraged to complete the FAFSA as soon after October 1<sup>st</sup> as possible. Students should follow the steps for completing the FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).



## **Financial Aid General Facts**

1. Students who are residents of Tennessee and are eligible for the Pell Grant may also be eligible for the Tennessee Student Assistance Award. It is imperative that Tennessee students who wish to be considered for the state grant complete the FASFA, listing King as the first school choice, as soon as possible after October 1<sup>st</sup>. Early submission should ensure that the student's data is processed before state funds are exhausted. Lost state funding is not replaced by the institution.
2. The FAFSA is processed using a federal formula which determines the family's ability to pay. This is called an EFC (Expected Family Contribution). Eligibility for Federal Pell Grant, State Grant, other federal financial aid programs, and King institutional need-based grants is determined by processing this form. The processed results provide the institution with information needed to distribute institutional sources of financial aid funding.
3. When the FAFSA is processed, students will receive a conformation from the Central Processing System. This will come to them electronically in the form of a Student Aid Report. Students should keep a copy of their Student Aid Report for reference.
4. In most cases, financial assistance will consist of a combination of grants, scholarships, and loans. The amount allocated to the student in either of these categories may vary from year to year. Some changes in financial aid may be based on changes to a student's EFC, calculated annually from filing the FAFSA.
5. Copies of student and parent tax transcripts (obtained from the IRS) may be requested for verification of data by the Financial Aid Office. Students and/or parents may also be asked to use the IRS DRT (IRS Data Retrieval Tool) within their FAFSA to verify tax data information.
6. Unique financial circumstances should be reported to the Financial Aid Office in writing using the King Financial Aid Request for Special Consideration Form. These will be considered on an individual basis.

Financial Aid for the Summer term for Traditional students may be available depending on the student's eligibility and availability of funds. Students should inquire about possible eligibility in the Financial Aid Office. Institutional grants and scholarships are not available in the Summer term.



Over \$50,000,000 in total financial assistance is made available each year to King students. Most students will be offered a combination of grants, scholarships, and loans. Work opportunities on the Bristol campus are available on a limited basis.

In addition to King and private sources of assistance, the institution participates in the following federal and state programs of financial assistance:

- Federal Pell Grant
- Federal Supplemental Educational Grant (SEOG)
- Federal Direct Graduate PLUS Loan
- Federal Direct PLUS Loan for Parents
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Federal Perkins Loan
- Federal Teach Grant
- Federal Work Study Program (FWS)
- Tennessee State Grant
- Tennessee Educational Lottery Scholarship (TELS)

Students should always investigate outside sources of money for college. Many businesses, civic organizations, churches, etc. offer scholarships and loan programs. For those who are eligible, money is available from Veterans' benefits, vocational rehabilitation, and Army ROTC. High School guidance offices often have lists of available scholarships in the community. The King University Financial Aid Office also has a website of Outside Scholarships for which students may qualify.

Financial aid resources are credited to the student's account in the following order: Pell Grant, state grants and scholarships, outside scholarships, institutional grants and scholarships, and loans.

If the student has a credit balance and plans to use their credit balance refund to cover expenses such as rent, utilities, etc., he or she should be prepared to cover the first two months out of pocket. Refund information is located in section 2.02.60 ("Financial Information Refunds").



## Financial Aid General Policies

1. Financial aid is awarded for one academic year, usually for two semesters. Aid eligibility is re-evaluated each semester, and a new FAFSA application must be submitted annually.
2. A financial aid recipient must be accepted for admission, pursuing a qualified degree, and enrolled at least half time (6 hours for undergraduate students and 4.5 hours for graduate students) for most types of aid. Pell Grant eligible students may be awarded for less than half time enrollment. Changes in enrollment usually result in a modified award package.
3. The student expense budget, built under federal regulations, will include the cost of tuition and fees, books, room, board, travel, and miscellaneous personal expenses.
4. Academic scholarships from King are renewable while the student maintains satisfactory progress toward a degree. Scholarship recipients will renew their scholarships contingent upon achieving the required cumulative grade point average at the end of the previous term. Current students who receive early award notification prior to final grades being posted may have the award cancelled or modified if final grades in the spring do not reflect the required cumulative average GPA for satisfactory progress.

Loss of scholarship when demonstrated need is present may result in the replacement of the scholarship in part with a need-based grant. Academic scholarship can be regained the next semester after achieving the required cumulative GPA and notifying the Financial Aid Office.

5. If a student is selected for verification by King or by the federal processor, personal and financial data will need to be submitted by the applicants to receive financial aid assistance. Included in the required verification documentation is a verification worksheet and income tax transcripts from all dependent students and their parents, and from all independent students and their spouses.

Other documents such as W-2's or schedules may also be requested. Refusal to submit required verification documentation will result in the cancellation of financial aid. All forms must be signed and returned before financial aid funds can be awarded or disbursed to a student's account as a credit.

6. Financial Aid Awards must be accepted by the students on their King University Financial Aid Portal. Once all paperwork has been received, accepted Financial Aid Awards are disbursed to the student's account after the funds have been received by King. Funds from outside sources are credited to the student account when received. Money earned through student employment is paid monthly, directly to the student. The amount of money earned depends upon the number of hours worked by the student.

7. All financial aid must be accepted. A student awarded and accepting student loans as part of a financial aid package must complete other steps before the loan can be received as credit on account. These include, but are not limited to: completion of loan entrance counseling, completing the master promissory note, accepting student loans on the financial aid portal to accept loan eligibility, and others.
8. Outside scholarships may offset or reduce loans and/or University grant sources. Students must report in writing to the Financial Aid Office any additional aid which they receive from outside sources (private loans, outside scholarships, etc.).
9. If a student is dismissed from a Student Work Study position because of unsatisfactory performance, he or she may be denied campus employment for the remainder of the academic year or in future years.
10. Endowed financial aid funds are provided by gifts to the institution. These donations underwrite King institutional scholarships and grants that are awarded to students. A student awarded institutional funds may be required to thank the donor of those funds with a letter. If requested, the letter must be submitted. Failure to adhere to this policy could result in cancellation of this aid.
11. A student's enrollment in a program of study abroad approved for credit by King may be considered enrollment at King for the purpose of applying for Title IV assistance. Students should check with the Financial Aid Office to determine eligibility.
12. Students should have enough cash on hand to pay for books and living expenses for the first two months of the semester, even if a refund is expected from financial aid funds. Refunds are not given until all paperwork is finalized and funds are received from all sources. Refund checks are issued by the Business Office.
13. The Financial Aid Office reserves the right on behalf of the institution to review and change an award at any time because of changes in financial situation, academic status, change of academic program, or changes in enrollment or housing status.





**Financial Aid  
Title IV Federal and King Institutional  
Satisfactory Academic Progress**

The federal government mandates institutions of higher education establish minimum standards of “satisfactory progress” that include qualitative and quantitative/pace standards for students receiving federal financial aid. King makes these standards applicable to all institutional funds as well as to all Title IV funds.

**Enrollment Status**

Financial aid recipients must be regular degree-seeking students at King and enrolled in a program leading to an Associate’s degree, Bachelor’s degree, or graduate-level degree. Generally, most financial aid requires at least half-time enrollment; however, Pell Grant eligible students may be eligible to receive Pell while enrolled less than half-time.

**Financial Aid Qualitative Standards**

**Traditional Undergraduate Programs**

<b>At the end of the semester:</b>	<b>When this number of hours has been completed:</b>	<b>Required Cum. GPA:</b>
Freshman	0-25	1.6
Sophomore	26-55	2.0
Junior	56-87	2.0
Senior and above	88-graduation	2.0

Students must earn a cumulative GPA of 2.0 or greater after 4 semesters of enrollment.

**Professional Studies Programs**

Students must earn a cumulative GPA of 2.0 or greater each semester of enrollment.

**Graduate Programs**

Students must earn a cumulative GPA of 3.0 or greater each semester of enrollment.

**Financial Aid Quantitative Standards**

Quantitative Progress/Pace is calculated as follows: The cumulative number of credit hours completed is divided by the cumulative number of credit hours attempted resulting in the Quantitative Progress/Pace.

**Traditional Undergraduate Programs**

The undergraduate student must complete the program within 150% of the institutional requirements. Institution requires 124 semester hours earned.

Maximum Time Frame: 186 attempted semester hours/6 years

Measuring Pace: To remain eligible for financial aid, students must earn at least 67% of hours attempted each semester.

Note: We recommend students attempt to average 31 earned hours per academic year in order to graduate in four years for programs that require 124 credit hours.

### **Professional Studies Programs**

The undergraduate student must complete the program within 150% of the institutional requirements. Institution requires 124 semester hours earned.

Maximum Time Frame: 186 attempted semester hours/6 years

Measuring Pace: To remain eligible for financial aid, students must earn at least 67% of hours attempted each semester.

Note: We recommend students make every attempt to complete all hours required each semester in these accelerated degree completion programs in order to meet the quantitative/pace standard.

### **Graduate Programs**

The graduate student must complete the program within 150% of the institutional requirements. Institution requires an average of 36 semesters hours earned, inclusive of the following graduate programs: Traditional MBA, Professional MBA, M.Ed., M.Ed./Teacher Licensure Option, and MSN.

Maximum time Frame: 54 attempted semester hours/6 semesters

Measuring Pace: To remain eligible for financial aid, students must earn at least 67% of hours attempted each semester.

Note: We recommend that students make every attempt to complete all hours required each semester in these graduate programs in order to meet the quantitative/pace standard.

### **Family Nurse Practitioner (FNP) or Pediatric Nurse Practitioner (PNP) Graduate Program**

The FNP or PNP graduate student must complete the program within 150% of the institutional requirements. Institution requires 45 semesters hours earned.

Maximum Time Frame: 67 attempted semester hours/7 semesters

Measuring Pace: To remain eligible for financial aid, students must earn at least 78% of hours attempted each semester.

It is the student's responsibility to be aware of the Satisfactory Progress Policy. This policy is also available on the Financial Aid portal and on the Financial Aid web page. Copies of the policy are also available in the Financial Aid Office. A student who has a concern about his or her status should contact the Financial Aid Office for specific personal consultation.

A student at risk academically can receive assistance through college-sponsored counseling, tutoring, career guidance, and/or advising.

### **Hours use in SAP Calculation**

- Only transfer hours accepted by King will be counted toward the qualitative standard and quantitative standard/pace.
- Only audit classes taken at King do not count as attempted hours when calculating quantitative standard/pace. All other courses attempted will be part of the quantitative calculation.

- A 0.00 GPA within any semester (whether the result of withdrawing or non-passing grades) does not meet Satisfactory Academic Progress and federal financial aid eligibility will be suspended.
- Hour Deficiencies (quantitative/pace) may be made up at King or at another accredited college/university and transferred back to King. It is in the student's best interest to receive counsel from the Office of Registration and Records to ensure transfer hours will be accepted by King.
- GPA Deficiencies (qualitative) can be raised only by taking courses at King.

### **Satisfactory Academic Progress Evaluation Process**

Satisfactory Academic Progress will be reviewed and evaluated at the end of each semester of enrollment. When a student is placed on Financial Aid Warning, Financial Aid Probation, or Financial Aid Suspension, the Financial Aid Office sends written notification to the student's King email address.

Failure to meet either the quantitative/pace standard and/or the qualitative academic standard will result in the next semester of enrollment being considered either a warning period, a probation period or a suspension period depending on the number of times a student has not achieved Satisfactory Academic Progress. Transfer students who enter King with a cumulative grade point average (GPA) that falls below the standard come in with their first semester as a warning period and will be evaluated at the end of their first term. Failure to meet the required GPA will result in the loss of financial aid after one term.

### **Financial Aid Warning**

Financial aid recipients will automatically be placed in this status for one semester the first time they fall below the standards of satisfactory academic progress. We recommend the student meet with a representative of the Academic Center for Excellence, academic advisor, and/or Dean of Students.

Failure to meet either the quantitative/pace standard and/or the qualitative academic standard at the end of the warning period will result in losing financial assistance eligibility.

### **Financial Aid Suspension**

Students are placed in this status if they do not meet SAP standards at the end of the semester they are placed on Financial Aid Warning. Financial assistance cannot be received while a student is on Financial Aid Suspension.

Students who have their financial aid suspended may submit an appeal to have their aid reinstated. A condition of an approved appeal may require a student to follow an academic plan. Students who fail to meet the conditions of an academic plan or fail to meet the SAP standard after a probationary semester will be placed back on Financial Aid Suspension.

### **Financial Aid Probation**

Once a student submits a financial aid appeal, the appeal will be reviewed by the Financial Aid Committee of the Faculty. If approved, the student will receive a probationary semester. At the end of the probationary semester, the student must have met the satisfactory academic progress standards to continue receiving financial assistance.

The financial aid committee may determine an academic plan for a student submitting an appeal. If the standards of such plan are met, when satisfactory academic progress is

reviewed at the end of each semester of enrollment, the student will continue on a probationary basis.

### **Regaining Eligibility for Financial Aid**

When placed in Financial Aid Suspension (lose aid) status, eligibility may be regained by resolving all deficiencies (quantitative and qualitative). The student is able to receive financial aid again once they fully meet the SAP standards. Students who have met the standards are eligible for financial assistance for the next enrollment period.

Satisfactory Academic Progress will be reviewed and evaluated at the end of each semester of enrollment. When a student is placed on Financial Aid Warning, Financial Aid Probation, or Financial Aid Suspension, the Financial Aid Office sends written notification to the student's King email address.

### **Financial Aid Appeals**

Federal regulations allow for certain cases in which the school may waive the standards for satisfactory academic progress—specifically, if a student fails to be in compliance with one or more areas of satisfactory academic progress due to events beyond the student's control, such as extended illness, serious illness or death in the immediate family, or other significant trauma, and if such mitigating circumstances can be appropriately documented for the specific term(s) in which the deficiency occurred.

Appeals, which are reviewed by the Financial Aid Committee of the Faculty, must be made in writing to the Financial Aid Office using the King Financial Aid Satisfactory Academic Progress Appeal Form, and the student should also submit any available supporting documentation. A student's formal appeal letter should be well presented with attention to spelling and grammar, and it should outline the extenuating circumstances that contributed to the student's inability to meet SAP standards and what has changed that will allow the student to meet SAP at the next evaluation.

The maximum number of appeals a student may submit is two (2).

### **Financial Aid Appeal Deadline for Submission**

The student will receive an email (to King email address) regarding not meeting the standards of the Title IV Federal Satisfactory Academic Progress Policy. This letter will inform the student of the deadline date for submission of an appeal form. Appeals must be submitted on or before the deadline date as stated in this letter.

The typical time frame to submit an appeal is 15 calendar days from the date of the letter sent to the student. The student should pay close attention to the deadline date for submission of the appeal that is indicated in the written communication he or she receives from the Financial Aid Office.

Student appeals received after the deadline will be accepted on an exception basis. Adequate time must be allowed for the financial aid committee to review the appeal and make a decision.



## Financial Aid Satisfactory Academic Progress

Satisfactory Academic Progress will be reviewed and evaluated at the end of each semester of enrollment. When placed on Financial Aid Warning, Financial Aid Probation, or Financial Aid Suspension, the financial aid office sends written notification to the student's King email address.

Failure to meet either the quantitative/pace standard and/or the qualitative academic standard will result in the next semester of enrollment being considered either a warning period, a probation period or a suspension period depending on the number of times a student has not achieved Satisfactory Academic Progress. Transfer students who enter King with a cumulative grade point average (GPA) that falls below the standard come in with their first semester as a warning period and will be evaluated at the end of their first term. Failure to meet the required GPA will result in the loss of financial aid after one term.

### **Financial Aid Warning**

Financial aid recipients will automatically be placed in this status for one semester the first time they fall below the standards of satisfactory academic progress. We recommend the student meet with a representative of the Academic Center for Excellence, academic advisor, and/or Dean of Students.

Failure to meet either the quantitative/pace standard and/or the qualitative academic standard, at the end of the warning period, will result in losing financial assistance eligibility.

### **Financial Aid Suspension**

Students are placed in this status if they do not meet SAP standards at the end of the semester they are placed on Financial Aid Warning. Financial assistance cannot be received while a student is on Financial Aid Suspension.

Students who have their financial aid suspended may submit an appeal to have their aid reinstated. A condition of an approved appeal may require a student to follow an academic plan. Students who fail to meet the conditions of an academic plan or fail to meet the SAP standard after a probationary semester will be placed back on Financial Aid Suspension.

### **Financial Aid Probation**

Once a student submits a financial aid appeal, the appeal will be reviewed by the financial aid committee. If approved, the student will receive a probationary semester. At the end of the probationary semester, the student must have met the satisfactory academic progress standards to continue receiving financial assistance.

The financial aid committee may determine an academic plan for a student submitting an appeal. If the standards of such plan are met, when satisfactory academic progress is reviewed at the end of each semester of enrollment, the student will continue on a probationary basis.



## **Financial Aid Appeals**

Federal regulations allow for certain cases in which the school may waive the standards for satisfactory academic progress. Specifically, if a student fails to be in compliance with one or more areas of satisfactory academic progress due to events beyond the student's control, such as extended illness, serious illness or death in the immediate family, or other significant trauma, and if such mitigating circumstances can be appropriately documented for the specific term(s) in which the deficiency occurred.

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Student appeals received after the deadline will be accepted on an exception basis. Adequate time must be allowed for the financial aid committee to review the appeal and make a decision.



## Financial Aid Additional Information

It is the student's responsibility to be aware of the Satisfactory Progress Policy. This policy is available for review in the catalogue, on the Financial Aid portal, and on the Financial Aid web page. Copies of the policy are also available in the Financial Aid Office. A student who has a concern about his or her status should contact the Financial Aid Office for specific personal consultation.

A student at risk academically can receive assistance through college sponsored counseling, tutoring, career guidance, and/or advising.

### Transfer Hours

- Only transfer hours accepted by King will be counted toward the qualitative standard and quantitative standard/pace.
- **W, (Withdraw), F, Pass/Fail, Repeats, Incomplete, NG**, will count as attempted hours when calculating quantitative standard/pace.
- **A 0.0 GPA** within any semester (whether the result of withdrawing or non-passing grades) does not warrant meeting Satisfactory Academic Progress and federal financial aid eligibility will be suspended.
- **Hour Deficiencies** (quantitative/pace) may be made up at King or at another accredited college/university and transferred back to King. It is in the student's best interest to receive counsel from the Office of Registration and Records to ensure transfer hours will be accepted by King.
- **GPA Deficiencies** (qualitative) can be raised ONLY by taking courses at King.
- **Appeals** - Maximum of two (2) may be submitted, per student.

### Regaining Eligibility for Financial Aid

When placed in Financial Aid Suspension (lose aid) status, eligibility may be regained by resolving all deficiencies (quantitative and qualitative). The student is able to receive financial aid again once they fully meet the SAP standards. Students who have met the standards are eligible for financial assistance for the next enrollment period.





**Traditional Undergraduate Programs**

At the end of the semester:	When this number of hours has been completed:	Required Cum. GPA:
Freshman	0-25	1.6
Sophomore	26-55	2.0
Junior	56-87	2.0
Senior and above	88-graduation	2.0

Students must earn a cumulative GPA of 2.0 or greater after 4 semesters of enrollment.

**Professional Studies Programs**

Students must earn a cumulative GPA of 2.0 or greater each semester of enrollment.

**Graduate Programs**

Students must earn a cumulative GPA of 3.0 or greater each semester of enrollment.



## Financial Aid Quantitative Standards

Calculating Quantitative Progress/Pace is calculated as follows: The cumulative number of credit hours completed is divided by the cumulative number of credit hours attempted resulting in the Quantitative Progress/Pace.

### **Traditional Undergraduate Programs**

The undergraduate student must complete the program within 150% of the institutional requirements. Institution requires 124 semester hours earned.

Maximum Time Frame: 186 attempted semester hours/6 years

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\* We recommend students attempt to average 31 earned hours per academic year in order to graduate in four years for programs that require 124 credit hours.

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The graduate student must complete the program within 150% of the institutional requirements. Institution requires an average of 36 semesters hours earned, inclusive of the following graduate programs: Traditional MBA, Professional MBA, M.Ed., M.Ed./Teacher Licensure Option, and MSN.

Maximum time Frame: 54 attempted semester hours/6 semesters

Measuring Pace: To remain eligible for financial aid, students must earn at least 67% of hours attempted each semester.

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### **Family Nurse Practitioner (FNP) or Pediatric Nurse Practitioner (PNP) Graduate Program**

The FNP or PNP graduate student must complete the program within 150% of the institutional requirements. Institution requires 45 semesters hours earned.

Maximum Time Frame: 67 attempted semester hours/7 semesters

Measuring Pace: To remain eligible for financial aid, students must earn at least 78% of hours attempted each semester.



The Student Affairs Office is located in Maclellan Hall of the Bristol, Tennessee campus. The Vice President for Student Affairs and Associate Vice President for Student Affairs & Dean of Students are located in the Student Affairs Office. The following departments are part of the Student Affairs Division.

### **Counseling Center**

As a ministry of King University, the services offered in the Counseling Center are an attempt to bring the best of Christian care and professional practice of psychotherapy to those seeking help in times of need.

### **Learning & Disability Services**

The full-time learning specialist works with students to enhance learning and performance through individual student analysis, skill and strategy enhancement, and provision of accommodations for disabilities where necessary.

### **Regional Director of Student Affairs – Knoxville**

The Regional Director of Student Affairs is responsible for all aspects of Student Affairs at the Knoxville Hardin Valley site including: community service and outreach; student success; student activities; new student orientation; student conduct; and leadership development. The director serves as the primary contact person for King University Student Affairs in the Knoxville region.

### **Residence Life**

Residence Life provides services and programs to support a comprehensive on-campus living experience that fosters individual, academic, spiritual, and social growth. Residence Life offers intentional, developmental campus living programs to meet the diverse needs of residential students. This experience includes connecting students to the campus community and laying a foundation of experiences essential to future success. The Residence Life staff consists of the Assistant Dean for Residence Life, two Area Coordinators, and 24 Resident Assistants. These individuals are tasked with maintaining a residential environment conducive to academic and individual growth.

### **Security**

King Security works closely with students, faculty, staff, visitors, local law enforcement, and emergency services concerning safety and security.

Security can be contacted by dialing 4333 from any campus telephone, by dialing 423-652-4333, or in person in the Security Office located in the basement of Parks Hall. Further information regarding campus security can be obtained by referring to the King website, the King Student Handbook, and/or by contacting the Director of Safety and Security.

Security contact information for all other instructional locations can be found at <http://security.king.edu>.

The Annual Security and Crime Statistics Reports are released pursuant to the Department of Education, Federal I Student Aid Handbook, Chapter 6, Providing Consumer Information, and Campus Security section, Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act and Tennessee Code Annotated 49-7-2203.

The Annual Security and Crime Statistics Reports are available at <http://www.king.edu/security/righttoknow/annualsecurityreport.aspx> or paper copy is available at the Security Office located in the basement of Parks Hall or upon request or by calling (423) 652-4705, off campus, or extension 4705, on campus. Written requests can be made to the following address: King University Security Department, 1350 King College Road, Bristol, TN 37620.

Information regarding vehicles on campus can be found at <http://www.king.edu/security/parking/parkingrulesandregulations.aspx>.

### **Student Activities**

King University seeks to provide a range of engaging, educational, developmentally-appropriate, and fun activities for all students.

The official student programming board is known as SLACK (Student Life Activities Committee @ King). SLACK sponsors events during the week and on weekends throughout the semester; most SLACK events are free or of minimal cost to participating students. SLACK Sports, a division within SLACK, provides intramural athletic competition opportunities throughout the semester.

In addition to the programming provided by SLACK, the Office of Student Affairs periodically sponsors additional events for students at other King campuses.

Announcements about student activities and events are posted on flyers and digital signs and via social media and email.

### **Student Engagement**

The Office of Student Engagement coordinates Community Outreach, local Cross-Cultural options, and New Student Programs including New Student Orientation, First Year Seminar, Transfer Year Seminar, and Introduction to Higher Education. Opportunities to participate in community outreach activities are provided as an effort to enhance the quality of life for members of the surrounding community while enriching the lives of King University students.

Launch, the New Student Orientation Program, provides freshmen and new transfer students with the opportunity to get acquainted with King as well as meet new friends. The First Year Seminar course is designed to assist students in making the transition to university by providing them with an introduction to the University and equipping them with skills and strategies for success in the areas of intellectual development, social growth, and vocational accomplishment.

The Transfer Year Seminar course will focus on academic skills, engagement with campus life, and transitional success; it will also present strategies for overall spiritual and social growth directly related to the transfer student's experience.

**Student Success**

Built on the framework of the Appreciative Inquiry Model, King University assigns a Student Success Specialist to all students. The role of the Student Success Specialists is to:

- Maintain contact with assigned students in order to enhance academic success and increase retention/graduation rates
- Work with assigned students to increase motivation, encourage achievement, monitor academic success and assess student's ability to persist to the next semester/academic year
- Foster discussion on such topics as classes, study habits, time management, major selection, student interaction, family relationships, and campus involvement
- Facilitate the course registration process
- Provide immediate (24-48 hour) follow-up on all early alert referrals from faculty
- Direct students to the appropriate resources available to help ensure their success

**Immunization**

Refer to the King University Student Handbook for information on immunizations and the King University website at [www.king.edu](http://www.king.edu).

**King University Student Handbook**

Policies regarding campus life, residence life, student conduct, etc. can be found in the King University Handbook, which may be accessed online at <http://studenthandbook.king.edu>.

**Vehicle Registration**

Information regarding vehicles on campus can be found at <http://security.king.edu/parking-campus-map/parking-rules-and-regulations>.



All students enrolled at King are bound by the King University Honor Code.

*On my honor, I pledge to abide by the King University Honor Code: I understand that students of King are to be honest in words and actions, in particular, not to lie, cheat, plagiarize, or steal. I pledge to conduct myself in a manner based on Christian values and to require the same of fellow students. I understand that a violation of this Honor Code may result in my appearance before the Honor Council.*



## **Complaint Procedure for Students Enrolled at Tennessee Instructional Locations**

Should the institution not be able to resolve a student's complaint, the student has the right to contact the State of Tennessee and its appropriate agency to determine the course of action. Complaints can be filed with the following agencies in Tennessee:

- Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education, and others) within the Tennessee State Government and shall be reviewed and handled by that licensing board (<http://www.tn.gov>, and then search for the appropriate division).
- Complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Tennessee Division of Consumer Affairs and shall be reviewed and handled by that Unit (<http://www.tn.gov/consumer/>).



## **Complaint Procedure for Students Enrolled at Out-of-State Instructional Locations**

### **Virginia**

Students enrolled in academic programs in Virginia should follow the student complaint procedures outlined in the King Student Handbook. Students who follow King grievance policies without resolution of their concern may, as a last resort, contact a staff member of the State Council of Higher Education in Virginia (SCHEV) to file a complaint about the school.

#### **State Council of Higher Education for Virginia**

101 N. 14<sup>th</sup> St. 10<sup>th</sup> FL  
James Monroe Building  
Richmond, VA 23219  
Tel: (804) 225-2600





## **Inclement Weather and Emergency Closure**

King University is concerned about the safety of students, staff, and faculty. This policy and these procedures have been guided by the belief that the university is a community and as such is normally open during periods of ordinary seasonal inclement weather or other minor disruptions. The university equally values the safety and lives of all students, faculty and staff, while recognizing that we must maintain the effective operation of the university during inclement weather and other emergencies when possible.

In the event that any King University campus is closed or classes are cancelled all online classes will continue as scheduled. All classes that normally meet in person may continue via online assignments, web video conferencing, extra assignments, and individual conferences at the discretion of the faculty member. Additionally, course work may be made up by rescheduled class times, extended class time, or other alternatives as determined by the Vice President for Academic Affairs. For more information visit:  
<http://www.king.edu/security/inclementweatherpolicy.aspx>

## Annual Security Report



King University's annual security report is available on the internet and by request. This report is required by federal law and contains policy statements and crime statistics and the campus fire safety report for the school. The policy statements address the school's policies, procedures and programs concerning safety and security, for example, policies for responding to emergency situations and sexual offenses. Three years' worth of statistics are included for certain types of crimes that were reported to have occurred on campus, in or on off-campus buildings or property owned or controlled by the school and on public property within or immediately adjacent to the campus. This report is available online at <http://security.king.edu/right-to-know/annual-security-report>. You may also request a paper copy from the King University Security Department.

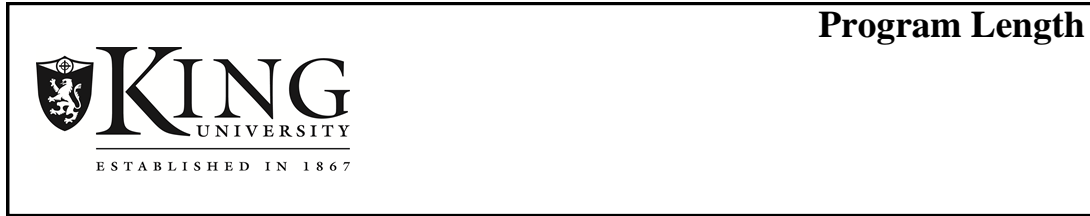


Title IX of the education amendments of 1972 prohibits discrimination on the basis of sex in education programs or activities and extends to employment and admission to institutions that receive federal financial assistance. Inquiries concerning the application of Title IX should be directed to the Title IX Compliance Officer, James Donahue, Vice President for Administration & Finance, 423-968-1187, and/or to the Assistant Title IX Compliance Officer, Benny Berry, Director of Safety and Security, 423-652-4705. Mailing address for both: King University, 1350 King College Road, Bristol, TN 37620.



King University confers ten degrees:

- Associate of Arts
- Bachelor of Arts
- Bachelor of Business Administration
- Bachelor of Science
- Bachelor of Science in Nursing
- Bachelor of Social Work
- Master of Business Administration
- Master of Education
- Master of Science in Nursing
- Doctor of Nursing Practice



King offers the Associate of Arts, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Social Work, Master of Business Administration, Master of Education, Master of Science in Nursing, and Doctor of Nursing Practice degrees.

In compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), all educational programs comply with the expectation that undergraduate programs have at least 60 semester credit hours at the associate level, at least 120 semester credit hours at the baccalaureate level, at least 30 semester credit hours at the post-baccalaureate, master's, or professional level.

Graduation requirements for King's academic programs may be found in this Catalog in sections pertaining to specific programs.



A student working toward a bachelor's degree may declare a major under the catalog in effect at the time of matriculation or any catalog published after the year of the student's matriculation into the institution. Catalogs issued before a student's entry into King may not be used for a declaration of major. Majors must be declared when the student has reached 49 semester hours of course work successfully completed or the beginning of the fifth semester, whichever occurs first.



A student's minor or concentration may be declared under the catalog in effect at the time of matriculation or any catalog published after the year of the student's matriculation into the institution. Detailed requirements for minors are found in the program sections of the catalog.

**Minors**

A minor is a declared secondary field of study, usually 20 semester hours, outside one's major area of study. A minor generally consists of a prescribed program of study.

**Concentrations**

A concentration is a declared secondary field of study, consisting of 24 semester hours, outside one's major area of study. A concentration requires 24 hours of coursework within a discipline and does not prescribe specific courses, unless there are prerequisites.

At least 67% of the minor or concentration subject must be completed at King.



A King University student wishing to take courses at other institutions for credit must have authorization from the Office of Registration and Records. If the course is in the major discipline, students must have authorization from both the academic program coordinator for the major and the Office of Registration and Records.

The *Authorization to Take Courses at Another University* form and a catalog course description of the course the student wants to take are required. A course syllabus may also be needed before the request is approved.

Approved courses transferred back to King will not add quality points, so such courses may not be used to raise the cumulative GPA at King. Courses for which a student has not received prior approval may not be accepted by King University.

King University will grant semester hour equivalence only for transfer work of C- or better, and only work with grades of C- or better will be applied toward graduation requirements. Courses with grades below C- will not transfer. Specific academic schools or programs might have higher grade requirements.

Authorization to take courses at another institution must be submitted at least 10 days prior to the beginning of the course at the other institution.

Taking courses at another institution is not advised in the graduation semester and may cause a delay of one semester in the conferral of the degree. Students taking courses from another institution within their graduation semester need to be aware that grades for such courses are due on the Wednesday prior to the end of the term by 5:00 pm. Failure to meet this deadline could not only hold up conferral of the degree but also the release of transcripts. Students are responsible for making arrangements with professors at other institutions to complete course requirements early if that is necessary in order to meet the King University deadline.

Bachelor's Degree students must complete 67% of coursework in their major at King, and a minimum of 48 of the 124 semester hours required for graduation must be earned at King University. Associate of Arts students must complete at least 24 semester hours, including the five required courses, at King.





No student may be permitted to count toward the completion of the requirements in his or her major, minor, or concentration any grades below C-, including those courses in the major or minor field which are part of the general education requirements.

The program coordinator for a student's major, minor, or concentration, ordinarily in consultation with the professor of the course in which a student has earned a grade below C-, may authorize the substitution of another course or a special examination for any courses in which a D has been earned.

Some programs may have more stringent requirements.



## **Limitation of Physical Education Activity Courses**

Students may take up to two hours (2 s.h.) of PHED activity courses for elective credit. Physical Education majors or Exercise Science majors who are pursuing licensure to teach in public schools may take an additional three hours (3 s.h.) of activity courses.



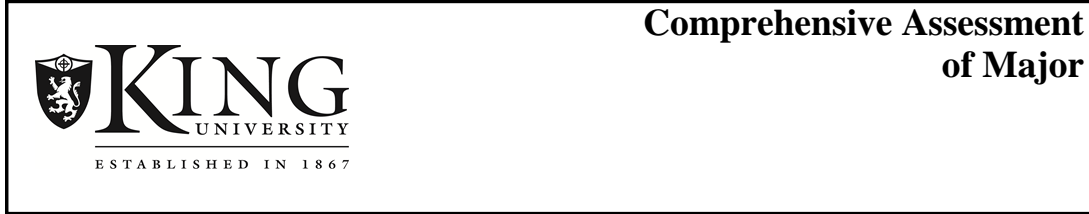
Candidates for a degree must complete an application available in the student Portal called *Intent to Graduate*, which will notify the Registrar that they plan to graduate.

- **The deadline for completing the application for May graduation is February 1.**
- **The deadline for completing the application for August graduation is June 1.**
- **The deadline for completing the application for December graduation is September 1.**

Degrees will be conferred only if all degree requirements are satisfied, and all King-related obligations (holds) must be settled in full before the diploma and transcripts will be released.



All students must take the OAK (KING 4020, Outcomes Assessment at King) basic subjects test on general education prior to graduation from King University. The student's transcript will indicate that the general education assessment requirement has been fulfilled. Any student who does not meet the comprehensive assessment of general education requirement will not graduate until the requirement has been met.



All candidates for a degree from King are required to demonstrate competency in their major fields.

Some programs require a comprehensive examination; others mandate presentation and oral or written defense of a portfolio of their work. Students with more than one major must demonstrate competency in each of their major fields.

A comprehensive assessment will be administered to all students in, or before, the semester that they complete program requirements.

All students will have to Pass according to the minimum requirement of their specific programs. Any student who does not meet the requirement (Pass) of his/her comprehensive assessment will not graduate until the requirement has been met.

A grade of Incomplete for Comprehensive Assessment in a discipline will result in the student's graduation date being moved to the next semester.



The commencement exercises of the institution are held twice annually in May and December, although degrees are also conferred in August. Undergraduate students needing 12 s.h. or fewer can petition to march if they are registered for the deficiencies in the subsequent semester. The petition process is an email explaining the situation and requesting to march to [AcademicDean@king.edu](mailto:AcademicDean@king.edu).

Any student who graduates in August will normally participate in December commencement exercises. Any student who chooses not to participate in commencement exercises must notify the Office of Registration & Records at King by Week #10 of the semester.



## **Time Limit for Completion of Degree Requirements**

Academic catalogs are generally in effect for six years. This time frame is congruent with the amount of time (150%) allowed by the Department of Education for a student to get a Bachelor's Degree and for Title IV financial aid purposes. Bachelor's Degree students are allowed 12 semesters of fulltime enrollment. For Title IV Aid purposes, all time spent and all hours earned at prior institutions count toward the 150% of the total program.

Candidates for graduation who do not complete the work for their degrees within 12 fulltime semesters of continuous enrollment from the time of matriculation must consult with the pertinent program coordinator for their major discipline. This meeting will result in a plan of study that includes at least 30 semester hours of specified general education courses and the desired major, as well as sufficient credits to reach 124 semester hours, the minimum total for graduation. Transfer students who come to King University with earned semester hours will have a pro-rated version of the 12 fulltime semesters based on the number of earned hours they bring.

General education requirements for students who have reached the time limit will default to those in the academic catalog that is current when the plan of study is made.

The Program Coordinator must communicate this recommended plan of study to the Office of Registration and Records for approval. Once the degree plan is approved, it will become the standard for the student's degree audits.

Time limits for King University graduate programs are specified in the program sections of this catalog.



## **Completing an Additional Major or Additional Degree after Earning a Bachelor's Degree**

Students who have already earned a degree from King and are not enrolled in a graduate program may return and fulfill the requirements of another major. These students must apply for readmission to the institution, declare the appropriate major in the Office of Registration and Records, and register as seniors.

Students who return to King to complete another major must meet all the requirements for that additional major. The major chosen will dictate whether the student is working toward an additional degree or simply an additional major. It will be the student's responsibility to fill out a *Completion of Additional Major* form in the Office of Registration and Records upon completion of the requirements for the additional major so that a notation can be placed on the transcript.

Students who are seeking an additional major that does not lead to a second undergraduate (Bachelor's) degree will not be eligible for any financial aid. Students that are degree seeking and will receive a second Bachelor's degree may be eligible for Financial Aid. Students should contact the Financial Aid Office before starting an academic program leading to another major.

A student who has completed an additional major that would lead to the degree he/she already has (e.g. Bachelor of Arts) may not take part in a second graduation ceremony. However, if the second major program of study leads to a different degree (e.g. Bachelor of Social Work), then the student may march to receive his/her additional degree.

A minimum of 28 hours must be completed beyond those required for the first degree to be eligible for a second degree. Only those hours earned after the first degree was conferred will be used in the calculation of any academic honor for the second degree. The student must pay a second graduation fee in order to receive the second degree.





### **Associate Degree**

To graduate with an associate's degree, a student must complete all requirements as outlined in the Academic Catalog to earn a total of 60 hours and have a minimum cumulative grade point average of 2.00. A total of 24 semester hours must be earned at King including the 18 semester hours of courses specified in the description of the AA Program (3.05.000):

- ENGC 2010 English Composition: Research and Writing (2 s.h.)
- KING 1500 Introduction to Higher Education (4 s.h.)
- IDST 2200 The Arts in Historical Context (4 s.h.)
- PSCI 2200 The Future of Citizenship (4 s.h.)
- RELG 1001 Foundations of Christian Thought and Practice (4 s.h.)

### **Bachelor's Degree**

To graduate with a bachelor's degree, a student must complete all general education requirements as outlined in the Academic Catalog, fulfill all requirements in at least one major including comprehensive assessment, and complete sufficient electives to earn a minimum of 124 hours with a minimum cumulative grade point average of 2.00. A total of 48 semester hours must be earned at King University, and 67% of the required hours in any declared major, minor, or concentration must be completed at King.

Some academic programs may require more than 124 semester hours, a higher minimum cumulative GPA, and/or specific comprehensive assessment performance requirements for graduation.

### **Graduate Degrees**

To graduate with a master's or doctoral degree, a student must complete all requirements as outlined for his/her program in the Academic Catalog and have a minimum cumulative grade point average of 3.00.

Course credit is counted in hours. Credit hours and equivalencies are defined in section 2.05.210 of the Academic Catalog.



A family member of a deceased student, who had not completed all degree requirements at the time of his or her death, may request a posthumous degree for such student. Such a request shall be made in writing to the Chief Academic Officer. Upon receipt of such request, the Chief Academic Officer, the President, and the Registrar (the “Panel”) will review the student’s academic record and consider many other factors, including, but not limited to, whether the deceased student was in compliance with the policies set forth and described in the King University Catalog and the King University Student Handbook. Following such review and consideration, the Panel will make a decision whether or not to award a posthumous degree. In no event shall the Panel award a posthumous degree unless at least 75% of the program requirements were satisfied at the time of death. The decision of the Panel is final and not appealable.

In cases where the Panel determines not to award a posthumous degree, the Panel may choose to award a posthumous certificate of recognition. Such a certificate will recognize a deceased student’s progress with respect to the attainment of a degree.

Any award of a posthumous degree or certificate of recognition will be noted on the student’s transcript.



The classification of students is determined by the Registrar at the beginning of each semester.

A **full-time degree-seeking student** is one who has satisfied entrance requirements as a candidate for a degree at King and one who is, for the current session, enrolled for not fewer than 12 undergraduate or 9 graduate semester hours. This category includes conditionally accepted first-time students. Full-time students are eligible to apply for financial aid.

A **part-time degree-seeking student** is one who has satisfied entrance requirements as a candidate for a degree at King and who, for some acceptable reason, is permitted to enroll for fewer than 12 undergraduate or 9 graduate semester hours. Part-time students are eligible to apply for financial aid. Part-time students are usually not eligible to live in the residence halls or to participate in some extracurricular activities.

Regular students are classified according to the number of hours successfully completed as outlined below:

- **Freshman ..... 0 to 25 hours successfully completed**
- **Sophomore ..... 26 to 55 hours successfully completed**
- **Junior ..... 56 to 87 hours successfully completed**
- **Senior ..... 88 more hours successfully completed**

A **full-time non-degree-seeking student** is one who has not been accepted as a candidate for a degree at King, but gives evidence of ability to pursue work in selected courses and, who is, for the current session, enrolled for not fewer than 12 semester hours. This student is not eligible for financial aid.

A **part-time non-degree-seeking student** is one who has not been accepted as a candidate for a degree at King and, who is for the current session, enrolled for less than 12 semester hours. This student is not eligible for financial aid.

A **post-baccalaureate student** pursuing teaching certification who is classified as a full-time student may apply for financial aid. Institutional aid and federal student loans are available. Pell grants and state grants are not available at the post-baccalaureate level.

A **graduate degree-seeking student** is any student enrolled in a graduate program.

A **post-graduate certificate student** is one who is pursuing an FNP or PNP (Family Nurse Practitioner or Pediatric Nurse Practitioner) certificate.



This policy defines a credit hour at King University in accordance with applicable federal regulations and expectations.

A credit hour is the unit of measurement used to indicate the amount of work represented in achieving intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required in item 1 above for other academic activities including laboratory work, internships, experiential learning, and other academic work leading to the awarding of credit hours.

King University defines a credit hour as a reasonable approximation of the student learning outcome equivalency of, at a minimum, a Carnegie Unit. The credit hour at King University is based on the traditional 50-minute Carnegie instructional hour in a traditional 15-week semester. Therefore, under the 50-minute Carnegie hour, a 1-credit hour course should have approximately 12.5 hours of instructor-led activities in a 15-week semester (in an on-ground, classroom course).

$$\begin{aligned} 50 \text{ minutes} \times 15 \text{ weeks} &= 750 \text{ minutes} \\ 750 \text{ minutes} / 60 \text{ minutes} &= 12.5 \text{ hours} \end{aligned}$$

When added to the two hours per week that students are expected to engage in research, assignments, and other independent learning activities beyond participation in instructor-led activities (totaling 25 hours in a 15-week semester), students are expected to allocate a minimum of 37.5 hours of academic work per term to earn one credit hour at King University. For completely online courses, students will complete these 37.5 hours of academic work through all learning activities and assignments associated with the course.

For an example, for a 3-credit hour course, students are expected to allocate a minimum of 112.5 hours of academic work ( $37.5 \times 3 = 112.5$ ). For a 4-credit hour course, students are expected to allocate a minimum of 150 hours of academic work ( $37.5 \times 4 = 150$ ).

These standards apply to all on-ground, online, and hybrid courses with the following exceptions:

- Laboratories – Students earn one credit hour for every 30 to 45 hours spent in laboratory settings.
- Internships, Student Teaching, Directed Studies, and Experiential Learning – Students earn one credit hour for every 50 hours of internship, student teaching, directed study, or experiential learning experience.



All students are expected to complete orientation prior to beginning their program of study at King University. Students will be advised as to the time, location, and format of their orientation program by the Office of Admissions and/or Office of Student Affairs. The purpose of orientation is to assist students in their transition to King University, to become aware of the services, resources, and programs available to them, and to acquaint them with the policies and procedures of the University.

Each student is assigned a Student Success Specialist and/or and Academic Advisor to help them navigate institutional processes, support their academic success, and help them connect with other campus resources and services when needed. Students can obtain contact information for their Student Success Specialist and/or Academic Advisor via the Portal, <http://my.king.edu>.

**It is the responsibility of each student to monitor his or her academic progress at King. The student is expected to know the graduation requirements pertinent to his or her program, to be cognizant of his or her grade point average, to make appropriate elective course selections, and to add/drop courses to best facilitate attainment of his or her educational goals.**



Upon matriculation, all traditional students will be required to complete a Writing Sample, administered under timed conditions, on a topic chosen by the Composition Faculty for the purpose of confirming placement in the appropriate Composition course.

ACT/SAT and/or AP scores will be taken into account in assigning placement, but emphasis will also be placed on the writing sample. Students may be required to take ENGC 1010 (English Composition: Basic Communication Skills), designed to equip them for written performance at a university level. Assignment to this course is a means of helping students make a successful transition into college.

International students must present a TOEFL score of 600 (paper) or 100 (Internet) to be admitted directly into the regular curriculum at King University. All International students will initially be placed in ENGC 1010 (English Composition: Basic Communication Skills) but may be moved into ENGC 1110 (Composition: Writing and Speech) based on the results of the required Writing Sample.

In order to be placed in ENGC 1180 (Honors Composition), students must be accepted into the Snider Honors Program.

Students must earn a C- or higher to progress from ENGC 1110 (English Composition: Writing and Speech) to ENGC 2010 (Research and Writing). If a student earns a D or F, the instructor and Director of Composition will determine if the student must take ENGC 1010 or repeat ENGC 1110.

Any student who earns a D or F in ENGC 1010, ENGC 1110, or ENGC 1180 must repeat the class at King University. After the D or F is earned, students may not substitute credit earned at another institution.



All students are assigned a Student Success Specialist and/or an Academic Advisor to assist them in their academic planning and in navigating University registration processes.

During the latter part of the fall and spring semesters, Traditional students who plan to be enrolled for the next semester will register themselves online via the Student Portal.

Financial obligations must be met in the Business Office before the registration procedure can be finalized (i.e. any student with a hold from the Business Office or Financial Aid will not be registered until the hold is taken care of).

GPS and Online students are registered for their courses by their Student Success Specialists in the following Graduate & Professional Studies (GPS)/Online programs:

- Associate of Arts
- English Online BA
- BBA
- Communication BS
- Criminal Justice BS
- Healthcare Administration BS
- Health Informatics BS
- History Online BS
- Information Technology BS
- Psychology BS
- Religious Studies BS
- Bachelor of Social Work
- MBA
- RN-BSN

Student registration for the MSN, DNP, and MEd degree programs is processed each semester by the Student Success Team following consultation with the students' academic advisors.



The last day to add a 15-week course will be the fifth day of the semester. The last day to add a 5-week, 7-week, or 8-week course is 5:00 PM on the first day of the course.

A student wishing to add a course after this date must have the approval of his/her advisor or Student Success Specialist, the instructor of the course, and the Chief Academic Officer.

Students must submit a *Change of Schedule* form to the Office of Registration and Records for any change made to a schedule after the start of the semester.

A change to a student's schedule carries the potential for a grade and/or tuition penalty and may impact financial aid status.





The Chief Academic Officer must approve in writing all late arrivals prior to the beginning of classes. Arrival date will be determined by the verification process. If a registered student does not attend the first course meeting of the semester, the instructor has the option of dropping that student from the roster.



A student who wishes to audit a course must register for the course in order to ensure a seat in the classroom. If a student registers as an auditor, the audit can be changed to credit **ONLY** during the first week of classes. If a course is registered for credit, this can be changed to audit until the last day to withdraw from a course with a “W.” This must be done with permission of the advisor.

Students who wish to register for a course without earning a letter grade or credit may take the course as an audit. Auditors receive no credit.

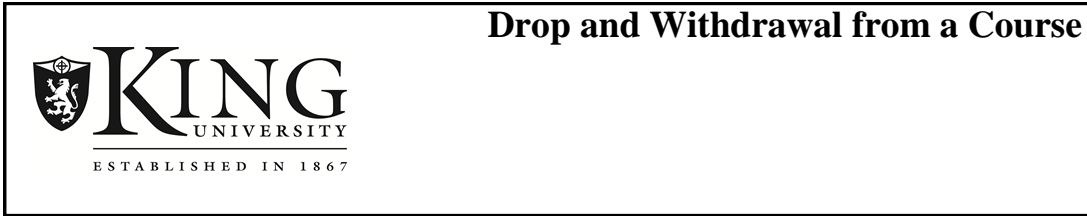
Auditing a course is permitted only in lecture-based courses and never in courses that include laboratories or performances. Auditing is not permitted in courses that focus on the development of written or oral communication skills or courses that rely heavily on class participation. Auditing is not permitted in independent studies courses, internships, special topics, directed studies, or online/hybrid classes.

Students who wish to audit a class must be aware of the following:

- Forms must be filled out and submitted to The Office of Registration and Records prior to the last day students are permitted to withdraw from a course with a grade of “W”.
- Student and professor signatures are required on the form.
- The course will appear on the student’s schedule as though it had been scheduled for credit.
- The course will appear on the student’s transcript with the grading symbol “AU.” No credit is earned, and the grade-point average is not affected.
- Audited courses are not designated with the “AU” symbol until all final grades are received.

Courses that are exempt from the policy above are:

- All APMU courses
- MUSC 1110, 1130, 1140, 1150, 1160, 1170 (musical ensembles)
- MUSC 3110
- THTR 1010, 1011, 1020, 1021 (practica)



### **Overview**

A student should withdraw from a course as soon as the determination is made that he/she will not be completing the course. This option carries the potential for grade and tuition penalty and may impact financial aid status.

A student is required to communicate intention to withdraw from a course to both the course instructor and his/her advisor or Student Success Specialist. The student initiates the process by obtaining a *Withdrawal from a Course* form from either the Office of Registration and Records or his/her assigned Student Success Specialist. This form outlines the process that the student must complete.

### **Verifying for Class**

The Department of Education requires verification of attendance in all courses for which students are registered. Therefore, King University requires attendance to be recorded the first two weeks of every course within every module for verification purposes only.

Verification for online students is submitted by completion of the 'Course Expectation Agreement' (CEA). The CEA must be completed before beginning any coursework in an online class. Once the student has earned 100% on the CEA, the course materials will be available through Blackboard.

Verification means that the face-to-face student is recorded by the course instructor as "Present" at least once during the first 10 days of an academic term or that the online student has completed the CEA.

Students who fail to verify for a course will be dropped from that course. A student who fails to verify for all courses registered at the beginning of a term will have his/her registration cancelled for the term. Failure to verify attendance in a module after attending a previous module in the same semester will result in an Unofficial Withdrawal. A withdrawal calculation will be processed by the Business Office and based on all scheduled courses for the semester.

### **Fifteen Week Courses**

A student may modify his/her schedule by dropping a 15-week course during the first five days of the semester. When a course is dropped, it must be done by the add/drop deadline published in the Academic Calendar for that semester. A course that is dropped from a student's schedule does not appear on the student's academic transcript. Tuition and financial aid will be adjusted accordingly based on any change in enrollment status. (Example: Going from full-time to part-time would affect tuition charges and financial aid.)

A 15-week course that is dropped after the add/drop period has ended is considered a Withdrawal. The student will receive a grade of a W, WP, or an F grade for the

course dependent upon the withdrawal date for that term as listed in the Academic Calendar. However, the student will not be eligible for a tuition refund and must still pay any outstanding balances owed to the university.

**Modular Courses (Five-Week, Seven-Week, or Eight-Week Courses)\***

A modular course can only be dropped from a student's schedule if the student has not attended or not accepted the CEA. To avoid financial responsibility for a dropped course, the course the student wishes to drop within a future module must be dropped before the last day of the current course the student is attending.

A student who attends a class session of a modular course and then decides to withdraw will receive a grade of 'W.' A student may withdraw from a five-week modular course with a grade of 'W' until the start of week 4 for that module. Students who attend a modular course and decide to withdraw after the third class sessions but before the last two class sessions will receive a WP or an F based on instructor discretion. However, such a student will not be eligible for a tuition refund and must still pay any outstanding balances owed to the university.

A student who attends a modular course and then decides to withdraw within the last two class sessions will receive an F.

\* A modular is a course that is shorter than a full term and does not span the entire payment period or period of enrollment.

## Withdrawal from the Institution



To withdraw officially from King University, a student is strongly encouraged to complete a *Withdrawal Form*, available in both the Office of Student Affairs and Office of Registration and Records. In addition, a resident student must check out of his/her residence hall by completing the *Room Condition Form* and turning in his/her key(s) to the Area Coordinator. The student will submit the completed *Withdrawal Form* to the Office of Registration and Records so it can be placed in the academic record.

A student withdrawing from the institution will receive a grade of W in all courses not completed for the term. Students will need to refer to the “Withdrawal from a Course” policy (2.05.280) to see what grade will be assigned for courses that are currently in session. No student will be allowed to withdraw from the institution later than the last day to withdraw from a course.

The Vice President for Student Affairs, the Dean of Students, or the Chief Academic Officer may, at his or her discretion, facilitate an Administrative Withdrawal process due to unusual or extenuating circumstances.

Upon withdrawal, it is the responsibility of the student to resolve all outstanding obligations to the institution (pay outstanding fees, return library resources, return athletic equipment) and to turn in his/her student ID card and any keys issued by the institution. Failure to do so will result in the addition of fees to the student’s account in the Business Office and a Hold on the student’s academic records.

The last date of attendance will be used as the official withdrawal date during verification periods for courses. After verification, the date the student initiates the withdrawal process, which for this process is determined by the first notification by the student to a University employee, will be considered the date of official withdrawal. The Office of Registration and Records will send official notice of the student’s withdrawal from the institution to all campus offices.

A student will be unofficially withdrawn if that student has received a grade of WF in all courses at the end of a semester. The Office of Registration and Records will unofficially withdraw such a student from the university due to non-attendance. A WF is defined as failure to attend any classes after the mid-point, and the mid-point of the semester will be used as the official withdrawal date for the student. If the student receives a passing grade for any course during the same period, it is assumed the student completed the period for all courses. Withdrawal calculations will be based on this date. Failure to verify in a future module after attending a previous module in the same semester will result in an unofficial withdrawal from the University.

The mid-point for modular courses is defined as follows:

- Five-Week Module: student stops attending after week 3
- Seven-Week or Eight-Week Modules: student stops attending after week 4
- Fifteen-Week Modules – student stops attending after week 7

A student who fails to attend class during the semester but who remains in the residence hall will have his/her charges calculated based on the check-out date or the withdrawal date if no proper check-out was done. For more information, please refer to the refund policy in this catalog (2.02.060).



**All Undergraduate Students**

Full-time undergraduate students must take a minimum of 12 hours each semester. Students are strongly discouraged from attempting more than 20 hours in any given semester, including courses being taken at another institution. In no instance will any undergraduate student be allowed to register for more than 24 hours in any semester.

**Traditional Undergraduate Students**

Traditional undergraduate students in their first semester generally enroll in a maximum of 16 semester hours. Traditional undergraduate students who have successfully completed their first semester may enroll for up to 20 hours each subsequent semester. Any traditional undergraduate student desiring to enroll in more than 20 semester hours must secure permission by submitting the *Overload Permission Form* to the Office of Registration and Records. An Overload Fee of \$300 per credit hour will be charged for any semester hours beyond 20.

**GPS Undergraduate Students**

GPS undergraduate students in their first semester generally enroll in a maximum of 12 semester hours. GPS undergraduate students who have successfully completed their first semester with a 3.00 term GPA may enroll in up to 16 semester hours each subsequent semester; however, within that 16 hour limit, no GPS student may take more than 5 semester hours in a single module, with the exception of module D (15-week courses). Any GPS undergraduate student desiring to enroll in more than 16 semester hours must secure permission by submitting the *Overload Permission Form* to the Office of Registration and Records.

**Graduate Students**

Full-time graduate students must take a minimum of 9 hours each semester. Graduate student enrollment expectations and limits are determined by the approved plans of study for each program. All requests for permission to exceed the hours designated by the approved plans of study by 3 or more semester hours must be approved by the particular graduate program coordinator and the Office of Academic Affairs.



Students are expected to recognize and accept their responsibility for maintaining a pattern of regular and punctual attendance at classes and laboratories. All faculty members will, at the beginning of each semester, distribute to the students a written statement of their attendance policies, which include what penalties might be imposed for excessive absences.

Students that are absent for legitimate reasons, such as serious illness, personal or family emergency, or participation in an official King University activity, should present to their instructors written statements of excuse from an appropriate person, such as a physician, dean, or other University official. Where absences can be anticipated, students are responsible for notifying their instructors before the absence occurs and planning to make up missed work.





The purpose of this policy is to encourage students to become life-long learners by removing undue concerns for grades in areas outside the students' major areas of study. Therefore, a student can declare Pass/Fail status for a course.

A passing grade (P) will be awarded if the student achieves a C- or higher (as would have normally been awarded for that course); otherwise, a failing grade (F) will be awarded. All but first-semester freshmen (students with fewer than 12 credit hours) may take classes on a pass/fail basis. Students may enroll in up to 4 credit hours per semester on a Pass/Fail basis. The total number of semester credit hours awarded on a Pass/Fail basis shall not exceed 12 for any student's entire undergraduate program. Students transferring to King as sophomores or higher will be limited to 8 semester hours Pass/Fail at King.

A student shall have the option of declaring Pass/Fail or regular graded method until two weeks after mid-semester. No courses required for a student's major and only 4 credit hours from a student's minor shall be taken on a Pass/Fail basis by a student who has already declared that major or minor.

Instructors shall not be informed who has declared the Pass/Fail option in their courses and will submit grades for everyone. The Registrar will keep a record of all grades until a student's graduation, even though the student's transcript will show only P or F. A student who has taken a course Pass/Fail required for a major or minor and then declares in that major or minor will receive the grade awarded.

Courses that are designated as Pass/Fail shall not count against a student's limits per semester or career. A grade of P will not influence a student's grade point average in any way; however, a grade of F will be included in the calculation of grade point average. Grades for courses transferred from another institution can never be converted to Pass/Fail.



Final examinations, when required and listed on a particular course schedule, are given at the end of a course. If a course stipulates a final exam, attendance is mandatory. Instructors may not reschedule final exams except in extreme circumstances. A student absent from a final examination for any reason (such as illness, emergency, or scheduled post-season athletic competition must have official documentation from a physician, police officer, coach, etc.) and must make arrangements with the Chief Academic Officer and the instructor for a special examination. All examinations should take place in the location (campus location and room) specified by Registration and Records.

**Final Exam Policies for Traditional 15-week Courses**

Traditional courses end seven days prior to the end of each semester. There is a day following the last day of classes, designated as Reading Day for the purpose of concentrated study, when no classes are held. The six-day period following Reading Day is set apart for final examinations. The schedule for examinations is determined by the Office of Registration and Records. **No exams shall be given nor can a take-home exam be due on Reading Day.** Instructors in Traditional courses are encouraged not to give major exams in the seven class days prior to Reading Day, and absolutely **no final comprehensive exams should be given during that seven-day period.**

If a Traditional student taking several courses in a semester has more than two final exams scheduled on one day, that student may request to reschedule one exam through the Office of Academic Affairs.

**Final Exam Policies for Online Courses**

As stated in the CEA (Course Expectation Agreement) that is presented at the beginning of every Online course, students have agreed to the King University Honor Code and also not to engage in the misuse of identity or technology. This means that each student must take all course exams including the final exam and not allow another person to log on to Blackboard with false credentials for the purpose of taking a final examination.



Students repeat courses for several reasons:

- Because they failed a course and want to remove the F from their records
- Because the grade earned in a major, minor, or concentration course is below the level required by that program
- For the purpose of increasing proficiency in a course when such is necessary for successful performance in a subsequent course
- For the purpose of increasing the grade point average.

A student may repeat a course, provided that the grade earned is below a C (*C- or below*) in the course to be repeated. Students are permitted to repeat a course twice (for a total of three attempts). The grade in the final attempt will be used to calculate the student's cumulative GPA. No more than 32 semester hours can be repeated.

Specific program requirements regarding course repeats and grades for a course will take precedence over the policy above (e.g. Nursing courses may be repeated only once and on a space-available basis).

A student may repeat a course during the same semester if the course is offered in a separate module and the course has no prerequisites. To repeat a course within the same semester the student will need to contact the Registrar.

**NOTE: Financial Aid/Veterans Benefits**

Students who choose to repeat any course in which they have earned a passing grade (C- or better) may not receive financial aid or veterans benefits for those hours. Students will need to contact the Financial Aid office or refer to their VA Benefits for clarification.

Grades indicating the quality of a student’s work along with the quality points given in any course are officially recorded as follows:

<u>Grade</u>	<u>Quality Point Value</u>
A+.....	4.00
A.....	4.00
A- .....	3.70
B+.....	3.30
B.....	3.00
B-.....	2.70
C+.....	2.30
C.....	2.00
C-.....	1.70
D+.....	1.30
D.....	1.00
D- .....	0.70
F.....	0.00
W.....	0.00
WF.....	0.00

If a course is repeated, the grade earned in the final attempt will be counted towards earned hours and GPA. A professor may use his or her discretion to award the grade of A+ to a student for exemplary work in a course, for an equal point value of 4.00.

**Failing Due to Non-Attendance**

A final grade of WF is assigned by instructors failing students due to non-attendance or non-compliance with the instructor’s attendance policy. When instructors assign a WF grade, they are asked to report the last known date of attendance, if possible.

At the end of each semester, a report is generated of all students who received a final grade of WF and who have a semester GPA of 0.00. Those students who have all WFs are assumed to be “unofficially withdrawn” from the institution.

**Incomplete Grades**

An **Incomplete (I)** in a course shall be granted only if the student has applied for such continuation and has received approval of the instructor in that course and the Registrar before the beginning of the examination in that course. The length of time granted for continuation after a course ends must be specified by the course instructor and shall not exceed six weeks from the date the course ends.

Until the Incomplete is removed, it is calculated as an F in the semester grade point average. An Incomplete grade not removed by six weeks after the last day of the course in which it was assigned will automatically become a failing grade.

**No Grades**

Faculty members may assign a **No Grade (NG)** as the final grade for an otherwise responsible student who inexplicably does not complete end-of-the-semester work for a course (e.g. term paper, final exam).

The student will have six weeks from the end of the course to complete the work. An NG counts as an F in the calculation of the student's grade point average. An NG not removed by the deadline becomes a failing grade.

Faculty members are not obligated to submit a grade of NG whenever work is not finished. When confident that a student is aware of his or her responsibility and has decided not to complete the work, a faculty member should simply calculate the final grade with the unfinished work counted as a zero.

**Credit Pending Grades**

A student who continues the work of a course into the next semester with the planned approval of the instructor (e.g., honors research, student teaching, field study, year-long courses) must apply for a **Credit Pending (CP)** grade when course requirements will not be completed in a given term. This form must be completed by the student, approved by the instructor, and returned to the Office of Registration and Records before the semester's examination period. The instructor must specify when the course work is to be completed. A grade of Credit Pending has no impact on the student's grade point average.

## Change of Grades



When circumstances warrant (e.g. a mathematical error was found in the final grade calculation), faculty may change a previously submitted final grade. In no instance can extra work turned in by the student after grades have been submitted warrant a grade change.

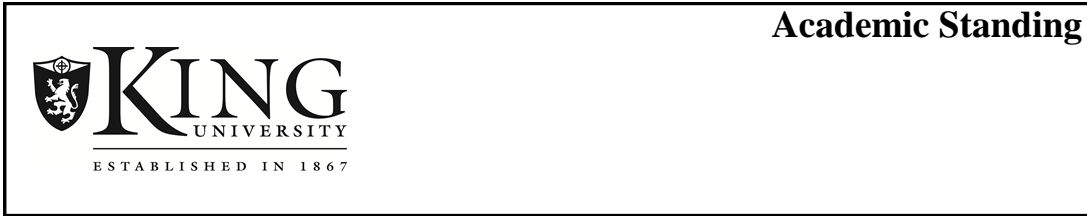
Changes with a written rationale must be made by email to the Registrar once grades have been posted through the faculty portal. Any such changes must be made within six weeks of the submission of the final grade. After six weeks, grades will be considered sealed and any changes will be made only with the approval of the Chief Academic Officer.



All undergraduate students who are taking at least 12 hours of academic work and who attain a semester grade point average of 3.50 or better are placed on the Dean's List. Those students who attain a semester average of 4.00 are placed on the President's List.

Students with **Incompletes (I)** or **No Grade (NG)** at the end of a semester are ineligible for inclusion on the President's List or Dean's List because grades of Incomplete and No Grade compute as F in the grade point average process. The student's GPA will be adjusted once the final grade is received, but such a student is not eligible for the President's List or the Dean's List.

Traditional students who do not satisfactorily complete the Chapel Convocation and Service (CCS) credit (0.5 s.h.) are not eligible for the President's List or Dean's List.



### **Undergraduate Academic Standing**

The Academic Standards Committee reviews the records of students at the end of each regular semester. A student who meets all appropriate requirements for GPA and semester hours passed will be considered to be in Good Academic Standing. Academic Standing for any other student may fall into the following categories:

#### Academic Concern

A student may be placed on *Academic Concern* if he or she was previously in good academic standing and his or her semester GPA falls below the following minimum standards:

- Students who have completed up to 24 s.h. – 1.600 GPA
- Students who have completed 25-48 s.h. – 1.800 GPA
- Students who have completed 49-72 s.h. – 1.900 GPA
- Students who have completed 73 or more s.h. – 2.000 GPA

Students on *Academic Concern* will be considered to be in Good Academic Standing, but the concern shall serve as notice of the risk of losing good academic standing. Students on concern may be asked to comply with requirements intended to assist academic progress, such as, but not limited to, consultations with the Academic Center for Excellence, limitation of course load, or development of an academic plan in consultation with his/her advisor or Student Success Specialist.

#### Academic Probation

A student may be placed on *Academic Probation* if he or she fails to meet satisfactory progress requirements as defined by the institution, or if he or she fails to meet any requirements of *Academic Concern*. A student may be placed on *Academic Probation* for the following reasons:

- Failure to pass at least 6 s.h. in a regular semester.
- Failure to achieve the following cumulative GPAs:
  - Students who have completed up to 24 s.h. – 1.600 GPA
  - Students who have completed 25-48 s.h. – 1.800 GPA
  - Students who have completed 49-72 s.h. – 1.900 GPA
  - Students have completed 73 or more s.h. – 2.000 GPA

Cumulative GPAs will be reviewed at the end of each regular semester. New students in their first semester at King will not normally be placed on *Academic Probation* for cumulative GPA. Students on probation will not be considered to be in good academic standing. Students on probation normally may not take more than 14 semester hours in a regular semester and may be asked to comply with requirements intended to assist academic progress, such as but not limited to consultations with the Academic Center for Excellence or development of an academic plan in consultation with his/her advisor or Student Success Specialist.



A student who fails to comply with any requirements of his or her probation may be placed immediately on *Academic Suspension*. A student's probation status will be reviewed at the conclusion of the next regular semester.

### Academic Suspension

A student may be academically suspended from the institution and therefore unable to enroll in courses if he or she:

- Fails to pass at least 6 s.h. in a regular semester while on probation.
- Fails to achieve the following cumulative GPA at the end of the academic year after having been placed on probation:
  - Students who have completed up to 24 s.h. – 1.600 GPA
  - Students who have completed 25-48 s.h. – 1.800 GPA
  - Students who have completed 49-72 s.h. – 1.900 GPA
  - Students who have completed 73 or more s.h. – 2.000 GPA
- Fails to achieve the following semester GPA while on probation:
  - Students who have completed up to 24s.h. – 1.600 GPA
  - Students who have completed 25-48 s.h. – 1.800 GPA
  - Students who have completed 49-72 s.h. – 1.900 GPA
  - Students who have completed 73 or more s.h. – 2.000 GPA

A student who receives notice of an Academic Suspension may submit a written appeal to the Office of Academic Affairs to request that he/she be allowed to continue at King. A student who chooses not to appeal or whose appeal is denied may apply for readmission after one regular semester.

The Academic Standards Committee may also, at its discretion, place a student on an academic status based on the student's record if it deems it to be in the best academic interest of the student.

All students will be classified as full-time or part-time degree seeking by the number of hours registered as of the census date of the semester under review (usually the 10<sup>th</sup> day of class). Any student who is certified part-time degree seeking on the census date of the semester must maintain the GPA minimums, but does not need to meet the 6 s.h. rule for any of the academic sanctions.

### Unofficial Withdrawal

Students are defined as unofficially withdrawn for Title IV Federal Aid purposes when they do not have any grades for the semester other than the WF, a failing grade due to non-attendance or non-compliance with the instructor's attendance policy. Students who are unofficially withdrawn must follow the procedures outlined under *Readmission to the Program*. Readmission to the program is not guaranteed and will be based on the Admission Committee's evaluation of a student's likelihood to successfully complete the program.

### **Graduate Academic Standing**

*Graduate students* whose cumulative grade point average falls below 3.0 will be placed on academic probation and will remain on probation until their cumulative grade point average is 3.0 or higher. Failure to achieve a semester grade point average of 3.0 or higher during this probationary period will result in academic suspension. Students will have the opportunity to submit a written appeal of the suspension to the Chief Academic Officer. Students who are admitted on conditional acceptance must achieve a grade point average of 3.0 during their first semester to avoid being academically suspended.

Students who are suspended must follow the procedures outlined under *Readmission to the Program*. Readmission to the program is not guaranteed and will be based on Admission Committee's evaluation of a student's likelihood to successfully complete the graduate program.

**Note:** *Until an incomplete grade is removed, it is calculated as an F in the semester grade point average. This will sometimes affect a student's academic standing. At the time the incomplete is removed the academic standards committee will reevaluate the student's status.*



Students who wish to appeal matters related to grades, course policies, and pertinent academic procedure may submit a written letter of appeal and supporting documents to the Office of Academic Affairs.

The Chief Academic Officer (CAO) or his/her designee may, upon receipt and review of materials for appeal, uphold the findings or decisions in question or take jurisdiction of the matter and reach a decision. Should the CAO decline to take action, such appeals may then be forwarded by Academic Affairs to the Academic Standards Committee (ASC) for review. It is the duty of this committee to “receive and act on petitions from students regarding normal academic procedure and disputes with faculty over grades or course policies.”

The following should be noted:

- Students are expected to have addressed the concern with the professor of the course in question (if applicable), the chair of the department or program coordinator (if applicable), and the dean of the school before pursuing any appeal with the Office of Academic Affairs.
- Appeals of final course grades must be made within six weeks of the conclusion of the term in which the grade was received (see Change of Grades Policy [2.05.370]). Appeals received after six weeks will only be heard with the approval of the CAO.
- The ASC conducts its reviews based on the documents received. Therefore, any letter or documentation of appeal should specifically detail the reasons for which the student believes the committee should overturn, modify, or amend decisions of the professor, department chair/program coordinator, and/or school dean.
- Normally, the ASC will be concerned with grades, course policies, and institutional academic procedure. Normally, the committee will not hear appeals of procedure particular to schools or departments. The committee should only hear appeals with regard to school or departmental policies and procedures when it is determined that the appeal relates to unfair or inconsistent application of a policy or procedure. Upon receipt of a written appeal, the Office of Academic Affairs will offer to the professor, department chair/program coordinator, and/or school dean, the opportunity to submit documents explaining the rationale for the decision(s) in question.
- Upon receipt of all documents, the Office of Academic Affairs will convene a meeting of the ASC at a mutually convenient time to all members of the committee.
- The committee may then render a decision based on its review of the submitted documents.
- Review by the Office of Academic Affairs and/or the ASC is the final forum for appeals of the nature noted above.
- Normally, the Academic Standards Committee process should render a decision to the student within 30 days of receipt of a written appeal. In the event that the process will extend beyond 30 days, the student should be notified in writing of the delay, the reason(s) for the delay, and the anticipated completion date.



A student who is in good standing with the University may request a one semester leave of absence (LOA) for specific vocational, military, educational, or personal circumstances. The written request, along with supporting documentation, must be submitted to the Office of Registration and Records via the student portal prior to the beginning of the semester for which the leave is being requested. The request must be reviewed and approved by the Office of Academic Affairs.

Students wishing to request a leave of absence should be aware of the following:

- Students requesting a leave of absence are responsible for first checking with the King University Financial Aid Office in order to be aware of any possible impact of a leave of absence on financial aid eligibility, loan repayment, etc.
- A leave of absence request must be completed, submitted, and approved prior to the first day of the semester for which the leave is being requested.
- In order to be considered for a leave of absence, the student must be enrolled at the institution at the end of the semester prior to the requested semester of leave *and* must be in good standing with the institution.
- A leave of absence may only be granted for one full semester, and may not exceed 180 days in any 12-month period.
- At the conclusion of the one-semester leave of absence, the student may return to the institution without needing to be readmitted.

## Records and Transcripts



A complete record showing entrance credit, college credits, majors, minors, honors, and degrees for each student is kept in the Office of Registration and Records.

Transcripts are forwarded to designated third parties only upon the student's request. To be "official" they must be signed by the Registrar and bear the Seal of King University. All transcripts will clearly indicate when and to whom they are issued. Official transcripts will be withheld if the student has not settled all obligations (holds) to the institution.



## Prior Learning Assessment (PLA)

Prior Learning Assessment (PLA) is a term used to describe the evaluation of college level learning for college credit that is gained outside a traditional academic environment. King University employs prior learning assessment aligned with institutional mission, academic integrity, and student educational attainment and success.

PLA credits apply toward majors, minors, concentrations, general education requirements, and electives that count toward the degree being sought in the same manner as traditional courses. PLA credits shall not be treated differently in their application and use than their course equivalencies or appropriate block credit. PLA may be accepted up to 30 total credits of a bachelor degree, and up to 15 total credits of an associate degree. These total credits may be comprised of multiple types of PLA.

### Types of Prior Learning Assessment

#### 1. Credit by Examination

- a. **Advanced Placement** – Course credit for successful completion of Advanced Placement examinations administered by the College Entrance Examination Board to high school students will be granted to students presenting Advanced Placement examination grades of four (4) or higher. A letter grade of “P” will be assigned for credit granted. Because no grade is assigned other than “P,” no Quality Points will be awarded to count toward GPA. A grade of three (3) will exempt a student from the course.
- b. **College Level Exam Program (CLEP)** – Students may earn college credit for certain examinations administered by the College Level Exam Program. To receive credit for a CLEP test, a minimum score must be earned (Contact the Registrar for information on scores required for credit for specific courses). CLEP credit will be transcribed as course specific credit with a grade of “P.” Because no grade is assigned other than “P,” no Quality Points will be awarded to count toward GPA. CLEP credit will be identified as transfer credit from the College Level Exam Program.
- c. **DANTES Subject Standardized Test (DSST)** – Students may earn college credit for acceptable scores on the DANTES Subject Standardized Test based on the credit recommendations and minimum scores recommended by the American Council on Education. Students should submit an official DANTES transcript for review. A letter grade of “P” will be assigned for credit granted. Because no grade is assigned other than “P,” no Quality Points will be awarded to count toward GPA.
- d. **International Baccalaureate Program** – King recognizes the IB diploma and King will grant a maximum of 8 hours of credit for scores of 5, 6, and 7 on each of the IB Higher Level examinations. The Registrar in conference with the Chief Academic Officer will decide the amount of credit awarded. The maximum number of credit hours awarded for IB is 30.

## 2. Credit Recommendation for Past Training (Credit Recommendation Service)

- a. **Prior Military Training Credit** – College credit for military training may be awarded through the American Council on Education (ACE) College Credit Recommendation Service or through direct evaluation of the student’s service school transcripts. For ACE evaluated credit, students must request and submit to the institution an official transcript from ACE in order to receive PLA credit, and the training must be evaluated by ACE and included in the *ACE Guide*.
- b. **Occupational and Workplace Training** – Credit awarded for completion of workplace (corporate, government, etc.) training may be awarded based on recommendations by nationally recognized college credit recommendation services such as the American Council on Education (ACE). A letter grade of “P” will be assigned for credit granted. Because no grade is assigned other than “P,” no Quality Points will be awarded to count toward GPA.

## 3. NLN ACE II (Acceleration Challenge Exams)

**RN-BSN Advanced Placement** -- In an attempt to minimize barriers to entry into the baccalaureate level of education for registered nurses, and with the intent to encourage educational mobility for the diploma or associate degree nurse, the King School of Nursing offers an opportunity to validate demonstrated competence beyond that which has been verified through previous academic achievement.

Awarding academic credit is accomplished through successful completion of a validation process which will be completed during the first semester of enrollment. To be eligible for the advanced placement credit, the student’s file must show evidence of:

- i. Graduation from an NLNAC accredited diploma or associate degree program,
- ii. Completed nursing courses with a “C” grade or higher,
- iii. Current and valid registered nurse license,
- iv. Current work experience as a registered nurse (resume),
- v. Validation of clinical competency (current employer performance evaluation), and
- vi. Two letters of reference documenting the potential to succeed in the RN-BSN track. One must be from a professor who has taught the applicant.

Validation consists of successfully passing a series of tests using the National League of Nursing NLN ACE II tests. The ACE II series consist of three (3) standardized exams that validate thirty-seven hours of general nursing knowledge in the care of the adult client, the childbearing client and the child, and the client with mental disorders. They are offered twice annually. Advanced notification of exam details will be posted. Students should contact their Student Success Specialists for further information.

RN students who do not choose to earn credit through the ACE II exams are encouraged to take Pathway courses at King, particularly Statistics and Pathophysiology.





King offers online courses in a variety of subjects for both traditional and graduate and professional studies students. Online courses are similar to face-to-face courses in content, requirements, and rigor. Instructors develop courses that define learning outcomes for online courses that are in keeping with intended outcomes for comparable courses and programs delivered via other modes at the institution.

Students in online classes have access to all King resources, including technical support, Upswing 24/7 online tutoring, Academic Center for Excellence (ACE) services, and library resources. Students should consult the King Academic Catalog and Student Handbook for information on additional resources available to all students. By their nature, some services are made available on the main campus. More information is available in The Online Student Handbook posted in each online course.



The following identifies King University's procedures for protecting the privacy of students enrolled in online and distance education courses.

### **King University Online Student Policy**

King University policies concerning the privacy of student records and all state and federal laws and regulations shall apply with equal force and effect to student records regardless of mode of course delivery.

Access to online courses and live or recorded webcasts shall only be granted via secure password to properly enrolled students and University faculty and staff.

All websites that collect personally identifiable information from online students are secured encrypted websites.

Online students should not *nor will they ever be* asked or required to disclose passwords to their King Portal or other accounts. King University will *never* request online students to provide passwords to verify passwords electronically or verify passwords through other websites. If an online student receives such a request, he/she should *not* respond to it or click on any contained links. In addition, the student should contact the University IT Helpdesk as quickly as possible.

Social security numbers should *not* be transmitted via email. Social security numbers will only be used by King as permitted by law.

Recorded materials involving online students are securely maintained and may only be used or disclosed in accordance with University policies.

## Student Course Evaluations

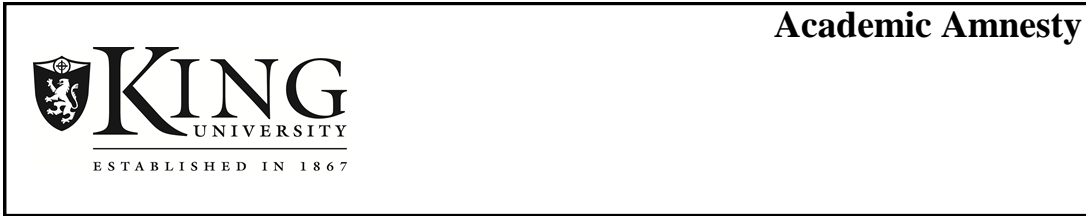


The Office of Academic Affairs, as part of the larger process of evaluating the effectiveness of King's academic programs, administers student course evaluation surveys online for each class taught during every semester.



King University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, bachelor's, master's and doctoral degrees. However, the right to accept or reject transfer of credits or to recognize academic degrees earned at King University lies entirely with the receiving institutions. Therefore, King University and its representatives do not imply, promise, or guarantee transferability of its credits to other institutions.

Furthermore, if the receiving institutions refuse either to accept credits or to recognize degrees earned at King University, students may be required to repeat some or all coursework at those institutions. Consequently, students considering transferring to other institutions should work directly with their respective schools' officials to determine the transferability of King University credits or degrees and the alignment of those institutions' programs with the students' educational goals and expectations.



Academic amnesty removes grade point factors of a previous semester taken at King from a re-admitted student's cumulative GPA, although course(s) and grade(s) remain on the student's academic record. The course(s) so approved are marked on the transcript "Academic Amnesty."

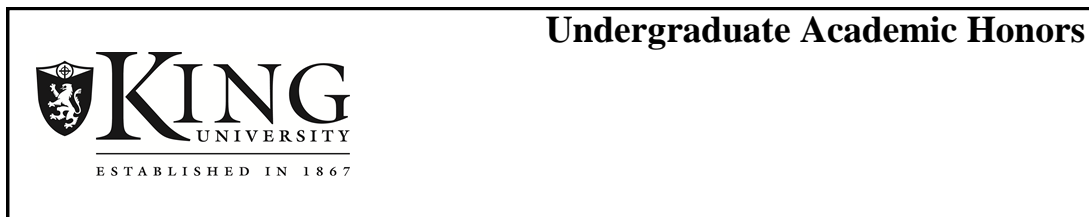
To fulfill the academic amnesty requirements, a student must complete 12 simultaneous semester hours with at least a 3.0 GPA. There is a limit of two semesters/terms for which a student may seek academic amnesty.

Receipt of academic amnesty is not automatic; it requires the support of the academic advisor and the approval of the Chief Academic Officer. To receive academic amnesty for a semester, a student must:

1. Acquire the *Academic Amnesty* form, available from the Office of Registration and Records as an email attachment.
2. Discuss the semester(s) for which amnesty is sought with his/her academic advisor or Student Success Specialist. If the advisor or Success Specialist supports the request for academic amnesty, he/she should sign the *Academic Amnesty* form.
3. Return the signed form to the Office of Registration and Records for final approval by the Chief Academic Officer, who may request an interview with the student before authorizing the amnesty request.

A written response to the student concerning the final disposition of the application will be issued from the Office of Registration and Records. In order to receive amnesty for a semester, certain conditions must be understood:

1. Amnesty affects ALL courses taken during the semester, including credit hours and grades.
2. The amnesty semester is removed from consideration for GPA purposes, and the credit cannot be used for prerequisite or degree requirements. The semester listing of courses and grades remains evident on the academic record, but the classes are marked "Academic Amnesty."
3. The Office of Registration and Records shall determine whether or not the student has met the requirements for academic amnesty.
4. Since "I," "NG," "P," and "W" grades do not have numerical equivalents, courses in which the student received these grades are irrelevant to the academic amnesty process.
5. The request for academic amnesty must be approved prior to the student's final semester.



Academic honors shall be determined by the undergraduate student's King grade point average.

Graduates who have completed a *minimum of 62 semester hours of graded coursework at King* (excluding PLA, and Pass/Fail credits) will be eligible for the following Latin honors:

- GPA meeting or exceeding 3.500: *cum laude*;
- GPA meeting or exceeding 3.700: *magna cum laude*; or
- GPA meeting or exceeding 3.900: *summa cum laude*.

Students who have completed 48-61 hours of graded coursework at King with an institutional grade point average of 3.70 or higher will graduate *With Distinction* in their designated field of study.

Honors will be noted on the diploma and anticipated honors will be announced during commencement exercises. *Summa cum laude* graduates will receive a gold honor cord as they cross the platform during commencement exercises.

Because grades are not due until after commencement, final Grade Point Averages cannot be computed until all grades are received by the Office of Registration and Records. The final transcript is the official academic record of honors granted. Honors will always be correct on each student's diploma and transcript. However, honors announced at a graduation ceremony may not be entirely in line with actual honors due a student.



One of the strong features of a small university is the opportunity for independent work by a student, generally in conjunction with the guidance and supervision of his/her instructor. Many departments at King have programs that permit advanced students to engage in supervised independent studies, often in projects extending beyond the scope of the formal courses listed in the catalog.

Outstanding work in independent study may be cited for “Honors in Independent Study.” Such recognition is based on the excellence of a special project and is considered independent of a student’s academic average or other qualifying factors. To be considered for this recognition, two members of the King University faculty must recommend the project, and the completed project, essay, or thesis is deposited in the E. W. King library.

The final project must be submitted to the supervising faculty no later than two weeks prior to the Reading Day prior to the candidate’s graduation, and the recommendation for Honors in Independent Study must be received by the Honors and Honorary Degrees committee no later than one week prior to Reading Day.



## **Chapel, Convocation, and Service CCS Credit Traditional**

The following Chapel, Convocation, and Service Policy has been established for the King University community in order to encourage engagement in the Christian faith meaningfully and holistically to create a “transformation of culture in Christ.”

Chapel and convocation attendance is an integral part of what it means to be a Traditional student in the King University community. Chapel is held every Wednesday from 9:15 to 10 a.m. The services are one setting in which individuals from the campus community gather regularly for worship, enrichment, and community building. Students regularly participate in music and other worship activities such as the reading of Scripture, sharing of ministry experience, and being involved through dance, drama, and other artistic expressions.

Convocation, which normally meets on Mondays from 9:15 to 10 a.m., provides an intellectual forum for the presentation of ideas that should challenge our ways of thinking about and perceiving the major issues of our culture and the world. Speakers for Chapel and Convocation include campus personalities and outstanding guests from around the world.

Service and mission projects are a means of reaching beyond ourselves to the greater community (locally, nationally, and internationally) with the love and compassion of God. Service activities that have been approved by the Office of Student Affairs and the Office of the Chaplain are posted on the King website.

Requiring chapel and/or convocation for Traditional students is a King tradition that has been maintained over the long history of the institution. It is one of the experiences that sets King apart from secular schools and other private religious institutions. We maintain this tradition as a sign of our devotion to a founding principle that King is a worshipping community dedicated to the integration of faith and learning and transformation of culture in Christ. Students also have the opportunity to earn credit through service activities.

All full time traditional students are expected to meet the CCS requirement including traditional students at King’s off-site locations. A full time traditional student is a commuter, transfer, or residential student who is registered for 12 semester hours or more per semester.

### **Expectations**

Whether in a worship service or in convocation gatherings, students are expected to exercise respect and offer attentiveness to our speakers and performers. Distracting or discourteous behavior is unacceptable and will not be tolerated. Cell phones, laptop computers, and i-Pods should be turned off. Talking and other distracting noises are not acceptable.

All full time traditional students are automatically enrolled in a ½ semester hour CCS course each semester. There is no additional cost for being enrolled in the CCS course. The CCS course will be graded as a Pass/Fail.



The number of CCS hours required for a grade of P (Pass) is 12 each semester. Students may receive up to seven required hours from service. No less than five hours must come from convocation, chapel, or a combination of the two.

Students who do not complete the minimum of 12 Chapel, Convocation, and Service hours will receive a grade of F (Fail). The earned F is calculated in a student's term and cumulative GPAs. Students can repeat the failed semester by either completing an additional 12 hours of CCS before the end of the next semester or by providing a make-up plan that has been approved by the Chaplain. Certain Performing and Visual Arts (PVA) and other opportunities may be allowed to count towards fulfillment of CCS requirements as determined by the Office of the Chaplain. These events will be announced via email.

Senior level Teacher Education and Nursing Clinical students may be eligible to count hours accumulated in student teaching, clinical practice, and other special projects and programs towards CCS credits. The hours of service must be approved by the Office of Student Affairs and the Office of the Chaplain.

### **Attendance Policy**

All full time traditional students are expected to meet the CCS requirement unless granted an exception. Traditional students at King's off-site locations are also required to satisfy the CCS requirement. If an exception is granted, a letter approving the exception must be submitted to the Office of Registration and Records for the students' academic file. CCS credits are not transferable to subsequent semesters.

Students who are part time or drop to part time during the semester will not be required to complete the CCS requirement.

Each chapel and convocation attendance counts as one hour toward the CCS requirement. Each hour of approved service counts as one hour towards the CCS requirement. King University Mission Trip participation will count as 7 CCS hours.

Students are responsible for tracking and monitoring their chapel and convocation attendance and their earned hours of service through the Student Portal. There is additional information about the CCS policy in the Student Handbook.



A student or a program coordinator can petition to substitute one course for another within a major program. The substituted course takes the place of a required course. Course substitutions must have comparable subject content to the originally required course or must teach comparable skills.

Course substitution requests must be submitted to the Office of Registration and Records on a *Petition for Course Substitution*. This petition must include a justification that explains how the course to be substituted meets the content and/or skills components of the originally required course. The *Petition for Course Substitution* must be signed/approved by the Program Coordinator of the student's major program of study.

**Students are limited to a maximum of three (3) course substitutions for each program of study in which they are enrolled. Substitutions may not be made across unrelated academic disciplines.**

Students must have completed, be currently enrolled in, or have transferred credit to King University for the requested course substitution to be approved.



**Double Counting between General Education Requirements and a Major**

If a General Education course is required as part of a major program of study, it does satisfy the General Education (Core Curriculum) requirement that the course would normally satisfy. If students have taken General Education courses prior to entering a major that are different from the courses specified for that major, students must take the major-specified courses in addition to the courses already completed.

**Double Counting between Majors, between Majors and Minors, between Majors and Concentrations, or between Minors and Concentrations**

When there is overlap between requirements for a major and requirements for a second major, King University will allow eight (8) semester hours to be counted in both the majors.

When there is overlap between requirements for a major (especially when the major is cross-disciplinary) and requirements for a minor or concentration in another discipline, King University will allow eight (8) semester hours to be counted in both the major and the minor, the major and concentration, or the minor and concentration.

**Triple Counting Never Allowed**

When there is overlap among requirements for General Education (Core Curriculum), a major, and a minor, a course that could satisfy all can only be used to satisfy two of the three. A maximum of 16 hours can be counted more than once.

## Transfer Credit Acceptance



King University accepts applicable qualifying transfer credit from regionally accredited colleges and universities. Students wishing to request transfer of credit from a non-regionally accredited institution or credit for courses in major programs should submit a *Petition for Acceptance of Transfer Credit* to the Office of Registration and Records. The Petition should be accompanied by an official transcript, course syllabus for each course, and catalog descriptions for courses for which approval is sought. The Registrar will send the Petition to the appropriate School(s) for faculty review and evaluation of the requested transfer credit. Decisions regarding the awarding of credit will be returned to the Registrar, and any transfer credit granted will be entered into the student's record.

Students wishing to request the transfer of credits designated as “not designed for transfer” from a regionally accredited community college may be required to submit a *Petition for Acceptance of Transfer Credit* after a review of the transcript by the Registrar.

All transfer coursework is evaluated based on the educational quality of the coursework; the comparability of the nature, content, and level to King University coursework; and the appropriateness and applicability of the coursework to programs at King University.

Only grades of C- or better will qualify a course as transfer credit. A maximum of 76 semester hours of accepted credit may be applied to a student's academic program. There is no time limit for coursework being transferred in for general education credit. Some King University programs may not accept transfer courses deemed out-of-date based on when students completed the coursework.



All Traditional students whose matriculation into King University represent their first full-time college or university enrollment, and are classified as “New Freshmen,” are required to take KING 1000, First Year Seminar.

All Traditional students who matriculate into King University having had prior full-time college or university enrollment are required to take KING 2000, Transfer Year Seminar. Students who have earned a baccalaureate degree prior to their matriculation into King University are not required to take KING 2000, although they may choose to do so.

All Traditional King degree-seeking students are required to satisfy KING 3000, Cross-Cultural Experience, and KING 4000, Christian Faith and Social Responsibility, as a part of the Common Experience of the Core Curriculum general education requirements.

All students matriculating into the Associate of Arts program are required to take KING 1500, Introduction to Higher Education, as a part of their program of study. Students who matriculate into other GPS programs and need elective hours are encouraged to include KING 1500 as a part of their program of study.

All King University undergraduate degree-seeking students enrolled in either the Associate of Arts Degree program or any Bachelor’s Degree program will be enrolled by the university in KING 4020 during the graduation semester. This course is the OAK (Outcomes Assessment at King) test that serves as comprehensive assessment for general education coursework and experiences (see Policy 2.05.100 Comprehensive Assessment of General Education).



King University is committed to maintaining the highest level of academic quality and integrity in a student's educational experience. This policy is designed to ensure the quality and integrity of directed studies offerings.

**Definition**

Directed studies courses are existing approved courses within the Academic Catalog delivered on an individual basis. They are approved under extenuating circumstances to provide an opportunity to complete a course.

- Directed studies courses are completed when students cannot take the courses when normally scheduled or during a term when the course is not typically offered.
- Educational methods courses and laboratory courses cannot be offered through directed studies unless special circumstances warrant such an offering.
- Additionally, lower level courses (1000 and 2000 level) will not be offered through directed studies unless special circumstances warrant such an offering.
- A directed study shall be granted at the discretion of the instructor, who reserves the right to decline teaching a directed study in a given semester.

**Eligibility and Expectations**

The following are eligibility criteria to be considered for approval of a directed studies course:

- A student may not complete more than one course by directed study in a given term and may not complete more than 12 semester hours of total coursework by directed study.
- Traditional undergraduate students must be junior or senior status.
- Students requesting a directed studies course must be degree-seeking.
- The requested directed study must be a required course in the student's declared major or minor.
- No directed studies will be approved for the purpose of repeating a course in which the student has previously obtained a passing grade, as defined by the major or minor program.
- The instructor and the student must complete and agree to a learning contract for the directed study experience which includes a syllabus, details of the teaching-learning process, and a proposed schedule of face-to-face and/or virtual meeting times. This learning contract is intended to ensure comparability of the student experience to a regularly offered course.

### **Requests and Approvals**

Students should complete the *Request Form for a Directed Study Course* and obtain the signatures of the professor in charge of the course and student's faculty advisor. The form should be submitted to the Office of Records and Registration and then must be approved by the following:

- Department Chair/Program Coordinator
- School Dean
- Vice President for Academic Affairs

The request form should be accompanied by the required documentation listed on the form, including a syllabus specific to the requested directed study course.

Students will be registered for the directed study course upon receipt of the completed *Request Form for a Directed Study Course* with all required approvals.

Students must be registered for the approved directed study course no later than the last day of drop/add.

Any exceptional cases must be reviewed and approved by the Vice President for Academic Affairs.

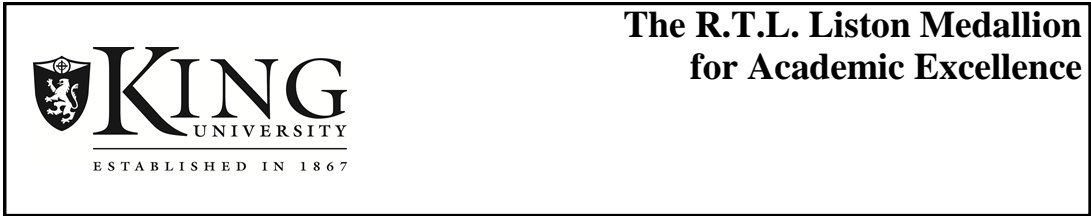


Traditional undergraduate students generally take courses scheduled in a traditional time frame (e.g. 15-week courses that meet face-to-face or online).

There may be circumstances when a Traditional undergraduate student, in consultation with his or her academic advisor, may be permitted to take a GPS course (e.g. a face-to-face or online course that is specific to a GPS program or a course that is delivered in a compressed format). Traditional undergraduate students may seek permission to take GPS courses by completing the *Authorization for a Traditional Student to Register for GPS Course*, available through the Office of Registration and Records. A Grade Point Average (GPA) of 2.0 with good academic standing is required.

Traditional students who declare a major or minor that is only available in a GPS format (i.e., majors in Information Technology, Health Informatics, Healthcare Administration, and Communication, and the Appalachian Studies Minor) do not need to complete this form for courses in their major or minor.



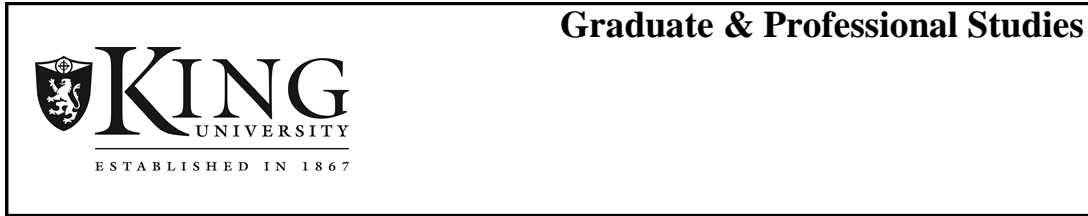


This award honors the important contributions of the thirteenth president of King, Robert Todd Lapsley Liston, who served for 25 years and led the institution into a new era of academic excellence. Since 1986, this award has been and will continue to be presented each year to a traditional undergraduate major graduating with the highest grade-point average. In the case of a tie, more than one award is given. The award is made on a strictly quantitative basis without consideration for a particular degree (BS, BA, BSN, etc.) or major.

For any course taken on a Pass/Fail basis, the letter grade that was assigned will be used to calculate a candidate's grade-point average. Seventy-five percent of all course work must be taken at King to qualify for the award. Students who have been found responsible for an academic honesty violation of the King Honor Code are not eligible to receive the award.

Any August graduate who attains a grade point average equal to or greater than the Liston award recipient of the previous May graduation will become a recipient of the Liston award as well. The graduate will have his or her name inscribed on the R.T.L. Liston award plaque and will receive a medallion comparable to any other Liston award recipient. Such a graduate will not walk across the stage to receive the award. However, the graduate may elect to delay his or her graduation until the following May in order to receive the award at commencement, but then the graduate will be competing with the next year's cohort and will not necessarily have the highest GPA.

December graduates will be competing for the award with the cohort that graduates the following May.



Graduate & Professional Studies programs differ from traditional programs in the following respects:

### **Adult-Oriented Programming**

The King Graduate & Professional Studies programs are adult-oriented degree programs that are designed to eliminate some of the challenges facing adult learners.

### **Accelerated Pace**

Students are enrolled in only one or two courses at a time in their major. Students in the face-to-face programs attend only one or two class sessions per week. Many courses are completed in five to eight weeks. Each Bachelor's level face-to-face class session is four hours long; Master's level face-to-face classes are three hours long. Master of Science in Nursing students attend class for eight hours one day per week for the entire semester.

Although class meeting time is less, students are expected to be engaged with their coursework for the same number of hours regardless of delivery mode—traditional, GPS, or online. See Catalog Section 2.05.210 for the Definition of a Credit Hour.

Three factors make it possible for the accelerated programs to function effectively:

1. The common goal all students are working towards;
2. The cohesiveness and continuity of the cohort or team-based structure;
3. The participative, pedagogical teaching methodology, which assumes the students are self-directed, goal-oriented, and interested in applied learning.

### **Applied Learning**

Throughout the modular course work, students are required to integrate theory and academic content with knowledge from their work experiences. Evaluation of students' progress is based not only on evidence of their grasp of content, but also upon their reflections about the application of the content in their workplaces.

### **Participative Methodology**

The primary role of the instructor in the GPS and Online Master's and Bachelor's programs is that of facilitator. The lecture method is used only in a limited way. Students are expected to commit considerable time to acquiring information from textbooks, web-enhanced activities, and work-related assignments. Class time is given over, largely, to the processing of information. The teacher functions as a facilitator in a learner-centered, rather than a teacher-centered, environment.



In 2009, King was reaffirmed in its accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). As part of the reaffirmation process, colleges and universities were requested to implement a sustainable initiative designed to improve student learning. This initiative, known as the Quality Enhancement Plan (QEP), offers institutions of higher learning the opportunity to self-identify, and subsequently bolster, key issues central to their core and mission.

In 2007, King faculty and staff identified the effective use of language in oral and written communication as its thematic focus for improvement. The components of King’s QEP on communication are not isolated pockets of concern; King’s QEP theme of communication was addressed through projects conducted by varied sources on campus including academic departments and student support services.

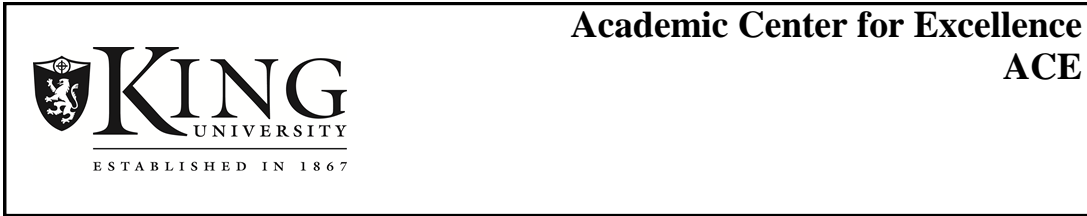
As a result of the success of the first QEP, King is shifting attention this academic year to developing the process for the modified, revised QEP in preparation for campus-wide implementation and for Compliance Certification in 2018.

In 2014, King faculty and staff voted to continue focusing on oral and written communication. The new QEP initiative involves all King students on all platforms, campuses, and methods of delivery. Students in all programs will take one class designated as a “Q Class,” which will require that they complete a short research paper and accompanying oral presentation. The new QEP will build upon the success of the previous plan by focusing more deliberately on written and oral communication in the disciplines.

Ultimately, King’s mission of leading meaningful lives of achievement and cultural transformation in Christ signifies the relevance of the QEP to the institution. With its focus on communication, King’s QEP underscores the institution’s basic mission of interweaving faith, learning, service, and career, each of which benefits from—and depends upon—effective communication at many levels.

Additionally, the desire of the institution that its students produce *cultural transformation in Christ* requires an emphasis on particular and effective communication to achieve full and lasting effect. The institution’s statement of identity, as part of its Mission and Vision, suggests that King graduates will be “stewards of God’s creation, agents of peace and justice, lovers of truth and justice, creators of beauty, and servants of reconciliation.” These characteristics, all of which require sound communication skills, are brought to light by the intentionality of the QEP.

King positions itself as a missional university that prepares students to engage the world. Therefore, faculty, staff, and students are committed to the belief that communication skills are vital to this endeavor. The institution’s mission statement, then, sets broad parameters within which the QEP operates: students should be effective as scholars and persons, acting as agents of transformation of their societies for the good. Equally, the ability to communicate effectively and clearly is paramount to the identity and future success of King graduates.



**The Academic Center for Excellence (ACE)**, located on the first floor of Bristol Hall on the Bristol campus, provides academic support services to the King community through the Writing Center, Speaking Center, Math Center, and 24-hour, seven-day-a-week online tutoring.

### **Writing Center**

The Writing Center is committed to facilitating learning and scholarship by providing King students with information resources and instruction in producing quality academic writing. The Writing Center is a peer-tutoring organization that provides students with assistance in writing papers and preparing other documents.

The primary aim of the Writing Center is to help student writers improve their skills. Tutors work with students in thirty-or sixty-minute conferences during which areas for improvement are identified and discussed. In these sessions, tutors emphasize techniques that students can use to improve their writing. Follow-up sessions can reinforce learning.

The Writing Center also serves as a resource for faculty and promotes writing across the curriculum. Hours vary by semester and are usually announced via email and the on the Writing Center webpage (<http://owl.king.edu>).

Students can also submit papers and other documents to the Online Writing Lab (OWL). The OWL is a 24-hour service available to the King Community. Online tutors provide feedback via email between 24 and 72 hours of receipt.

### **Speaking Center**

The Speaking Center provides support and assistance to students in oral communication. The Speaking Center is a peer-tutoring service that provides students with assistance in developing oral presentations, speeches, and other skills related to oral communication.

Tutors work with students in thirty-or sixty-minute conferences and emphasize techniques that students can use on their own. Follow-up sessions reinforce the learning in each session. Hours vary by semester and are usually announced via email.

### **Math Center**

The Math Center is available to assist students with supplemental instruction and tutoring in mathematics and quantitative assignments. The Math Center is a peer-tutoring organization. The primary aim of the Math Center is to help students improve their quantitative thinking skills. Tutors work with students in thirty-and sixty-minute conferences in which areas of improvement are identified and discussed. Hours vary by semester and usually are announced via email.

### **Online Tutoring**

In addition to the ACE tutoring, the ACE has a 24-hour online tutoring service available to King University students. Tutors in a variety of subjects are available 24 hours a day, seven days a week. Tutors also provide feedback on students' written assignments. Services

include one-on-one online tutoring, asynchronous online tutoring, and scheduled virtual appointments. There is a link to the online tutoring in every Blackboard course.



### **King University Libraries**

The King University Libraries serve the institution through the acquisition and provision of a wide variety of information resources to support the curriculum, research needs, and interests of students, faculty, and staff.

King University Libraries house a comprehensive physical and electronic collection housed in three campus libraries: Bristol, Kingsport, and Knoxville. The collection is comprised of the following: 70,609 print books; 125,161 electronic books; 178 current print journal titles; 17 online databases for e-books, 5 of which are reference resources; 70 additional databases housing over 38,000 electronic journal titles; 22,000 streaming videos, 3,700 CDs; and 1,900 DVDs. The Libraries also have projectors, cameras, CD players, and other A/V equipment for checkout.

The Tadlock Collection and King University Archives contain the John Doak Tadlock Collection of items related to King, Presbyterianism, and regional history. Special and rare books are also housed in these collections.

The King University Libraries are a founding member of the Holston Associated Libraries (HAL) which includes the libraries of King University, Emory & Henry College, and the public libraries of Tazewell and Washington counties in Virginia. The web-based shared catalog is online and provides access to the over 1.5 million items in this consortium. Most of these resources can be checked out by King students in person, at another HAL library, via courier, or through the mail.

King University Libraries make a number of provisions for students to obtain needed library resources that may not be immediately available in the library collection. In addition to borrowing and sharing resources with the other HAL libraries, the King Libraries participate in an international network that permits students to obtain virtually any book or journal article that the King University Libraries do not own through a service called Interlibrary Loan. In addition to Interlibrary Loan, King students have access to libraries throughout the Appalachian region through reciprocal agreements with other universities.

All students have 24-hour access to electronic databases that provide full text access to thousands of journal titles, streaming videos, and reference materials covering a wide variety of academic disciplines. Regardless of location, King students have unfettered access to all areas of research in which they might engage.

The full array of electronic resources available to students 24-hours a day serves to support all programs, on campus and off, whether classes and research take place online or in a face-to-face setting. In addition, the library website serves as a pathfinder for students to locate and utilize vetted resources on the Internet.

The **King University Libraries** operate two libraries in addition to the main campus library. The Libraries are open year round; however, hours are modified during academic recess,

summer terms and holidays. During academic terms, the E. W. King Library in Bristol is open 92.5 hours per week, and the Kingsport and Knoxville Campus Libraries are open when the respective campus is open and are staffed 40-50 hours per week.

The **Kingsport Campus Library** houses books, periodicals, and audiovisual materials to support the degree programs offered in Kingsport. Students have access to interlibrary loan, course reserves, and reference and instructional services on site. The Kingsport Campus Library also houses computers, printer, and photocopier for use by students and faculty. There is study space available for student use for collaboration and study. Faculty and student support offices are housed at the Kingsport Campus and a full-time Librarian with an M.L.I.S. degree is accessible in person daily.

The **Knoxville Campus Library** houses books, periodicals, and audiovisual materials to support the degree programs offered in Knoxville. Students have access to interlibrary loan, course reserves, and reference and instructional services on site. The Knoxville Campus Library also houses a computer lab, printer, and photocopier for use by students and faculty. There is study space for student use for collaboration and study. Faculty and student support offices are housed at the Knoxville Campus and a full-time Librarian with an M.L.I.S. degree is accessible in person daily.

Beyond mere provision of resources, the Libraries seek to provide an environment that is conducive to inquiry, exploration and discovery, leading ultimately to intellectual and spiritual growth. This is accomplished in the following manners:

1. The provision of professional reference and information literacy instruction services that teach skills necessary for information gathering and evaluation
2. The development of a collection of resources that represent a broad spectrum of perspectives in scholarly exploration and cultural discourse selected with objectivity, equity, and sensitivity to the educational and social context of the institution
3. Utilization of the latest technological innovations in information access and delivery to both provide students with the highest possible level of service and equip them for lifelong learning.

For more information about the King University Libraries, please visit the Library's web site at <http://www.king.edu/library> or call 1-855-KINGLIB.



**Information Technology**

As an institution of higher learning that seeks to prepare men and women for lives of achievement and cultural transformation in Christ, King recognizes the importance of the appropriate use of technology in the educational experience. Further, the institution seeks to ensure that graduates obtain the information and technological skills and competencies that they will need to succeed after graduation.

All campus buildings are linked via a high-speed backbone to King's campus-wide computer network. Network and Internet access is available in every room on campus, including all residence hall rooms. All King students receive an email account. Additionally, King offers computer labs in Bristol, Kingsport, and Knoxville Hardin Valley.





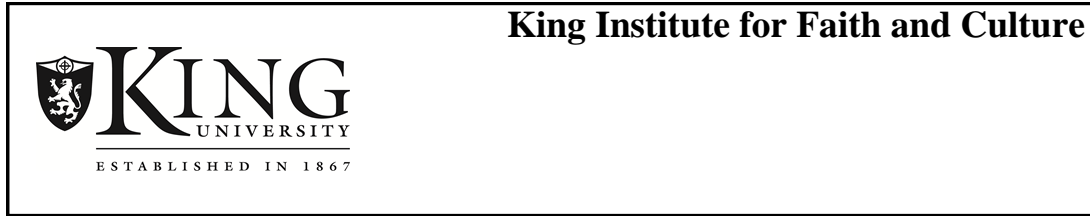
## **The Jack E. Snider Honors Program Traditional**

A former president of King, Dr. R. T. L. Liston, once described King as “a place of the mind.” The mind is, however, more than an isolated component of the human being. It helps to shape and is itself shaped by both the spiritual and physical worlds. The Jack E. Snider Honors Program challenges participants to think deeply so as to live fully.

Although students accepted into the Honors Program will be expected to participate fully in the life of the campus, the Program offers special opportunities to develop the life of the mind:

- To meet and study under members of the faculty and outside guests, who themselves demonstrate a passionate commitment to the life of the mind
- To participate in seminars that will examine ideas from a variety of academic disciplines
- To take selected courses that stimulate thinking and allow for creative response
- To engage in independent research
- To serve both the campus and the larger community

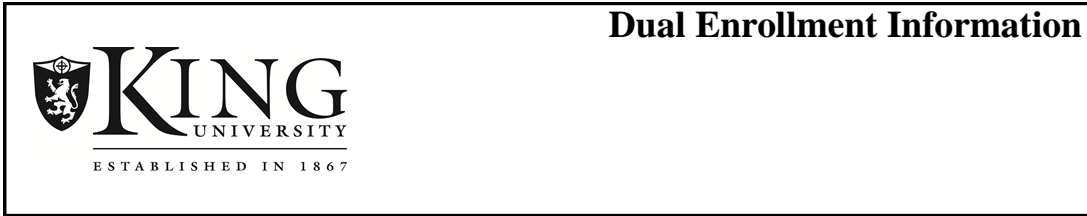
To be invited to join the Honors Program, students must have a 3.5 GPA in high school or at another college or university, and have achieved a score of 1260 on the SAT or a 28 on the ACT. Students who do not meet these criteria may still apply to join the Program through the Admissions Office. By an interview or formal essay such students must demonstrate intellectual curiosity, a collegial spirit, and a desire to learn and grow.



Inaugurated in 2008 and dedicated to the work and example of Frederick Buechner, the Buechner Institute at King University explored the relationship between faith and culture. In 2015, the Buechner Institute became the King Institute for Faith and Culture. The King Institute for Faith and Culture is a continuation of conversations between faith, art, and culture started by Dr. Dale Brown.

The King Institute for Faith and Culture sponsors on-campus convocations (generally on Mondays at 9:15 a.m.) as well as evening lectures, either on campus or in community venues, that feature speakers from a variety of backgrounds. Lectures examine the ways in which faith informs art and public life and help cultivate conversations about what faith has to do with books, politics, social discourse, music, visual arts, and more.

Located between shrill sectarianism and abject secularism, the Institute aims to cultivate a conversation that is both artful and substantial on issues of faith and culture. The Institute seeks to come at the central issues of our time from as many directions as possible — honestly, clearly, and faithfully. In honor of Frederick Buechner, and in appreciation of his work and legacy, the Institute is honored to host The Frederick Buechner keynote lecture once a year.



### **Eligibility**

High school juniors and seniors with a minimum 3.0 cumulative GPA and a recommendation form from their high school or parent, if home-schooled, are eligible to take courses as Dual Enrollment credits. See the Dual Enrollment Admission Policy 2.01.071.

### **Financial Responsibility**

Dual Enrollment students are charged \$110 per semester hour, payable at the time of application. Books and supplies are not included in this charge and are the responsibility of the student. Summer semester classes are charged at the standard summer rate, and the summer student is enrolled as a non-degree seeking student.

### **Refund Policy**

Because this program was developed as a service to area high school students, the cost for a Dual Enrollment course is significantly less than our standard cost for courses. Therefore, this refund policy applies:

- Full refund for a course dropped before the first day of class
- Refund of all but \$50, the administrative fee, from Day 1 of the semester to Day 10.
- No refund after Day 10 of the semester.

### **Registration**

A Dual Enrollment student must complete the application process in full before registration can be completed. Registration for the Fall semester will take place in March. Registration for the Spring semester will take place in November. However, students can apply until the first day of class each semester, and they will be registered if space is available in the desired course.

### **Advising**

Advising about course selection is provided through the Dean for Student Engagement. Most Dual Enrollment students take courses that apply to general education curricular requirements at the college/university they expect to attend after high school.

### **Limitations**

First-time Dual Enrollment students are limited to one course in their first semester. In subsequent semesters, a student may take two courses if he/she earned a grade of 2.75 or higher on a 4.00 scale in the previous course. After a Dual Enrollment student has completed 16 semester hours of credit at King University, the student will be charged the non-degree seeking rate for every subsequent course.

### **Parking**

Dual Enrollment students are required to register vehicles to park on campus between 8:00 am and 5:00 pm on class days. They are not obliged to pay the vehicle registration fee. These students will be issued commuter parking stickers and are limited to parking in designated commuter spaces. Parking fines incurred will not be waived.

**Honor Code**

All King University students, including Dual Enrollment students, must abide by the Honor Code.

*On my honor, I pledge to abide by King Policies described in the Student Handbook. I understand that students of King are to be honest in words and actions, in particular, not to lie, cheat, plagiarize, or steal. I pledge to conduct myself in a manner based on Christian values and to require the same of fellow students. I understand that a violation of this Honor Code may result in my appearance before the Honor Council.*

Violations will be handled through the Student Conduct Process that is available in the King University Student Handbook.



Cooperative education is the integration of academic studies with practical work experience. In addition to putting classroom learning to work in a job-related experience, cooperative education (co-op) allows students to test career choices and to earn money to apply toward the cost of their college education.

All co-op students are required to have completed their freshman year, have declared a major, and have a 2.50 minimum grade point average. A faculty member and a practicing professional at the placement site provide supervision. In a learning contract the student, faculty supervisor, and work supervisor design a learning plan with objectives, strategies (including reading and writing assignments), and progress assessment. All work assignments are directly related to the student's chosen field of study, challenging to the student and increasing in complexity as the student progresses in school and at work.

A student can earn one semester credit hour per 50 hours of work at the work site. A maximum of 12 hours of credit can be awarded cooperative education as either major or minor elective credit. Grades are recorded on a Pass or Fail basis.

Three calendar options are available:

1. *Alternating Placement*: students work full-time for at least two, and preferably three, four-month periods before graduating, alternating with their on-campus courses.
2. *Parallel Placement*: students work 20-25 hours per week for at least four four-month periods while enrolled in a limited number of courses on campus.
3. *Year-long Placement*: students who will complete the equivalent of three four-month periods and must plan to complete their undergraduate degree in five years.

Additional information and the necessary forms are available in the Career Development Office. The forms must be completed by the first week of the semester in which the co-op placement is undertaken. After all paper work is completed, the student must register for the co-op in the Office of Registration and Records.



Through a program of internships, students have an opportunity to focus both their academic and career interests and to take a large measure of responsibility for their own learning. The institution asserts that the liberal arts curriculum is the best possible preparation for a wide variety of careers, and internships provide the best context for integrating the two.

Off-campus experiential education offers students opportunities to explore potential career fields, apply and test the theories and insights gained in the classroom, integrate their knowledge across disciplinary boundaries, and explore the relation of biblical faith to all of these. In addition, students develop an understanding of the post-college world and learn how one must function to live responsibly in contemporary society.

Internships may be developed in a variety of situations, including local churches, business, industry, social agencies, professional offices, and government. All interns are required to have completed their freshman year, have declared a major, and have a 2.50 minimum grade point average. The last day to add an internship to a student's schedule corresponds to the last day to withdraw from a class with a W for that term.

A faculty member and a practicing professional at the placement site provide supervision. In a learning contract the student, faculty supervisor, and work supervisor design a learning plan with objectives, strategies (including reading and writing assignments), and progress assessment.

Upon satisfactory completion of the program, a student will be awarded one semester hour of credit per 50 hours of work at the placement site. A maximum of 6 hours of internship credit can be applied toward graduation. Grades are recorded on a Pass/Fail basis.

Additional information and the necessary forms are available in the Career Services Office in the lower level of Maclellan Hall. Internship inquiries must be made to the Director of Career Services before the midpoint of the term before the planned internship, and additional deadlines are published each term to ensure all eligible students are able to obtain a meaningful internship.



## Preparation for Professional Programs

### **Law**

Law schools have traditionally recommended for those seeking preparation for legal studies precisely the sort of broadly-based, high-quality liberal arts education that King offers. While most law schools tend to avoid suggesting any specific major program or set of “pre-law” courses, the Association of American Law Schools stresses a pre-law education which emphasizes “comprehension and expression in words; critical understanding of human institutions and values with which the law deals; [and] creative power in thinking” (*Association of American Law Schools and the Law School Admission Council, Inc., Pre-Law Handbook*).

King’s basic requirements can be relied upon to develop the student in these areas; a major program and carefully selected elective courses serve to permit diversity as well as comprehensiveness in pre-law study. In recent years, King students seeking legal careers have tended to major in Political Science/History and have met with considerable success in gaining admission to law schools, but other King students have found other major programs suitable for pre-law training as well.

Pre-law students should work closely with King’s pre-law faculty advisor in planning their undergraduate program so that it reflects the recommendations of the AALS and in order to gather the necessary information about various law school programs, entrance requirements, the LSAT, and financial aid.

### **Ministry**

While many majors offered in the institution are acceptable for admission into seminary, students are encouraged to prepare for seminary by having a solid foundation in Religious Studies, Philosophy, Literature, Foreign Language, and the Social Sciences.

Upon completion of the King degree, students may be admitted to seminary, where, after three years of study, they receive the degree of Master of Divinity (M.Div.).

### **Teacher Education**

The educator preparation programs offered by the School of Education are designed to prepare qualified candidates for careers in the teaching profession. Programs are available leading to Tennessee licensure in ten secondary subject areas (Grade 6-12), Elementary Education (Grade K-5), K-12 Music (Vocal or Instrumental), and English as a Second Language.

Modified academic majors in Biology, Chemistry, English, French, History, History/Geography, History/Government, Mathematics, Physics, and Spanish will lead to secondary licensure (Grade 6-12) when accompanied by the secondary education minor and successful completion of licensure examinations.

Students seeking elementary licensure (Grades K-5) complete an interdisciplinary studies program, the elementary education minor, and required licensure examinations.

Students seeking K-12 licensure in Music Education Vocal/General or Music Education Instrumental complete a major matched to state standards, the K-12 education minor, and required licensure examinations.

An English as a Second Language endorsement may be added to any other teaching license.

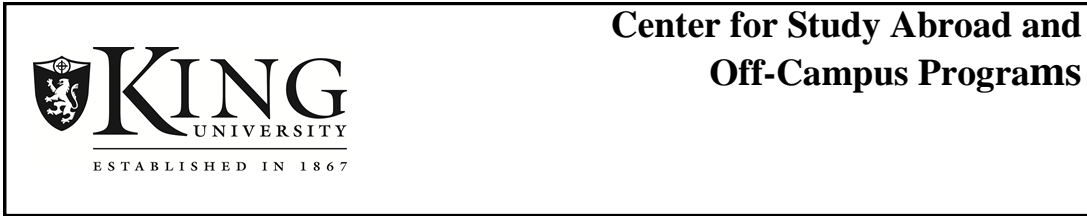
The MEd in Curriculum and Instruction is a graduate program for those who already possess a bachelor's degree. The MEd offers Initial Licensure in all approved subject areas.

The M.Ed. in Instructional Leadership is designed for licensed teachers who want to serve their schools in formal administrative capacities.

Subsequent licensure in Virginia or other states may require additional testing. Both traditional and post-baccalaureate licensure options are available. Teacher licensure does not automatically confer highly qualified status under the No Child Left Behind legislation; therefore, additional coursework may be required.

Consult with the Program Coordinator of Teacher Education for details on teacher licensure.





King encourages its students to take advantage of the significant study abroad and off-campus opportunities it offers. The Center for Study Abroad and Off-Campus Programs, located on the second floor of the Snider Honors Center, promotes the following programs because the institution believes that they are of the highest academic quality.

The Center exists to provide information about the programs, help students apply, and assist them with preparations before they leave campus and while they are away. The Center will also help students investigate other study programs to suit each individual's needs. Please contact the Director of the Center for more information.

**Assessment of Credit**

Students are required to participate in previously approved and accredited programs (exchange or consortia). Prior to departure students must also meet with the director of the Center as well as their academic advisors to fill out the external program approval form, which indicates the program, the pre-approved course selections, and estimated credits.

Upon students' return, they should submit syllabi and representative graded assignments for review by the appropriate King academic departments to confirm academic rigor.



**Academic Lationamericana  
De Espanol  
Equitorialis University  
Quito, Ecuador**

**Academia Latinoamericana de Español, Equatorialis University, Quito, Ecuador**

King cooperates with Equatorialis University to give King students access to the Intensive Spanish language program in Quito. Courses accommodate beginning through advanced levels, operate year round, and offer open enrollment dates.



Through King's consortium agreement with the American Institute for Foreign Study (AIFS), King students have access to study abroad and internship experiences at universities throughout the world. AIFS currently offers programs in Argentina, Australia, Austria, Brazil, Chile, Costa Rica, Cuba, Czech Republic, Ecuador, England, France, Germany, Greece, India, Ireland, Italy, New Zealand, Northern Ireland, Russia, South Africa, Spain, and Turkey, as well as multi-country opportunities.



Through King’s consortium agreement with Arcadia University, King students have access to high-quality, academically sound and experientially rich study-abroad experiences at universities and colleges in Australia, Chile, Cuba, England, Greece, Ireland, Italy, New Zealand, Scotland, South Africa, Spain, and Wales. These programs are available for a semester, year, or summer term.



Through our agreement with Budapest Semesters in Mathematics, King students majoring in mathematics can study in Hungary under the tutelage of scholars from Eötvös University and the Mathematical Institute of the Hungarian Academy of Sciences. All courses are taught in English.



The Council for Christian Colleges & Universities, an association of 100 campuses in the U.S. and Canada, of which King is a member, offers semester and summer programs that are a unique opportunity for students to make the world their classroom. These interdisciplinary learning opportunities are available to upper-level students.

Programs include the following:

- Australia Studies Centre
- Costa Rica Latin American Studies Program
- Los Angeles Film Studies Program
- Middle East Studies Program
- Nashville Contemporary Music Program
- Oxford Summer Programmes / Scholars' Semester
- Uganda Studies Program
- Washington, D.C. American Studies Program

For further information, contact either the Coordinator for Study Abroad or reference the following: <http://www.bestsemester.com/>.



The European Business Studies Program and the Pacific Asian Business Studies Program are the two study-abroad programs offered in International Business Practicum (BUSA 3401). Both programs are study-abroad programs in International Business and Economics. The programs provide excellent opportunities for students to explore the fast integrated world economy through academic studies, field visits, and social and cultural experiences.



**Institute Jacques Lefèvre  
Studies in French Language  
and Culture**

In cooperation with the Jacques Lefèvre Institute near Caen on the coast of the Normandy region of France, King offers a six-week program of summer study in French language and culture. Five weeks in Normandy include coursework and excursions to various regional points of interest, such as the D-day landing beaches. All groups also spend several days in Paris which generally include major monuments and museums as well as visits to the national theatre and national opera of France.

Three study tracks allow students of skill levels ranging from intermediate to advanced, to participate in the program. Advanced students take courses at a national University in the region. Students may earn as many as 9 credits during the program.

For further information contact the Department of Languages and Literatures, or the Center for Study Abroad.





King has negotiated official tuition remission/reciprocity agreements with the following institutions:

- Asian Center for Theological Studies, Korea;
- Business Education Initiative, Northern Ireland;
- Colégio Sete de Setembro, Brazil;
- Ewha Woman's University, Korea;
- Hannam University, Korea;
- Keimyung University, Korea;
- Mackenzie Presbyterian University, Brazil;
- Sookmyung Women's University, Korea;
- Soongsil University, Korea;
- South American Theological Seminary, Brazil;
- Yonsei University, Korea.

Complete details are available in the Study Abroad office.



Through our relationship with ISA, King students have access to study abroad and internship opportunities at colleges and universities in Argentina, Australia, Belgium, Brazil, Chile, China, Colombia, Costa Rica, Cuba, Czech Republic, Dominican Republic, England, Fiji, France, Germany, Greece, India, Ireland, Italy, Japan, Jordan, Morocco, New Zealand, Peru, Scotland, South Africa, South Korea, Spain, and Thailand.



This program, led by King, presents students with the opportunity to live and study in Italy during the Summer term. Centered in Tuscany, the program focuses on Italian language and culture, history, art, literature, and other topics germane to the setting.

After a residency in Tuscany, the program concludes with time in Rome. Field trips and experiential learning opportunities to sites such as Florence, Naples, Pompeii, Assisi, and Cumae, for example, abound in what the program calls its “classroom without walls” atmosphere.



Through King’s consortium agreement with KEI, King students have access to study abroad and internship opportunities at colleges and universities in Australia, China, Ecuador, England, France, India, Ireland, Italy, Japan, Kenya, Mexico, Morocco, Peru, Russia, Scotland, Spain, Tanzania, Thailand, Turkey, and United Arab Emerites.



**Kukulcán Institute  
Studies in Spanish Language  
and Mexican Culture**

In cooperation with the Kukulcán Institute for Learning Spanish, located in Cuernavaca, Mexico, the Department of Languages and Literatures offers a complete Spanish program for intensive language learning, with courses in literature, culture and civilization.

Typically a student can spend three weeks or more, beginning at any time during the year. Courses start every Monday. Students can earn credits in relation to the level and the number of courses with a final exam.

For further information contact the Department of Languages and Literatures, or the Center for Study Abroad.



On site studies in Israel and other selected Middle Eastern countries are conducted by the Department of Philosophy and Religion that incorporate course work and field trips to make the study meaningful in areas of Biblical studies, archaeology, and historical geography.

Credit earned in this program is granted by King for work applicable to the King program. Additional opportunities also exist for study at the Jerusalem University College and the Middle East Studies Program through the Council of Christian Colleges and Universities.



King cooperates with Middlebury College in Vermont to give King students access to programs in Argentina, Brazil, Cameroon, Chile, China, France, Germany, India, Israel, Italy, Japan, Jordan, Russia, Spain, United Kingdom, and Uruguay. Middlebury College is well-known for the strength of its language programs.



King cooperates with the Oregon Extension to offer a fall semester in a renovated lumber-mill town in the Oregon Mountains. Students step “out of the mainstream” as they engage in intensive reading and discussion of four broad interdisciplinary themes while engaging in community building.





In conjunction with Shanghai University in the People's Republic of China and Ewha Woman's University in South Korea, the Pacific Asian Business Studies Program (PABS) is a cooperative study abroad program in international business and economics.

This program offers an excellent opportunity for students to explore the fastest growing region in the world. The curriculum consists of academic studies, field visits, and social and cultural experiences.



King has exchange relationships with the following prestigious universities in Asia: Yonsei University, Ewha University, Sookmyung Women's University, Soongsil University, Keimyung University and Hannam University in Korea, and Beijing University in China.



Through King's consortium agreement with Consortium Educational Consulting/Study in Italy, King students have access to SII's Theatre Course, an intensive four-week acting program. The course includes Shakespeare performance, Michael Chekhov Technique, commedia dell'arte acting workshop, and instruction in survival Italian language and culture.



## General Education—Core Curriculum Traditional

The King Core Curriculum is the academic foundation for the King experience. It gives Traditional students the skills, ideas, and knowledge they need to pursue their major and minor programs with confidence and good judgment. The Core, expressing King's values through exploration of the Arts and Sciences and a cross-cultural experience, helps students understand their responsibilities to learn and to serve their fellow human beings throughout their lives.

The Core's global emphasis and the fact that senior faculty teach many courses translate to advantages for King students in the job market and in graduate school admissions processes. The required 42 hours of general education represent one-third of the hours necessary for graduation and frame all academic work with a balanced Christian perspective.

Comprehensive Assessment for general education is OAK (Outcomes Assessment at King), a test that students take through Blackboard in their graduation semester.

### Core Competencies

The Core Curriculum is structured around five competencies. Students must master these skills and ways of thinking before graduation from King and demonstrate their competence through specific measures detailed in the Core Curriculum assessment plan.

1. **Citizenship:** Students must demonstrate that they understand how individuals relate to institutions: governmental, ecclesiastical, commercial, educational, and charitable.
  - 1.1 Students will articulate what it means to be a U.S. citizen in today's world.
  - 1.2 Students will articulate what it means to be a global citizen in today's world
  - 1.3 Students will consider the ethical implications of decisions that impact their lives as well as the lives of others.
  - 1.4 Students will recognize the importance of service and identify an area where they can apply their individual skills and interests to assist others.
  
2. **Intellectual and Practical Skills:** Students must master fundamentals for success in the classroom and beyond.
  - 2.1 Students will be able to communicate effectively in writing.
  - 2.2 Students will be able to communicate effectively in speaking and demonstrate effective listening.
  - 2.3 Students will be able to communicate effectively with numbers.
  - 2.4 Students will demonstrate the ability to collaborate with peers to accomplish tasks.
  - 2.5 Students will demonstrate information literacy.
  - 2.6 Students will employ skills of analysis when presented with a problem.
  - 2.7 Students will demonstrate competency in the use and application of technology.
  - 2.8 Students will gain awareness of health and wellness issues based on current scientific understanding.

3. **Human Culture:** Students must develop an understanding of culture through the study of religion, language, values, and social/ economic/ political systems. Such understanding can lead to transformative actions.
  - 3.1 Students will understand the Christian tradition.
  - 3.2 Students will assess cultural practices in the contexts of place, time, and worldview.
  - 3.3 Students will demonstrate proficiency in a second language.
  - 3.4 Students will examine ways in which identity, including their own, is shaped by culture.
  - 3.5 Students will describe the basic teachings and practices of other world religions.
  
4. **Humanities:** Students explore their own aesthetic sensibilities as they examine the diverse ways artists express views of truth, beauty, spirituality, society, and the human condition and how aesthetics and worldview combine to create meaning in literature and in the performing and visual arts.
  - 4.1 Students will analyze and interpret aesthetic texts as expressions defined by their genres and historical contexts.
  - 4.2 Students will apply appropriate critical and evaluative techniques to aesthetic texts.
  
5. **Natural and Physical World:** Students must demonstrate an understanding of the procedures, success, and limitations of modern science.
  - 5.1 Students will apply the scientific method to address problems.
  - 5.2 Students will differentiate data-based conclusions from opinion and from other ways of knowing.
  - 5.3 Students will articulate and evaluate the impact of current and emerging science and technologies on social and ethical issues.

The Core Curriculum is composed of two parts: a ***Common Experience*** and a ***General Education Experience***. The Common Experience is intended to be a bridge from the Core Curriculum to students' academic coursework, majors, and, eventually, to their lives of vocation and service. The General Education Experience of the Core Curriculum includes nine categories, each of which must address at least two of the competencies listed above.

### **Overview of Core Requirements**

#### ***Common Experience***

KING 1000/2000	
First/Transfer Year Seminar .....	1 s.h.
ENGC 2010	
English Composition: Research & Writing .....	2 s.h.
KING 3000	
Cross Cultural Experience .....	0 s.h.
KING 4000	
Christian Faith and Social Responsibility.....	1 s.h.
RELG 1001	
Foundations of Christian Thought and Practice .....	4 s.h.

#### ***General Education Experience***

English Composition.....	4 s.h.
Science .....	4 s.h.

Quantitative Literacy.....	4 s.h.
History.....	4 s.h.
Literature.....	4 s.h.
Humanities.....	4 s.h.
Human Culture.....	4 s.h.
U.S. and Global Citizenship.....	4 s.h.
Wellness for Life.....	2 s.h.
<b>Total.....</b>	<b>42 s.h.</b>

### **Core Curriculum Course Options**

The following list of courses is not in sequential order. Some programs of study suggest particular courses from the menus listed for particular categories. Students should consult their academic advisors as they schedule their classes.

### ***Common Experience***

All students must take the following three courses and meet the Cross-Cultural Experience requirement while enrolled at King. Courses from other institutions will not satisfy these Common Experience requirements.

#### **KING 1000/2000**

First/Transfer Year Seminar ..... 1 s.h.

*These two courses (student takes one or the other) assist students in their introduction to the academic, spiritual, and social community of King. The courses equip them with skills and strategies for success in the areas of intellectual development, social growth, and vocation.*

#### **ENGC 2010**

English Composition: Research & Writing ..... 2 s.h.

*This course reinforces the conventions of ethical and excellent citizenship in the academic community: appropriate research methodologies, presentation formats both written and oral, and documentation. Students will study and practice writing and research within their major disciplines. The course is a bridge to the student's major and career preparation. Students will join their disciplinary discourse communities through reading, research, conversation, and writing. Students who select the online format of this course should have a cumulative GPA of 2.0, not be on academic sanction, and should not have previously failed ENGC 2010.*

#### **KING 3000**

Cross-Cultural Experience..... 0 s.h.

*The cross-cultural experience allows students to confront their own presuppositions about what culture is and what culture means. The experience also helps students broaden their awareness and appreciation of diverse cultures. It seeks to prepare them to operate more thoughtfully in a world that is increasingly interconnected. As students encounter other cultures, they may realize ways to interact creatively to meet needs they see and will also realize that new situations transform them.*

*Students can choose from an array of options to meet this requirement. Possibilities include, but are not limited to: King sponsored mission trips, study abroad, community service to disadvantaged children and adults, or mentoring a King international student. A list of scheduled opportunities will be available to students each semester.*

KING 4000

Christian Faith & Social Responsibility ..... 1 s.h.

*This course serves as the capstone of a student’s time at King and should be taken during the senior year. It seeks to tie together the experiences of students throughout the disciplines and provide them with a common forum to explore issues related to a variety of topics. It challenges them to think critically about ways to integrate faith, learning, and action as they leave campus and enter either graduate school or the working world.*

RELG 1001

Foundations of Christian Thought and Practice ..... 4 s.h.

*This course provides a general survey of Christian thought and practice utilizing both the Biblical text and human witness. (Christian Scriptures and Traditions addresses Core Competencies 1, 2, and 3.)*

**General Education Experience**

Students must take 4 s.h. of coursework in each of the nine categories listed below. Four of these categories have a specified common course; the other five categories offer choices from a menu of courses.

English Composition

ENG 1110

English Composition: Writing & Speech ..... 4 s.h.

*This course demonstrates how to use the tools of academic exploration: careful reading, critical thinking, analytical writing, and effective speaking. These skills are essential for success in university courses and in the world beyond. (English Composition addresses Core Competencies 1 and 2.)*

Literature and History

Students must take “The Quest for a Meaningful Life” course sequence. The Quest for a Meaningful Life is two interdisciplinary courses that combine the political/social history of a time period and the literature of the same period. If students already have one history or one literature course (transferred in from another institution), they should complete the Literature and History requirement by taking HUMN 2171.

HUMN 2171

The Quest for a Meaningful Life I ..... 4 s.h.

HUMN 2172

The Quest for a Meaningful Life II ..... 4 s.h.

*These courses survey those societies that have shaped the modern world and examine how they have defined the good and meaningful life, both in the goals they have sought to achieve and in their literary legacy. Students will be challenged to consider their own definitions of a meaningful life in the light of their own culture and of the Christian Gospel. These courses will include field trips and service projects. (Humanities courses address Core Competencies 1, 2, 3, and 4.)*

Science Category

Choose from the following courses ..... 4 s.h.

BIOL 1010

Human Anatomy and Physiology I (4 s.h.)

- BIOL 1110  
Principles of Biology (4 s.h.)
- CHEM 1010  
Introduction to Chemistry (4 s.h.)
- CHEM 1110  
General Chemistry I (4 s.h.)
- PHYS 2010  
Physical Science (4 s.h.)
- PHYS 2030  
Survey of Astronomy (4 s.h.)

*These science courses, through reading, lecture, and laboratory experiences, lead students to an understanding of the ways of thinking, procedures, successes, and limitations of modern science. (Science addresses Core Competencies 1, 2, 5.)*

Quantitative Literacy Category

*Choose from the following courses..... 4 s.h.*

- MATH 1500  
Cryptology: The Science of Secret Writing (4 s.h.)
- MATH 1560  
Introduction to Statistics (4 s.h.)
- MATH 2350  
Calculus I (4 s.h.)

*These mathematics courses challenge students to learn precise and unambiguous communication with numbers through practice in logical and coherent reasoning, construction of systematic ways to find solutions to quantitative problems, and interpretation of statistical data. (Quantitative Literacy addresses Core Competencies 2 and 5.)*

Humanities Category

*Choose from the following courses..... 4 s.h.*

- ENGL 2450  
Introduction to Film Studies (4 s.h.)
- FINE 2210  
History of Art I (4 s.h.)
- FINE 2220  
History of Art II (4 s.h.)
- FINE 2250  
History of American Art (4 s.h.)
- MUSC 1110\*  
Symphonic Choir (1 s.h.)
- MUSC 1130\*  
Jazz/Gospel Choir (1 s.h.)
- MUSC 1140\*  
Men’s Ensemble (1 s.h.)
- MUSC 1150 \*  
Symphonic Band (1 s.h.)
- MUSC 1160\*  
Women’s Ensemble (1 s.h.)
- MUSC 2000  
Music in Context (4 s.h.)



MUSC 3110\*  
 Collegium Musicum (1 s.h.)  
 MUSC 3150  
 Medieval and Renaissance Music (4 s.h.)  
 MUSC 3160  
 Baroque and Classical Music (4 s.h.)  
 MUSC 3170  
 Romanticism in Music (4 s.h.)  
 MUSC 3180  
 The Modern Era of Music (4 s.h.)  
 MUSC 3181  
 History of Jazz (4 s.h.)  
 MUSC 3185  
 20<sup>th</sup> Century Popular Music (4 s.h.)  
 PHOT 1010  
 Photographic Foundations (4 s.h.)  
 THTR 1010/1011\*  
 Theater Practicum: Acting (1-2 s.h.)  
 THTR 1110  
 Acting I (4 s.h.)  
 THTR 2220  
 Introduction to Stagecraft (4 s.h.)  
 THTR 2230  
 Introduction to Lighting and Sound (4 s.h.)  
 THTR 3000  
 Dramatic Literature and Criticism (4 s.h.)  
 THTR 3011  
 Theatre History I (4 s.h.)  
 THTR 3012  
 Theatre History II (4 s.h.)

*These courses in the performing and visual arts provide students the opportunity to explore their own aesthetic sensibilities as they either examine or participate in the diverse ways artists, musicians, and playwrights express views of truth, beauty, spirituality, society, and the human condition and also how aesthetics and world view combine to create meaning in the performing and visual arts. (Courses in film, art history, music, and theatre address Core Competencies 2 and 4.)*

\* Students may repeat or enroll in a combination of these courses to earn up to 4 s.h. of credit.

#### Human Culture Category

All students must meet the second language proficiency requirement. The second language proficiency requirement may be met in any of the following ways:

- A placement level of semester three or higher on a placement exam for French or Spanish, and writing and oral samples that score at the ACTFL Scale Intermediate Level or higher. The writing and oral samples will be administered and scored by a faculty member in the Department of Languages and Literatures.
- A placement level of semester three or higher on a competency exam for Latin.
- A score of Intermediate Low or higher on the ACTFL proficiency scale as determined by an Oral Proficiency Interview administered by Language Testing

International. Students will incur the cost for the interview. Interviews are available in a variety of modern languages.

- A grade of C or better in a course conducted in English for students whose first language is not English.
- Successful translation of a New Testament passage from Greek done in a controlled setting. The passage will be assigned and success in translation will be determined by a faculty member in the Department of Religion and Philosophy.
- Successful completion of one of the following courses: FREN 2000 Intermediate French, FREN 2100 Intermediate French Study Abroad, GREK 2000 Ancient Greek II, HEBR 2000 Ancient Hebrew II, LATN 2000 Intermediate Latin, SPAN 2000 Intermediate Spanish, SPAN 2210 Spanish for Healthcare Workers, SPAN 2100 Spanish Study Abroad, or SPAN 2220 Business Spanish.

Students must first demonstrate second language proficiency in order to elect PSCI 2120, PSYC 1520, or RELG 2430 to fulfill the Human Culture requirement.

*Choose from the following courses*..... 4 s.h.

- FREN 2000  
Intermediate French (4 s.h.)
- FREN 2100  
Intermediate French Study Abroad (4 s.h.)
- GREK 2000  
Ancient Greek II (4 s.h.)
- HEBR 2000  
Ancient Hebrew II (4 s.h.)
- LATN 2000  
Intermediate Latin (4 s.h.)
- PSCI 2120  
Cultural Diversity in America (4 s.h.)
- PSYC 1520  
General Psychology (4 s.h.)
- RELG 2430  
Encountering the World's Religions (4 s.h.)
- SPAN 2000  
Intermediate Spanish (4 s.h.)
- SPAN 2100  
Intermediate Spanish Study Abroad (4 s.h.)
- SPAN 2210  
Spanish for Healthcare Workers (4 s.h.)
- SPAN 2220  
Business Spanish (4 s.h.)

*Courses in the Human Culture category help students understand others in the world through exposure to other languages, religions, values, and social systems. Students also learn about their own culture and how it contributes to their identity. (Human Culture addresses Core Competencies 1, 2, and 3.)*

U.S. and Global Citizenship Category

*Choose from the following courses* ..... 4 s.h.

- ECON 2000  
Introduction to Economic Principles (4 s.h.)
- HIST 2110  
Twentieth Century Global History (4 s.h.)

- IDST 2100  
Cultural Identity (4 s.h.)
- PHIL 2010  
Truth, Value, and the Good Life: An Introduction to Philosophy (4 s.h.)
- PSCI 2010  
United States Government (4 s.h.)
- PSCI 2020  
World Politics (4 s.h.)
- SAIS 2310  
Espionage and Intelligence (4 s.h.)
- SAIS 2330  
International Terrorism (4 s.h.)

*Courses in this category allow students to learn to think about the institutions—governmental, ecclesiastical, commercial, educational, and charitable—that impact their lives. Right relationships to the institutions are expressions of responsible citizenship. (U.S. and Global Citizenship addresses Core Competencies 1, 2, and 3.)*

In addition students need two semester hours of Physical Education in a general course (rather than specific skills courses) that promotes life-long health and wellness.

Wellness for Life

- PHED 1110  
Wellness for Life ..... 2 s.h.

*This course provides each student an opportunity to assess his/her wellbeing through a battery of physical fitness tests. Class content includes basic principles that support a physically active lifestyle. Each student is challenged to consider the personal, spiritual, and social responsibilities of maintaining an implementation of physical activity. (Wellness for Life addresses Core Competency 2.)*



## General Education—Pathway GPS/Online

Pathway serves three functions for GPS students: it provides General Education courses to fulfill the 30 s.h. General Education requirement, it offers a suite of three courses in basic skill development, and it offers some exploratory courses for students who are not sure what they want to major in.

General Education courses in the Arts and Sciences, called the Core Curriculum at King University, have served King's Traditional student population for decades and are the academic foundation for the King experience. General Education courses in Pathway are identical to many Core Curriculum courses and give students the skills, ideas, and knowledge they need to pursue their major coursework with confidence. In addition to their academic major, General Education courses are what distinguish a college graduate from fellow citizens who have not had the opportunity to complete a Bachelor's Degree. Some students in GPS and Online programs take general education courses at community colleges. Others choose to do all of their academic work, including General Education, at King.

GPS and Online students can complete General Education through Pathway. Any Pathway courses fulfill distribution requirements across the five Core Curriculum Outcomes. These are the same courses that exist for Traditional students but have been packaged for GPS and/or Online delivery. SACSCOC guidelines for awarding Bachelor's Degrees state that students must have at least 30 semester hours in the arts and sciences. Pathway courses provide what GPS and Online students must have to fulfill this requirement.

### **Guidelines for Advisement of Pathway Students**

Pathway students must complete ENGC 1110, English Composition: Writing and Speech, and a college-level mathematics course (usually MATH 1560, Introduction to Statistics for students coming to King not having already completed a college math course) within their first 24 s.h. of coursework and/or before they enter major courses.

Comprehensive Assessment for general education is OAK (Outcomes Assessment at King), a test that students take through Blackboard in their graduation semester.

### **Core Competencies**

Pathway, as well as the Core Curriculum, is structured around five competencies. Students must master knowledge, skills, and ways of thinking before graduation from King and demonstrate their competence through specific measures detailed in the Pathway assessment plan.

1. **Citizenship:** Students must demonstrate that they understand how individuals relate to institutions: governmental, ecclesiastical, commercial, educational, and charitable.
  - 1.1 Students will articulate what it means to be a U.S. citizen in today's world.
  - 1.2 Students will articulate what it means to be a global citizen in today's world
  - 1.3 Students will consider the ethical implications of decisions that impact their lives as well as the lives of others.

- 1.4 Students will recognize the importance of service and identify an area where they can apply their individual skills and interests to assist others.
2. **Intellectual and Practical Skills:** Students must master fundamentals for success in the classroom and beyond.
  - 2.1 Students will be able to communicate effectively in writing.
  - 2.2 Students will be able to communicate effectively in speaking and demonstrate effective listening.
  - 2.3 Students will be able to communicate effectively with numbers.
  - 2.4 Students will demonstrate the ability to collaborate with peers to accomplish tasks.
  - 2.5 Students will demonstrate information literacy.
  - 2.6 Students will employ skills of analysis when presented with a problem.
  - 2.7 Students will demonstrate competency in the use and application of technology.
  - 2.8 Students will gain awareness of health and wellness issues based on current scientific understanding.
3. **Human Culture:** Students must develop an understanding of culture through the study of religion, language, values, and social/ economic/ political systems. Such understanding can lead to transformative actions.
  - 3.1 Students will understand the Christian tradition.
  - 3.2 Students will assess cultural practices in the contexts of place, time, and worldview.
  - 3.3 Students will demonstrate proficiency in a second language.
  - 3.4 Students will examine ways in which identity, including their own, is shaped by culture.
  - 3.5 Students will describe the basic teachings and practices of other world religions.
4. **Humanities:** Students explore their own aesthetic sensibilities as they examine the diverse ways artists express views of truth, beauty, spirituality, society, and the human condition and how aesthetics and worldview combine to create meaning in literature and in the performing and visual arts.
  - 4.1 Students will analyze and interpret aesthetic texts as expressions defined by their genres and historical contexts.
  - 4.2 Students will apply appropriate critical and evaluative techniques to aesthetic texts.
5. **Natural and Physical World:** Students must demonstrate an understanding of the procedures, success, and limitations of modern science.
  - 5.1 Students will apply the scientific method to address problems.
  - 5.2 Students will differentiate data-based conclusions from opinion and from other ways of knowing.
  - 5.3 Students will articulate and evaluate the impact of current and emerging science and technologies on social and ethical issues.

GPS and Online students must have six courses in all five categories with only two of those courses being absolutely required. The rest of their 30 semester hour general education requirement can be approved electives in the arts and sciences.

1. One course that meets the *Citizenship* category requirement (history, political science)

2. English Composition REQUIRED FOR ALL STUDENTS (can be taken at King or transferred in from another institution)—*Intellectual and Practical Skills*
3. One course in college-level Mathematics—*Intellectual and Practical Skills*
4. One course that meets the *Human Culture* requirement  
(RELG 1001 Foundations of Christian Faith and Practice is REQUIRED FOR ALL STUDENTS (a unique course that must be taken at King University) in the *Human Culture* category. Other courses in this category, which can be taken as electives to bring the general education total number of hours up to 30, include intermediate-level foreign language, psychology, and religion.)
5. One course that meets the *Humanities* requirement—(literature, film studies, art history, music history, theatre history, photography, history of photography, studio art, or 4 semester hours of performance credit in instrumental music, vocal music, or theatre)
6. One course that meets the *Natural and Physical World* requirement that mandates Science with a Laboratory

**King University General Education Courses in Pathway Format**

Citizenship—Core Competency 1

Choose from the following courses..... 4 s.h.

APAL 3150

Appalachian History (4 s.h.)

ECON 2000

Economic and Social Systems: Principles of Economics (4 s.h.)

HIST 2110

20<sup>th</sup> and 21<sup>st</sup> Century Global History (4 s.h.)

HIST 2161

An American Nation: Beginnings to 1877 (4 s.h.)

HIST 2162

An American Nation: 1877 to Present (4 s.h.)

HIST 2171

Western Civilization in Global Context I (4 s.h.)

HIST 2172

Western Civilization in Global Context II (4 s.h.)

LIBS 3400

The Quest for Community and an Ordered Society (4 s.h.)

PSCI 2010

United States Government (4.s.h.)

PSCI 2020

World Politics (4 s.h.)

Intellectual and Practical Skills—Core Competency 2..... 8 s.h.

ENG 1110

English Composition: Writing & Speech (4 s.h.)

MATH 1560

Introduction to Statistics (4 s.h.)

Human Culture—Core Competency 3..... 4 s.h.

RELG 1001

Foundations of Christian Faith and Practice (4 s.h.)

*Other courses in the Human Culture category that may be elected to satisfy the General Education requirement of 30 semester hours are:*

- LATN 2000  
Intermediate Latin (4 s.h.)
- PSCI 2120  
Cultural Diversity in America (4 s.h.)
- PSYC 1520  
General Psychology (4 s.h.)
- RELG 2430  
Encountering the World's Religions (4 s.h.)
- SPAN 2000  
Intermediate Spanish (4 s.h.)

Humanities—Core Competency 4

*Choose from the following courses* ..... 4 s.h.

- APAL 2120  
Appalachian Literature: An Introduction (4 s.h.)
- DMAD 2000  
History of Photography (4 s.h.)
- ENGL 2110  
20<sup>th</sup> and 21<sup>st</sup> Century Global Literature (4 s.h.)
- ENGL 2161  
American Literature I (4.s.h.)
- ENGL 2162  
American Literature I (4.s.h.)
- ENGL 2450  
Introduction to Film Studies (4 s.h.)
- IDST 2200  
The Arts in Historical Context (4 s.h.)
- LIBS 3000  
Quest for Self-Knowledge (4 s.h.)
- PHOT 1010  
Photographic Foundations (4 s.h.)
- THTR 1110  
Acting I (4 s.h.)

Science—Core Competency 5 ..... 4 s.h.

- BIOL 1110  
Principles of Biology (4 s.h.)

Questions regarding Pathway scheduling and content should be directed to a Student Success Specialist. A GPS Student's Transfer Evaluation showing which credits from a previous institution will transfer to King and what General Education categories those courses would satisfy is completed by the Office of Registration and Records by the end of a student's first semester at King.

General education courses not only satisfy a graduation requirement, they provide students with skills and perspectives that enable them to succeed in their major courses. General education courses must be taken as soon as possible after matriculation. The most important courses for enhancing students' success in their academic work are English composition and Mathematics.

### **Pathway Courses that Build Skills for GPS Students**

In addition to the general education requirements, there are courses offered every semester in Pathway that enhance academic skills and therefore improve performance in all subsequent courses.

Students returning to college after years spent working or raising families can elect to start their studies with the King University Skills Semester. The three courses in this sequence prepare students to succeed in the general education required courses.

MATH 1000	
Principles of Mathematics .....	4 s.h.
IDST 1610	
Preparing for College Level Work.....	4 s.h.
ENGC 1010	
English Composition: Basic Composition.....	4 s.h.

### **Pathway Courses that Explore GPS Disciplines**

Some general education courses serve as introductions to GPS majors. ENGL 2110 20<sup>th</sup> and 21<sup>st</sup> Century World Literature, ENGL 2161 American Literature I, or ENGL 2162 American Literature II show students how the English Online major would be. HIST 2110 20<sup>th</sup> and 21<sup>st</sup> Century Global History, HIST 2161 U.S. to 1877, or HIST 2162 U.S. 1877 to the Present introduce History Online. RELG 1001 Foundations of Christian Faith and Practice introduces Religious Studies Online.

In addition, other introductory courses give students experience in specific disciplines to help them choose a major, minor, or concentration.

#### **Business Administration**

- BUSA 1700 Introduction to Business (4 s.h.)
- BUSA 2010 Digital Skills for 21<sup>st</sup> Century Workplaces (4 s.h.)
- BUSA 3010 Personal Financial Planning (4 s.h.)

#### **Criminal Justice**

- CRJU 1500 Introduction to Criminal Justice (4 s.h.)

#### **Information Technology**

- ITEC 2000 Computer Concepts (4 s.h.)

#### **Psychology**

- PSYC 1520 General Psychology (4 s.h.)

#### **Social Work**

- SOWK 3410 Historical Foundations and Contemporary Issues (4 s.h.)





## Majors, Minors, and Concentrations

### Majors (Degrees Awarded)

- Applied Science & Mathematics (BS)  
(This is a 3 year +2 year program with the College of Engineering at the University of Tennessee, Knoxville)
  - Biomedical Engineering Track (BS)
  - Chemical Engineering Track (BS)
  - Civil Engineering Track (BS)
  - Industrial Engineering Track (BS)
- Associate of Arts (AA)
- Biblical Studies (BA)
- Biochemistry (BS)
- Biology (BA, BS)
  - Bioinformatics Track (BS)
  - General Biology Track (BA, BS)
  - Cell & Molecular Biology Track (BS)
  - Human Biology Track (BA)
  - Pharmacy Dual Degree
  - Teacher Education Track (BA)
- Business (BA)
  - Accounting Track
  - Business Administration Track
  - Economics Track
  - Finance Track
  - Management Track
  - Marketing Track
  - Sport Management Track
- Business Administration (BBA)
- Business Administration (PMBA, TMBA)
  - Accounting Specialization
  - Business Analytics
  - Finance Specialization
  - Healthcare Administration Specialization
  - Human Resource Management Specialization
  - Leadership Specialization
  - Management Specialization
  - Management Information Systems Specialization
  - Marketing Specialization
  - Nonprofit Management Specialization
  - Project Management Specialization
- Chemistry (BA, BS)
  - General Chemistry Track (BS)
  - Health Sciences Track (BS)
  - Teacher Education Track (BA)

- Communication (BS)
- Criminal Justice (BS)
- Digital Media Art & Design (BA)
- Education (MEd)
  - Curriculum and Instruction
  - Instructional Leadership (Pending SACSCOC approval)
- English (BA)
  - General English Track
  - Literature Track
  - Teacher Education Track
  - Writing Track
- English Online (BA)
- Exercise Science (BS)
  - Kinesiology Track
  - Health and Fitness Track
  - K-12 Licensure Track
- Forensic Science (BS)
- French (BA)
  - Teacher Education Track
- Health Informatics (BS)
- Healthcare Administration (BS)
- History (BA)
  - Integrative Track (BA)
  - Standard Track (BA)
  - Teacher Education Track - History (BA)
  - Teacher Education Track - History/Geography (BS)
  - Teacher Education Track - History/Government (BS)
- History Online (BS)
- Information Technology (BS)
  - Information Systems Track
  - Cybersecurity Track
  - Network Management Track
- Interdisciplinary Studies (BA)
  - Elementary Education Licensure Track (BA)
- Mathematics (BA, BS)
  - General Mathematics (BS, BA)
  - Teacher Education Track (BA)
- Music (BA)
  - Applied Music
  - Teacher Education Track
  - Vocal Track
  - Instrumental Track
- Nursing
  - Bachelor of Science in Nursing (BSN)
  - Bachelor of Science in Nursing for Registered Nurses (RN-BSN)
- Nursing (MSN)
  - Administration Concentration
  - Education Concentration
  - Family Nurse Practitioner Concentration
  - Pediatric Nurse Practitioner Concentration
- Nursing (Doctor of Nursing Practice)

- Philosophy (BA)
- Physics (BA, BS)
  - Teacher Education Track (BA)
- Political Science/History (BA)
- Psychology (BA, BS)
- Religious Studies (BA)
- Religious Studies Online (BS)
- Security & Intelligence Studies (BA)
- Social Work (BSW)
- Spanish (BA)
  - Teacher Education Track
- Theatre (BA)
- Youth Ministry (BA)

### **Minors/Concentrations**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Appalachian Studies</li> <li>• Biblical Studies</li> <li>• Biology</li> <li>• Business Administration</li> <li>• Chemistry</li> <li>• Coaching</li> <li>• Criminal Justice</li> <li>• Digital Media Art &amp; Design</li> <li>• Economics</li> <li>• Elementary Education</li> <li>• English</li> <li>• Exercise Science</li> <li>• French</li> <li>• Health Education</li> <li>• History</li> </ul> | <ul style="list-style-type: none"> <li>• Intercultural Studies</li> <li>• K-12 Education</li> <li>• Leadership</li> <li>• Mathematics</li> <li>• Music</li> <li>• Philosophy</li> <li>• Physics</li> <li>• Political Science</li> <li>• Psychology</li> <li>• Religious Studies</li> <li>• Secondary Education</li> <li>• Security &amp; Intelligence Studies</li> <li>• Spanish</li> <li>• Theatre</li> <li>• Youth Ministry</li> </ul> |
|---|--|

### **Educational Licensure Programs and Endorsements for Academic Year 2017-2018**

- Biology (6-12)
- Chemistry (6-12)
- Elementary (K-5)
- English (6-12)
- English as a Second Language (PreK-12) (additional endorsement only)
- French (6-12)
- History (6-12)
- History/Geography (6-12)
- History/Government (6-12)
- Mathematics (6-12)
- Music (K-12)
- Physics (6-12)
- Spanish (6-12)



## Associate of Arts Online Arts & Sciences

### **Program Coordinator: M. Galloway**

The Associate of Arts degree offered online at King University is both an academic foundation and an introduction to the King experience. It gives students the skills, ideas, and knowledge they need to pursue additional education with confidence and critical thinking. Similar to King's traditional Core Curriculum, the Associate of Arts courses express King's values through exploration of the Arts and Sciences and help students understand their responsibilities to learn and to serve their fellow human beings throughout their lives as part of a global community.

Students must complete 60 semester hours of required coursework in order to earn the Associate of Arts Degree.

### **Admission to the Program**

The Associate of Arts program at King is an online program that helps students balance personal and professional goals. King welcomes students who desire an excellent education in a setting where Christian values are the foundation upon which a student's education is based.

### **Admission Requirements**

1. Submit a completed application for admission.
2. Submit official transcripts from all prior colleges attended.
  - a. Applicants with less than a cumulative 2.0 undergraduate GPA may be considered on a conditional basis. If a student has 12 or fewer earned college credits, a high school transcript or GED must also be submitted with a 2.6 high school GPA.
3. Submit ACT/SAT scores (*optional*).
4. Submit an official high school transcript (required for any student who has not completed an associate or bachelor degree).

General requirements for admission to King University include graduation from an accredited or recognized high school, GED, or secondary institution with a minimum of 16 academic units, distributed as follows:

- Four units of English
- Two units of Algebra (Algebra I and Algebra II)
- One unit of Geometry
- Two units of Foreign Language
- Two units of History and Social Studies
- One unit of Natural Science
- Four units of other academic electives

### **Academic Preparation**

The Admissions Committee of the Faculty may conditionally accept students who do not present this preparation along with a minimum 2.2 academic grade point average on a 4.0

scale and a minimum ACT or SAT I composite score of 19 or 890. Students who receive conditional acceptance may take up to 14 semester hours and may not hold academic sanction regarding academic standards during their first semester in attendance at the University.

### **Applying for Admission as a Transfer**

The admissions office considers transfer students on the basis of their previous college work. To complete a transfer application, students must submit official transcripts from all the institutions of higher education they have attended. Students who have attempted 12 or fewer semester hours of college-level course work after high school graduation must follow the freshman entrance procedures described above and show a cumulative grade point average on previous college work of 2.0 or better on a 4.0 scale.

Students who enter major programs with specified general education requirements must meet the specified requirements for transfer students. Students must take common experience courses or any other course specifically required by the Associate of Arts to meet graduation requirements. All transfer students must meet the residency requirement of 24 King University credits to receive an A.A. degree.

The admission office evaluates students who have 30 or more semester hours of credit based solely on previous college work. King evaluates credits from previously attended colleges or universities on institutional accreditation, level, content, quality, comparability, and degree of program relevance. Students can apply accepted credits to their desired degree, up to a maximum of 76 semester hours. King University grants semester hour equivalence for transfer work of C- or better and allows only work with grades of C- or better to apply toward graduation requirements.

### **Introduction to College Semester**

Most Associate of Arts students will complete 12 semester hours of coursework that comprise the Introduction to College Semester. These courses have been created as a way to introduce students to the college experience and enrich their skills in analytical reading, writing, and mathematics.

The following students will not be required to complete the Introduction to College Semester:

- Students who have graduated from high school in the last 5 years with a GPA of 3.0 or higher.
- Students who have passed college-level mathematics or English composition courses in the last 5 years with a grade of C- or higher

Students who have already taken the SAT, ACT, ACT Compass, or ACCUPLACER tests in the last five years and have shown proficiency in Math, Reading, and Writing will take 12 s.h. of electives instead of the three Introduction to College courses to complete the 60 s.h. for the Associate of Arts Degree.

### **Introduction to College Semester Grade Requirement**

Students enrolled in the Introduction to College Semester must pass all three courses in order to proceed in the Associate of Arts Program. If a failing grade is earned in one or more courses, students must petition to repeat the failed course(s). With approval from the Program Coordinator, a student may repeat a failed Introduction to College Semester course once. A second failure will result in dismissal from the program.

Every student must earn a grade of C- or higher in IDST 1610 and ENGC 1010. A grade below a C- in either course is equivalent to a grade of F.

### **Student Learning Outcomes**

The Associate of Arts is structured around five competencies that demonstrate the program's commitment to King University's mission of building meaningful lives of achievement and cultural transformation in Christ. Students must master these skills and ways of thinking before graduation and demonstrate their competence through specific measures detailed in the Associate of Arts degree's assessment plan.

1. **Citizenship:** Students must demonstrate that they understand how individuals relate to institutions: governmental, ecclesiastical, commercial, educational, and charitable.
  - 1.1 Students will articulate what it means to be a U.S. citizen in today's world.
  - 1.2 Students will articulate what it means to be a global citizen in today's world
  - 1.3 Students will consider the ethical implications of decisions that impact their lives as well as the lives of others.
  - 1.4 Students will recognize the importance of service and identify an area where they can apply their individual skills and interests to assist others.
  
2. **Intellectual and Practical Skills:** Students must master fundamentals for success in the classroom and beyond.
  - 2.1 Students will be able to communicate effectively in writing.
  - 2.2 Students will be able to communicate effectively in speaking and demonstrate effective listening.
  - 2.3 Students will be able to communicate effectively with numbers.
  - 2.4 Students will demonstrate the ability to collaborate with peers to accomplish tasks.
  - 2.5 Students will demonstrate information literacy.
  - 2.6 Students will employ skills of analysis when presented with a problem.
  - 2.7 Students will demonstrate competency in the use and application of technology.
  - 2.8 Students will gain awareness of health and wellness issues based on current scientific understanding.
  
3. **Human Culture:** Students must develop an understanding of culture through the study of religion, language, values, and social/economic/political systems. Such understanding can lead to transformative actions.
  - 3.1 Students will understand the Christian tradition.
  - 3.2 Students will assess cultural practices in the contexts of place, time, and worldview.
  - 3.3 Students will demonstrate proficiency in a second language.
  - 3.4 Students will examine ways in which identity, including their own, is shaped by culture.
  - 3.5 Students will describe the basic teachings and practices of other world religions.
  
4. **Humanities:** Students explore their own aesthetic sensibilities as they examine the diverse ways artists express views of truth, beauty, spirituality, society, and the human condition and how aesthetics and worldview combine to create meaning in literature and in the performing and visual arts.
  - 4.1 Students will analyze and interpret aesthetic texts as expressions defined by their genres and historical contexts.
  
5. **Natural and Physical World:** Students must demonstrate an understanding of the procedures, success, and limitations of modern science.

- 5.1 Students will apply the scientific method to address problems.
- 5.2 Students will differentiate data-based conclusions from opinion and from other ways of knowing.
- 5.3 Students will articulate and evaluate the impact of current and emerging science and technologies on social and ethical issues.

The above outcomes will be assessed throughout the Associate of Arts Program and by the OAK (Outcomes Assessment at King) comprehensive assessment test, which will be administered prior to graduation.

**Minimum Residency Requirements**

Students completing the Associate of Arts at King University must earn at least 24 s.h. (of the 60 s.h. total) at King University.

The following courses which total 18 s.h. *must* be completed at King:

- ENGC 2010 English Composition: Research and Writing (2 s.h.)
- KING 1500 Introduction to Higher Education (4 s.h.)
- IDST 2200 The Arts in Historical Context (4 s.h.)
- PSCI 2200 The Future of Citizenship (4 s.h.)
- RELG 1001 Foundations of Christian Thought and Practice (4 s.h.)

A student must have a course in every category represented by the King Associate of Arts Curriculum. Courses from other institutions can be transferred in for categories not listed above. Students who are not required to complete the Introduction to College Semester will take elective courses to bring their total number of semester hours to 60.

**Grade Requirement for ENGC 1110**

Every student must earn a grade of C- or higher in ENGC 1110. A grade below a C- is equivalent to a grade of F. A student with a failing grade must repeat ENGC 1110. Should a student transfer in English composition from another institution, he/she must have a C- or higher in that course.

**Technology Requirements**

Students must have access to a computer with minimum of Microsoft Office 2010 or later with wireless capability and a webcam. Students must also have the ability to record and upload video to course websites.

**Introduction to College Semester**

MATH 1000 (Not Designed for Transfer)	
Principles of Mathematics .....	4 s.h.
IDST 1610 (Not Designed for Transfer)	
Preparing for College Level Work.....	4 s.h.
ENGC 1010 (Not Designed for Transfer)	
English Composition: Basic Communication .....	4 s.h.

**Associate of Arts Core Curriculum**

Courses are grouped three or four to a semester for a total of 12 s.h. Semesters are offered in strict rotation, but incoming students may begin the AA courses in any of the four semesters. Courses indicated with an asterisk (\*) must be taken at King.

**Traditions Semester**

KING 1500\* (Not Designed for Transfer)  
Introduction to Higher Education ..... 4 s.h.  
RELG 1001\*  
Foundations of Christian Thought and Practice ..... 4 s.h.  
IDST 2200\*  
The Arts in Historical Context..... 4 s.h.

**Preparation for Citizenship Semester**

PSCI 2200\*  
The Future of Citizenship ..... 4 s.h.  
ENGC 1110  
English Composition: Writing and Speech ..... 4 s.h.  
ENGC 2010\*  
English Composition: Research and Writing..... 2 s.h.  
PHED 1110  
Wellness for Life ..... 2 s.h.

**Nature & Culture Semester**

MATH 1560  
Introduction to Statistics ..... 4 s.h.  
BIOL 1110  
Principles of Biology and Lab ..... 4 s.h.  
SPAN 1010  
Spanish Language and Culture ..... 4 s.h.

**Global Community Semester**

HIST 2110  
20<sup>th</sup> and 21<sup>st</sup> Century Global History ..... 4 s.h.  
ENGL 2110 .....  
20<sup>th</sup> and 21<sup>st</sup> World Literature ..... 4 s.h.  
TCOM 1010  
Speech Communication ..... 4 s.h.  
**Total** ..... **48 s.h.**

\*Course must be taken at King.





**Program Coordinator: R. Bernard**

The Minor in Appalachian Studies is designed to broaden students’ understanding of the culture, literature, history, music, and religion of the southern Appalachian region. This 20-hour minor examines major themes and concepts, such as cultural identity, sense of place, regional and racial identity of Appalachian people that is found in current as well as past forms of regional literature, oral traditions, history, and scholarship.

Knowledge of one’s background and heritage is imperative in remaining culturally relevant. This curriculum is designed to empower and prepare students, especially students native to Appalachia, by reinforcing the independent thinking and self-reliance established by Appalachian ancestors. More importantly, this curriculum imparts prideful knowledge of Appalachian culture and heritage to a new generation of Appalachian professionals and Christians.

**Student Learning Outcomes**

Students will be able to:

1. Reiterate and understand the history of Appalachia and its inhabitants.
2. Identify and analyze typical Appalachian themes such as nature, spirituality, family and community, sense of place.
3. Understand the Appalachian region, its culture, social, economic, and political origins, characteristics, and institutions as well as the fundamental relationship between the physical environment (natural resources) and development of an industrial culture with dependent social institutions.
4. Identify major contemporary Appalachian religions or branches of faith.
5. Become, most importantly, better readers, critical thinkers, speakers, and writers.

**Technology Requirements**

Laptop computer with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required

**Appalachian Studies Minor**

APAL 3110	
Appalachian Culture .....	4 s.h.
APAL 3120	
Appalachian Literature .....	4 s.h.
APAL 3130	
Appalachian Music .....	4 s.h.
APAL 3140	
Appalachian Religion .....	4 s.h.
APAL 3150	
History of Appalachia.....	4 s.h.
<b>Total Minor Requirements .....</b>	<b>20 s.h.</b>



**Applied Science and Mathematics  
Bachelor of Science  
Arts & Sciences  
Traditional**

**Program Coordinator: W. Linderman**

The B.S. in Applied Science and Mathematics is a degree conferred by King University as part of a 3+2 articulation agreement in collaboration with the Tickle College of Engineering at the University of Tennessee. Students majoring in Applied Science and Mathematics will take courses according to prescribed curricula for tracks in Biomedical Engineering, Chemical Engineering, Civil Engineering, or Industrial Engineering.

After three years at King, students in this program will transfer to the University of Tennessee to complete engineering courses for two years in order to earn a B.S. in Engineering at the University of Tennessee. After an approved transfer credit review by King of their engineering-related courses from the University of Tennessee, students will be recommended for conferral of a B.S. in Applied Science and Mathematics from King. As part of an articulation agreement with the University of Tennessee, the B.S. in Applied Science and Mathematics cannot be earned solely at King.

**Student Learning Outcomes**

1. Students will be able to utilize the techniques of undergraduate mathematics to solve problems.
2. Students will demonstrate the command of basic experimental techniques, including data analysis, and the ability to identify mathematical situations.
3. Students will master various computational techniques and tools for processing data and solving problems.
4. Students will demonstrate the ability to analyze and model physical systems or components by applying knowledge of mathematics and physics. This will include multivariable calculus, differential equations, basic science, and engineering.

**Core Curriculum Requirements**

Applied Science and Mathematics majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalog for additional details.

**Quantitative Literacy**

MATH 2350

Calculus I..... 4 s.h.

**Science**

CHEM 1110

General Chemistry I..... 4 s.h.

**Applied Science and Mathematics Major Requirements**

*(to be taken by all engineering tracks)*

CHEM 1120

General Chemistry II ..... 4 s.h.

MATH 2360	
Calculus II.....	4 s.h.
MATH 2370	
Vector Calculus.....	4 s.h.
MATH 2450	
Linear Algebra.....	4 s.h.
MATH 3430	
Differential Equations.....	4 s.h.
PHYS 2210	
General Physics I.....	4 s.h.
PHYS 2220	
General Physics II.....	4 s.h.
PHYS 3030	
Electricity and Magnetism.....	4 s.h.
PHYS 3500	
Computational Physics.....	4 s.h.

**Track Requirements for a B.S. in Applied Mathematics and Science**

Students will choose a track in Biomedical Engineering, Chemical Engineering, Civil Engineering, or Industrial Engineering.

**Biomedical Engineering Track**

BIOL 1010	
Human Anatomy and Physiology I.....	4 s.h.
BIOL 1020	
Human Anatomy and Physiology II.....	4 s.h.
ITEC 2010	
Programming for STEM.....	4 s.h.
PHYS 3060	
Introduction to Modern Physics.....	4 s.h.

**Summary of Total Credits for the Biomedical Engineering Track**

Core Curriculum.....	42 s.h.
Major Requirements.....	52 s.h.
Engineering Courses from University of Tennessee.....	30 s.h.
<b>Minimum to Earn Bachelor of Science.....</b>	<b>124 s.h.</b>

**Chemical Engineering Track**

BIOL 2110	
General Biology I.....	4 s.h.
BIOL 2120	
General Biology II.....	4 s.h.
BIOL 3300	
Cell Biology.....	4 s.h.
CHEM 2110	
Organic Chemistry I.....	4 s.h.
CHEM 2120	
Organic Chemistry II.....	4 s.h.
CHEM 3000	
Analytical Chemistry I.....	4 s.h.

**Summary of Total Credits for the Chemical Engineering Track**

Core Curriculum .....	42 s.h.
Major Requirements.....	60 s.h.
Engineering Courses from University of Tennessee.....	<u>22</u> s.h.
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>

**Civil Engineering Track**

BIOL 2110	
General Biology I .....	4 s.h.
ITEC 2010	
Programming for STEM.....	4 s.h.

**Summary of Total Credits for the Civil Engineering Track**

Core Curriculum .....	42 s.h.
Major Requirements.....	44 s.h.
Engineering Courses from University of Tennessee.....	<u>38</u> s.h.
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>

**Industrial Engineering Track**

CHEM 3000	
Analytical Chemistry I.....	4 s.h.
ITEC 2010	
Programming for STEM.....	4 s.h.

**Summary of Total Credits for the Industrial Engineering Track**

Core Curriculum .....	42 s.h.
Major Requirements.....	44 s.h.
Engineering Courses from University of Tennessee.....	<u>38</u> s.h.
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>



**Program Coordinator: D. Hudson**

The B.A. in Biblical Studies prepares students to enter theological seminaries or graduate schools of religion and philosophy in preparation for careers in the pastoral ministry, teaching, mission, or social work. Many graduates also enter the fields of law, business, the social sciences, and education. The Biblical Studies major focuses on biblical texts in preparation for ministry and graduate school.

The minor in Biblical Studies is an excellent supplemental program, enhancing many other majors. These minors enable students to pursue advanced biblical and theological study and thereby integrate faith into their chosen field of interest.

**Affiliations**

Tel Azekah Archeological Expedition Tel Aviv University, Society of Biblical Literature, American Academy of Religion, and American Society of Oriental Religion

**Student Learning Outcomes**

1. Students will demonstrate a general knowledge of the basic content, history, and ideas of the Biblical canon.
2. Students will demonstrate general knowledge of theological and religious matters pertaining to the study of Christianity and other world religions.
3. Students will acquire and apply critical thinking skills which include analyzing Biblical texts, comparing divergent views of reading, and demonstrating a working knowledge of hermeneutics.

**Technology Requirements**

Microsoft Word, PowerPoint, Adobe, and media player capabilities

A comprehensive assessment covering the major in Biblical Studies will be given the semester prior to graduation. The assessment is 240 questions and will be administered online via Blackboard one month prior to the graduation date.

**Biblical Studies Recommended Foreign Language Requirement**

Choose one language to satisfy traditional general education requirement and take the second biblical language as elective credit. Ancient Hebrew is strongly recommended but not required for graduation.

- GREEK 2000
  - Ancient Greek II ..... 4 s.h.
  - (Greek 2000, and its pre-requisite Greek 1000, are recommended but not required.)
- HEBR 2000
  - Ancient Hebrew II ..... 4 s.h.

**Biblical Studies Major Requirements**

BIBL 2251	
The Old Testament and Interpretation .....	4 s.h.
BIBL 2252	
The New Testament and Interpretation .....	4 s.h.
RELG 2430	
Encountering the World’s Religions.....	4 s.h.
RELG 3210	
Introduction to Theology .....	4 s.h.
BIBL 3040	
The Life and Teaching of Jesus .....	4 s.h.
RELG 3850	
History of the Christian Movement .....	4 s.h.
BIBL 4060	
The Gospel and Epistles of John.....	4 s.h.
BIBL 3020	
Hebrew Prophetic Literature.....	4 s.h.
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
BIBL 4050	
Hebrew Wisdom Literature (4 s.h.)	
BIBL 4030	
The Books of Moses: The Pentateuch (4 s.h.)	
BIBL 3520	
The Historical Geography and Archaeology of Israel (4 s.h.)	
RELG 3800 or 3830	
Internship/Cooperative Education .....	2 s.h.
RELG 4990	
Comprehensive Assessment .....	0 s.h.

**Summary of Total Credits**

Core Curriculum .....	42 s.h.
Major.....	38 s.h.
Electives/Minor/Second Major .....	44 s.h.
<b>Minimum to Earn Bachelor of Arts .....</b>	<b>124 s.h.</b>



The minor in Biblical Studies is an excellent supplemental program to enhance many other majors. It enables students to pursue advanced biblical and theological study and thereby integrate faith into their chosen field of interest.

**Biblical Studies Minor Requirements**

BIBL 2251	
The Old Testament and Interpretation.....	4 s.h.
BIBL 2252	
The New Testament and Interpretation .....	4 s.h.
RELG 3210	
Introduction to Theology .....	4 s.h.
<i>Choose from the following courses .....</i>	<u>8</u> s.h.
BIBL 3020	
Hebrew Prophetic Literature (4 s.h.)	
BIBL 3040	
The Life and Teaching of Jesus (4 s.h.)	
BIBL 4050	
Hebrew Wisdom Literature (4 s.h.)	
BIBL 4060	
The Gospel and Epistles of John (4 s.h.)	
BIBL 4140	
Paul (4 s.h.)	
<b>Total Minor Requirements .....</b>	<b>20 s.h.</b>



**Biochemistry  
Bachelor of Science  
Arts & Sciences  
Traditional**

**Program Coordinator: S. Pickard**

The B.S. in Biochemistry provides students with an opportunity to receive a thorough scientific training in the context of a Christian worldview. This program integrates a strong understanding of chemical and biological principles and quantitative problem solving with the development of hands-on research skills. Also, the Biochemistry program includes a strong oral and written communication component. Thus, our students receive an educational experience that goes beyond the specific skills they need to be successful biochemists and helps them to develop into well-rounded individuals who are ready to take their places in society.

**Student Learning Outcomes**

1. Graduates will demonstrate proficiency in content knowledge, including chemistry problem solving techniques.
2. Graduates will demonstrate proficiency in traditional chemistry lab techniques.
3. Graduates will demonstrate proficiency in oral scientific communication.
4. Graduates will demonstrate proficiency in written scientific communication.

This major prepares a student for graduate work in Biochemistry as well as many areas of Chemistry or Biology. In addition, the minimum requirements of almost all medical, dental, veterinary, and pharmacy schools are met by a biochemistry major. It is valuable for those students who seek careers in the biotechnology industry, pharmaceutical industry, government, and science-based sales and marketing.

Due to the large number of courses that biochemistry shares in common with Biology and Chemistry, a student cannot simultaneously major in Biochemistry and major or minor in Biology, Chemistry, or Forensic Science.

**Comprehensive Assessment**

The Chemistry Capstone (CHEM 4930) and Comprehensive Assessment (CHEM 4990) are required for all Biochemistry majors. CHEM 4990 is an end of program exam which tests the student's knowledge of chemistry in the areas of Organic, Analytical and Physical. CHEM 4930 is review course designed to prepare the student for the end of program exam, and there is a letter grade assigned for CHEM 4930. Both CHEM 4990 and 4930 are normally taken during the Fall or Spring semester leading up to the student's graduation.

**Core Curriculum Requirements**

Biochemistry majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalog for additional details.



**Science**

CHEM 1110  
 General Chemistry I..... 4 s.h.

**Quantitative Literacy**

MATH 2350  
 Calculus I..... 4 s.h.

**Biochemistry Major Requirements**

The technology requirement for a biochemistry major is the minimum required by the university: namely, a laptop computer with a minimum of Microsoft Office 2010 or later, wireless capability, and a webcam.

The following courses are required for all biochemistry majors:

CHEM 1120  
 General Chemistry II ..... 4 s.h.

CHEM 2110  
 Organic Chemistry I & II..... 4 s.h.

CHEM 2120  
 Organic Chemistry II..... 4 s.h.

CHEM 3000  
 Analytical Chemistry I..... 4 s.h.

CHEM 4000  
 Physical Chemistry I..... 5 s.h.

*Choose from the following courses* ..... 4 s.h.

CHEM 3200  
 Analytical Chemistry II (4 s.h.)

CHEM 4200  
 Physical Chemistry II (4 s.h.)

BIOL 2110  
 General Biology I..... 4 s.h.

BIOL 2120  
 General Biology II ..... 4 s.h.

BIOL 3760  
 Genetics ..... 4 s.h.

BIOL 3770  
 Molecular Biology ..... 4 s.h.

BIOL 3300  
 Cell Biology..... 4 s.h.

BIOL 3700  
 Biochemistry..... 4 s.h.

BIOL 4670  
 Mammalian Toxicology ..... 4 s.h.

*Choose from the following courses* ..... 4 s.h.

BIOL 3250  
 Bioinformatics (4 s.h.)

BIOL 4400  
 Microbiology (4 s.h.)

BIOL 3600  
 Human and Mammalian Physiology (4 s.h.)

PHYS 2210	
General Physics I .....	4 s.h.
PHYS 2220	
General Physics II.....	4 s.h.
MATH 2360	
Calculus II.....	4 s.h.
IDST 4500	
Interdepartmental Science and Mathematics Seminar.....	2 s.h.
CHEM 4930	
Chemistry Capstone.....	1 s.h.
CHEM 4990	
Comprehensive Assessment .....	0 s.h.
<b>Summary of Total Credits</b>	
Core Curriculum .....	42 s.h.
Major Requirements.....	72 s.h.
Minor/Electives .....	10 s.h.
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>



**Biology  
Bachelor of Science  
Arts & Sciences  
Traditional**

**Program Coordinator: L. K. Vaughan**

The Bachelor of Science in Biology encompasses the study of life in all of its forms. Students interested in a broad understanding and appreciation of botany and zoology are encouraged to consider the General Biology track provided by the department. Students desiring to pursue a career in medicine, pharmacy, biotechnology or biomedical research are encouraged to consider the Cell and Molecular Biology track. The Bioinformatics track will prepare students for graduate school and/or careers in the fields of genomics, informatics, and biostatistics; this track requires that students minor in Mathematics.

A major in biology prepares one for a variety of careers. Most students interested in biomedical or health science careers often major in biology because many employers, and graduate and professional programs, require significant course work in this area. Thus, students with a BS in Biology are well-suited for careers in environmental research, conservation biology, forensic biology, botany or zoology.

Additionally, the course work for the Cell and Molecular Biology track is designed to provide students with pre-requisites required for many medical, pharmacy, and graduate programs, including microbiology, veterinary sciences, toxicology, optometry and dentistry. Students are required to take Calculus I to fulfill their requirement in “Quantitative Literacy.” Although not explicitly required, students are strongly encouraged to begin looking for summer internship opportunities the summer after their sophomore year in order to gain experience and verify their suitability for their vocation. This is particularly important for students who want to attend clinical programs, which can require as many as 500-2000 hours of shadowing or patient contact as a prerequisite for admissions. Finally, many graduate programs will not consider applicants who have no research experience.

Students who major in biology **are not allowed to double major in Biochemistry, Forensic Science, or Health Sciences Chemistry**, due to the overlap already present in these programs. If students would like to pursue a double major, they are encouraged to consider other majors that will help them in their chosen careers. Suggestions include Mathematics, Philosophy, Psychology, Security and Intelligence Studies (SIS), or a foreign language.

**Student Learning Outcomes**

1. Knowledge of Fundamental Areas of Biology: Students will demonstrate knowledge of fundamental areas of biology.
2. Skills for Appropriate Lab Methodology: Students will develop skills to use appropriate lab methodology to gather data and draw conclusions, and to communicate results in meaningful forms.
3. Written and Oral Communication: Students will be able to write or orally communicate technical information that is suitable for presentation.

4. Progress Toward Science-Related Careers: Identify and participate in experiences (jobs, internships, shadowing, research) related to desired career goals; gain employment in science-related careers or entry into graduate or professional degree programs.

### **Core Curriculum Requirements**

Biology majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalog for additional details.

#### **Science**

CHEM 1110  
 General Chemistry I ..... 4 s.h.

#### **Quantitative Literacy**

MATH 2350  
 Calculus I ..... 4 s.h.

### **BS in Biology Major Requirements**

BIOL 2110  
 General Biology I ..... 4 s.h.  
 BIOL 2120  
 General Biology II ..... 4 s.h.  
 BIOL 3760  
 Genetics ..... 4 s.h.  
 BIOL 3300  
 Cell Biology ..... 4 s.h.  
 CHEM 1120  
 General Chemistry II ..... 4 s.h.  
 CHEM 2110  
 Organic Chemistry I ..... 4 s.h.  
 CHEM 2120  
 Organic Chemistry II ..... 4 s.h.  
 PHYS 2210  
 General Physics I ..... 4 s.h.  
 PHYS 2220  
 General Physics II ..... 4 s.h.  
 IDST 4500 (0.5 credits, repeated for a total of four semesters)  
 Interdepartmental Science and Mathematics Seminar ..... 2 s.h.  
 BIOL 4990  
 Comprehensive Assessment ..... 0 s.h.

### **Track Requirements for a BS in Biology**

Students will choose a track in General Biology or Cell and Molecular Biology

#### **General Biology Track (BS)**

BIOL 3100  
 Plant Biology ..... 4 s.h.  
 BIOL 3130  
 Ecology ..... 4 s.h.

*Choose from the following courses* ..... 4 s.h.

BIOL 3310  
 Human and Vertebrate Comparative Anatomy (4 s.h.)

BIOL 3200	
Histology (4 s.h.)	
BIOL 3260	
Clinical Neuroanatomy (4 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
BIOL 3640	
Neurophysiology (4 s.h.)	
BIOL 3600	
Human and Mammalian Physiology (4 s.h.)..	
BIOL 4670	
Mammalian Toxicology (4 s.h.)	
Biology Electives (3100-level or higher).....	8 s.h.

**Cell and Molecular Biology Track (BS)**

BIOL 3100	
Plant Biology .....	4 s.h.
BIOL 3130	
Ecology .....	4 s.h.
BIOL 3770	
Molecular Biology .....	4 s.h.
<i>Choose from the following courses</i> .....	4 s.h.
BIOL 3700	
Biochemistry (4 s.h.)	
BIOL 4670	
Mammalian Toxicology (4 s.h.)	
Biology Electives (3100-level or higher).....	8 s.h.

**Bioinformatics Track (BS)**

(Minor in Mathematics also required)

BIOL 3770	
Molecular Biology .....	4 s.h.
BIOL 3250	
Bioinformatics .....	4 s.h.
BIOL 3700	
Biochemistry.....	4 s.h.
ITEC 2010	
Programming for STEM .....	4 s.h.
<i>Choose two from the following courses</i> .....	8 s.h.
ITEC 3450	
Database Management (4 s.h.)	
BIOL 4690	
Systems Biology (4 s.h.)	
PHYS 3500	
Computational Physics (4 s.h.)	

### Summary of Total Credits

Core Curriculum .....	42 s.h.
Major Requirements:	
Common Requirements .....	(38 s.h.)
Track Requirements.....	(24 s.h.)
Total Major Requirements .....	62 s.h.
Electives/Second Minor/Second Major .....	20 s.h.
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>

### Pharmacy Dual Degree Program

King offers students interested in pursuing a doctoral degree at Pharmacy School (PharmD) the opportunity to apply after only three years at the undergraduate level. It is anticipated that most students would complete their requirements in three years; however, this may require students to have earned some credits before matriculation to King, via dual enrollment and/or AP course credits. It is important that the student realize that following the Pharmacy Dual Degree Program does not automatically guarantee his or her entrance into pharmacy school. Students must still successfully take the PCAT and competitively apply to their intended graduate program(s). Students should also verify lists of required courses for each PharmD program of interest; many pharmacy schools require courses in economics, statistics, and communications, in addition to the courses listed below.

A student completing the requirements in three years and who follows the outlined curriculum will be awarded a Bachelor of Science with a major in Biology from King only after satisfactorily completing the first year of an accredited professional school of pharmacy program. Typically students will apply to schools of pharmacy during the summer before their third year at King or during the fall of their third year. Transfer students must complete at least 48 hours at King, including 20 hours of required Biology courses.

### Core Curriculum Requirements for Pharmacy Dual Degree

Pharmacy Dual Degree majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalog for additional details.

#### Science

CHEM 1110	
General Chemistry I.....	4 s.h.

#### Quantitative Literacy

MATH 2350	
Calculus I .....	4 s.h.

### Pharmacy Dual Degree Requirements

BIOL 2110	
General Biology I .....	8 s.h.
BIOL 2120	
General Biology II .....	4 s.h.
BIOL 3760	
Genetics .....	4 s.h.
BIOL 3700	
Biochemistry.....	4 s.h.
CHEM 1120	
General Chemistry II .....	4 s.h.

CHEM 2110	
Organic Chemistry I .....	4 s.h.
CHEM 2120	
Organic Chemistry II .....	4 s.h.
MATH 2360	
Calculus II .....	4 s.h.
PHYS 2210	
General Physics I .....	8 s.h.
PHYS 2220	
General Physics II.....	4 s.h.
IDST 4500 (0.5 s.h. repeated for a total of four semesters)	
Interdepartmental Science and Mathematics Seminar .....	2 s.h.
<i>Choose from the following courses .....</i>	<i>8 s.h.</i>
BIOL 3300	
Cell Biology (4 s.h.)	
BIOL 4400	
Microbiology (4 s.h.)	
BIOL 3640	
Neurophysiology (4 s.h.)	
BIOL 3600	
Human & Mammalian Physiology (4 s.h.)	
BIOL 4670	
Mammalian Toxicology (4 s.h.)	
BIOL 4990	
Comprehensive Assessment .....	0 s.h.

**Summary of Total Credits**

Core Curriculum .....	42 s.h.
Major Requirements.....	50 s.h.
Transferred Hours from PharmD program.....	<u>32</u> s.h.
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>



**Biology  
Bachelor of Arts  
Arts & Sciences  
Traditional**

**Program Coordinator: L. K. Vaughan**

The Bachelor of Arts in General Biology is designed for individuals seeking employment not requiring an advanced degree in science or medicine, but where a strong technical background is desirable. This would include such professional career options as scientific or pharmaceutical sales representative, lab technician, scientific writer, public school teacher, law, etc. This curriculum includes 50 semester hours of science and math but has more flexibility than the Bachelor of Science.

The Bachelor of Arts in Human Biology is designed for students who are interested in pursuing an advanced degree in graduate programs related to human health, such as a doctorate in physical therapy (DPT), or graduate degrees in physician's assistant (PA) or occupational health programs such as occupational therapy (OT). This track is *not* designed or intended to meet the needs of students who are pursuing medical, pharmacy, or graduate school in an area of biology or biomedical research. Students interested in those career paths should follow the requirements for a B.S. in Biology in either the General Biology or the Cell and Molecular Biology track.

Students who complete the Bachelor of Arts degree in Biology are required to have a minor; students should choose their minor program in consultation with their academic advisors, taking into account their career goals.

The Bachelor of Arts with secondary education licensure prepares a student for teaching science. Licensed teachers are in great demand nationwide in all areas of science, particularly biology and chemistry. Students obtaining their secondary education licensure will minor in Education. Due to the large number of semester hours required for completion of the BA in Biology with secondary licensure, students should meet regularly with advisors from both Biology and Education.

**Clinical Experiences**

During completion of course work, it is anticipated that students interested in physical therapy, occupational health, or physician's assistant programs would participate in clinical rotations or internships. Students should be aware that many of these specific graduate programs require up to 1500 hours of patient contact before admission to the respective programs. Thus, students should start accumulating hours the summer after their sophomore year.

**Student Learning Outcomes**

1. Knowledge of Fundamental Areas of Biology: Students will demonstrate knowledge of fundamental areas of biology.
2. Skills for Appropriate Lab Methodology: Students will develop skills to use appropriate lab methodology to gather data and draw conclusions, and to communicate results in meaningful forms.



3. Written and Oral Communication: Students will be able to write or orally communicate technical information that is suitable for presentation.
4. Progress Toward Science-Related Careers: Identify and participate in experiences (jobs, internships, shadowing, research) related to desired career goals; gain employment in science-related careers or entry into graduate or professional degree programs.

### **Core Curriculum Requirements**

Biology majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalog for additional details.

#### **Science**

CHEM 1110  
General Chemistry I..... 4 s.h.

#### **Quantitative Literacy**

MATH 2350  
Calculus I ..... 4 s.h.

### **BS in Biology Major Requirements**

BIOL 2110  
General Biology I..... 4 s.h.  
BIOL 2120  
General Biology II ..... 4 s.h.  
CHEM 1120  
General Chemistry II ..... 4 s.h.  
CHEM 2110  
Organic Chemistry I..... 4 s.h.  
PHYS 2210  
General Physics I..... 4 s.h.  
IDST 4500 (0.5 credits, repeated for a total of four semesters)  
Interdepartmental Science and Mathematics Seminar..... 2 s.h.  
BIOL 4990  
Comprehensive Assessment ..... 0 s.h.

#### **Summary of Total Credits General Biology Track**

Core Curriculum ..... 42 s.h.  
Major Requirements:  
Common Requirements ..... (22 s.h.)  
Track Requirements..... (28 s.h.)  
Total Major Requirements ..... 50 s.h.  
Electives/Second Minor/Second Major ..... 32 s.h.  
**Minimum to Earn Bachelor of Science ..... 124 s.h.**

### **Track Requirements for a BA in Biology**

Students will choose a track in General Biology or Human Biology.

#### **General Biology Track (BA)**

BIOL 3100  
Plant Biology ..... 4 s.h.  
BIOL 3130  
Ecology ..... 4 s.h.

BIOL 3760	
Genetics .....	4 s.h.
<i>Choose from the following courses</i> .....	4 s.h.
BIOL 3310	
Human and Vertebrate Comparative Anatomy (4 s.h.)	
BIOL 3200	
Histology (4 s.h.)	
BIOL 3260	
Clinical Neuroanatomy (4 s.h.)	
 <i>Choose from the following courses</i> .....	4 s.h.
BIOL 3300	
Cell Biology (4 s.h.)	
BIOL 33640	
Neurophysiology (4 s.h.)	
BIOL 3600	
Human and Mammalian Physiology (4 s.h.)	
 <i>Choose from the following courses</i> .....	8 s.h.
Any BIOL courses at 3000-level or higher or	
PHYS 2030	
Survey of Astronomy (4 s.h.)	
MATH 1560	
Introduction to Statistics (4 s.h.)	
MATH 2360	
Calculus II (4 s.h.)	

**Human Biology Track (BA)**

BIOL 1010	
Human Anatomy and Physiology I.....	4 s.h.
BIOL 1020	
Human Anatomy and Physiology II .....	4 s.h.
ATEP 2510	
Care and Prevention of Athletic Injuries .....	4 s.h.
ATEP 3680	
Kinesiology.....	4 s.h.
ATEP 3690	
Exercise Physiology.....	4 s.h.
PHED 3550	
Nutrition and Conditioning.....	4 s.h.
PHYS 2220	
General Physics II.....	4 s.h.
 <i>Choose from the following courses</i> .....	8 s.h.
BIOL 3760	
Genetics (4 s.h.)	
BIOL 3300	
Cell Biology (4 s.h.)	
BIOL 4400	
Microbiology (4 s.h.)	
BIOL 3200	
Histology (4 s.h.)	

- BIOL 3640  
Neurophysiology (4 s.h.)
- BIOL 3260  
Clinical Neuroanatomy (4 s.h.)
- BIOL 4670  
Mammalian Toxicology (4 s.h.)

**Summary of Total Credits Human Biology Track**

Core Curriculum .....	42 s.h.
Major Requirements:	
Common Requirements .....	(22 s.h.)
Track Requirements .....	(36 s.h.)
Total Major Requirements .....	58 s.h.
Electives/Second Minor/Second Major .....	24 s.h.
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>

**Teacher Education - BIOLOGY**

The B.A. in Biology (with Licensure for Grades 6-12) is available with modifications to the Biology B.A.–General Biology Track and the King Core Curriculum plus successful completion of the Secondary Education minor. Licensed teachers in secondary education are in great demand in all fifty states, and science is considered a critical need area in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the “Admission to the Teacher Education Program” section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

**Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for Biology, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Core Curriculum Requirements**

Biology majors seeking teaching licensure should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalog for additional details on fulfillment of other categories.

**Science**

CHEM 1110  
General Chemistry I..... 4 s.h.

**Quantitative Literacy**

MATH 2350  
Calculus I ..... 4 s.h.

**General Science and Physical Science Core Required for 6-12 Licensure**

CHEM 1120  
General Chemistry II ..... 4 s.h.  
CHEM 2110  
Organic Chemistry I..... 4 s.h.  
GEOG 2010  
Physical Geography ..... 3 s.h.  
PHYS 2210  
General Physics I ..... 4 s.h.

**BA In Biology Major Requirements for Teaching Licensure**

BIOL 2110  
General Biology I..... 4 s.h.  
BIOL 2120  
General Biology II ..... 4 s.h.  
BIOL 3100  
Plant Biology ..... 4 s.h.  
BIOL 3130  
Ecology ..... 4 s.h.  
BIOL 3760  
Genetics ..... 4 s.h.

*Choose from the following courses* ..... 4 s.h.

BIOL 3300  
Cell Biology (4 s.h.)  
BIOL 3640  
Neurophysiology (4 s.h.)  
BIOL 3600  
Human and Mammalian Physiology (4 s.h.)

*Choose from the following courses* ..... 4 s.h.

BIOL 3310  
Human and Vertebrate Comparative Anatomy (4 s.h.)  
BIOL 3200  
Histology (4 s.h.)  
BIOL 3260  
Clinical Neuroanatomy (4 s.h.)

*Choose from the following courses* ..... 4 s.h.

BIOL  
Any course at 3000-level or higher (4 s.h.)  
PHYS 2030  
Survey of Astronomy (4 s.h.)  
MATH 1560  
Introduction to Statistics (4 s.h.)

MATH 2360	
Calculus II (4 s.h.)	
IDST 4500 (0.5 s.h. repeated for a total of four semesters)	
Interdepartmental Science and Mathematics Seminar.....	2 s.h.
BIOL 4990	
Comprehensive Assessment .....	0 s.h.

**Secondary Education Minor**

EDUC 2030	
Introduction to Teaching: K-Grade 12.....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum: Grades PreK-12 .....	1 s.h.
EDUC 2100	
Survey of Exceptional Children.....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	
Foundations of Education .....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3390*	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590*	
Content Area Reading.....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
PSCI 2120	
Cultural Diversity in America.....	4 s.h.
PSYC 3320	
Adolescent Development.....	4 s.h.
EDUC 4490*	
Student Teaching: Grades 6-10.....	5 s.h.
EDUC 4500*	
Student Teaching: Grades 9-12.....	5 s.h.
EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12 .....	2 s.h.
EDUC 4990	
Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense).....	0 s.h.

\*Requires admittance to the Teacher Education Program

**Summary of Total Credits**

Core Curriculum .....	42 s.h.
Major Requirements.....	49 s.h.
Secondary Education Minor.....	45 s.h.
<b>Minimum to Complete Licensure Program.....</b>	<b>136 s.h.</b>



**Biology Minor**

BIOL 2110, 2120

General Biology I & II.....	8 s.h.
Additional Biology Electives at or above the 3100 level .....	<u>12</u> s.h.
<b>Total Minor Requirements .....</b>	<b>20 s.h.</b>



**Business  
Business & Economics  
Bachelor of Arts  
Traditional**

**Program Coordinator: D. Robinson**

The Bachelor of Arts in Business (B.A. in Business) program at King is designed for traditional students. The B.A. in Business program provides an academically challenging experience that empowers students with excellent business, writing, speaking, and critical thinking skills. The B.A. in Business program allows students to directly integrate skills, theory, and tools for a successful career.

The B.A. in Business program furthers the mission of King to build meaningful lives of achievement and cultural transformation in Christ by preparing students to excel in business in a principled manner while recognizing personal and professional responsibilities.

**Student Learning Outcomes**

Upon completion of the B.A. in Business program, graduates will:

1. Demonstrate effective written, oral, and visual communication skills appropriate for business contexts and settings.
2. Demonstrate critical thinking skills.
3. Demonstrate functional knowledge and skills in the following areas: accounting, ethics, finance, strategy, leadership, economics, global business, information management systems, legal environment, management, marketing, and quantitative research/statistics.

**Technology Requirements**

Students in the B.A. in Business program are required to have access to a computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam.

**Comprehensive Assessment Requirement**

During the last semester of the program of study, B.A. in Business students will take the Peregrine Academic Services Business Program Assessment Examination which covers these functional areas: accounting, ethics, finance, strategy, leadership, economics, global business, information management systems, legal environment, management, marketing, and quantitative research/statistics.

**Internship Requirement**

All students in the B.A. in Business program must complete an internship as part of their graduation requirements. Internship qualifications include:

- 2.5 minimum GPA
- Junior standing
- Approval from both advisor and Internship Coordinator

### **Core Curriculum Requirements**

Business majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See “The Core Curriculum” section of the catalog for additional details.

#### **Quantitative Literacy**

MATH 1560

Introduction to Statistics ..... 4 s.h.

#### **U.S. and Global Citizenship**

ECON 2000

Introduction to Economic Principles ..... 4 s.h.

Please Note: Immediately following this note are two (2) *Business Major Common Requirements* lists. The first is for the Fall 2017 semester; the second is for the Spring 2018 semester. *Some course numbers will change for Spring 2018, but content will be the same.*

#### **Business Major Common Requirements (Fall 2017)**

BUSA 2130

Business Communication ..... 2 s.h.

BUSA 2251

Principles of Management ..... 4 s.h.

BUSA 2630

Financial Accounting ..... 4 s.h.

BUSA 2650

Management Information Systems ..... 4 s.h.

BUSA 3000

Managerial Accounting ..... 4 s.h.

BUSA 3300

Principles of Marketing ..... 4 s.h.

BUSA 3550

Corporate Finance ..... 4 s.h.

BUSA 3730

Business Law ..... 4 s.h.

BUSA 3740

Professional Development Strategies ..... 1 s.h.

BUSA 3800

Internship ..... 2 s.h.

BUSA 4001

Business Policy and Strategic Management ..... 4 s.h.

BUSA 4990

Comprehensive Assessment ..... 0 s.h.

#### **Business Major Common Requirements (Spring 2018)**

NOTE: *Some course numbers have changed, but content remains the same.*

BUSA 2130

Business Communication ..... 2 s.h.

BUSA 2200

Management Information Systems ..... 4 s.h.

BUSA 2251

Principles of Management ..... 4 s.h.



BUSA 3200	
Financial Accounting.....	4 s.h.
BUSA 3230	
Corporate Finance.....	4 s.h.
BUSA 3231	
Managerial Accounting .....	4 s.h.
BUSA 3240	
Principles of Marketing .....	4 s.h.
BUSA 3276	
Business Law .....	4 s.h.
BUSA 3740	
Professional Development Strategies .....	1 s.h.
BUSA 3800	
Internship.....	2 s.h.
BUSA 4001	
Business Policy and Strategic Management.....	4 s.h.
BUSA 4990	
Comprehensive Assessment .....	0 s.h.

**Track Requirements for a B.A. in Business**

Students must choose a track in either Accounting, Economics, Finance, Management, Marketing, or Sport Management.

**Accounting Track**

BUSA 3110	
Intermediate Accounting I.....	4 s.h.
BUSA 3120	
Intermediate Accounting II.....	4 s.h.
BUSA 3841	
Federal Taxation .....	4 s.h.
BUSA 4810	
Advanced Accounting .....	4 s.h.
BUSA 4870	
Principles of Auditing.....	4 s.h.

**Summary of Total Credits**

Core Curriculum .....	42 s.h.
Common Major Requirements.....	37 s.h.
Track Requirements: Accounting .....	20 s.h.
Electives/Minor/Second Major .....	25 s.h.
<b>Minimum to Earn Bachelor of Arts .....</b>	<b>124 s.h.</b>

**Business Administration Track**

Only students who have chosen Business as a second major may select the Business Administration Track. Their first major should be a program housed outside of the School of Business.

BUSA Elective, 3000-level or above.....	4 s.h.
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<b>Summary of Total Credits</b>	
Core Curriculum .....	42 s.h.
Common Major Requirements .....	37 s.h.
Track Requirements: Business Administration.....	4 s.h.
First Major/Minor/Electives.....	41 s.h.
<b>Minimum to Earn Bachelor of Arts .....</b>	<b>124 s.h.</b>

**Economics Track**

ECON 3260	
Intermediate Microeconomic Theory .....	4 s.h.
<i>Choose from the following courses .....</i>	<i>12 s.h.</i>
BUSA 3560	
Investment Management (4 s.h.)	
ECON 3250	
Money and Banking (4 s.h.)	
ECON 3270	
Intermediate Macroeconomic Theory (4 s.h.)	
ECON 3280	
Issues in Political Economy (4 s.h.)	
ECON 3810	
Economic Issues in Public Policy and Current Events (4 s.h.)	
PSYC 3100	
Statistics for the Social Sciences (4 s.h.)	

<b>Summary of Total Credits</b>	
Core Curriculum .....	42 s.h.
Common Major Requirements .....	37 s.h.
Track Requirements: Economics .....	16 s.h.
Electives/Minor/Second Major .....	29 s.h.
<b>Minimum to Earn Bachelor of Arts .....</b>	<b>124 s.h.</b>

**Finance Track**

ECON 3250	
Money and Banking.....	4 s.h.
ECON 3270	
Intermediate Macroeconomic Theory.....	4 s.h.
BUSA 3560	
Investment Management.....	4 s.h.
BUSA 4590	
Advanced Corporate Finance .....	4 s.h.

<b>Summary of Total Credits</b>	
Core Curriculum .....	42 s.h.
Common Major Requirements .....	37 s.h.
Track Requirements: Finance .....	16 s.h.
Electives/Minor/Second Major .....	29 s.h.
<b>Minimum to Earn Bachelor of Arts .....</b>	<b>124 s.h.</b>

### Management Track

ECON 3260	
Intermediate Microeconomic Theory .....	4 s.h.
BUSA 3620	
Organizational Behavior .....	4 s.h.
BUSA 3621	
Human Resource Management.....	4 s.h.
BUSA 3850	
Small Business Entrepreneurship .....	4 s.h.

#### Summary of Total Credits

Core Curriculum .....	42 s.h.
Common Major Requirements.....	37 s.h.
Track Requirements: Management .....	16 s.h.
Electives/Minor/Second Major .....	29 s.h.
<b>Minimum to Earn Bachelor of Arts .....</b>	<b>124 s.h.</b>

### Marketing Track

<i>Choose from the following courses .....</i>	<i>16 s.h.</i>
DMAD 1500	
Introduction to Web Presence and Social Media Strategy (4 s.h.)	
ECON 3260	
Intermediate Microeconomic Theory (4 s.h.)	
BUSA 3660	
Consumer Behavior (4 s.h.)	
BUSA 3680	
Promotion Strategies (4 s.h.)	
BUSA 4230	
Sales Management and Professional Selling (4 s.h.)	

#### Summary of Total Credits

Core Curriculum .....	42 s.h.
Common Major Requirements.....	37 s.h.
Track Requirements: Marketing .....	16 s.h.
Electives/Minor/Second Major .....	29 s.h.
<b>Minimum to Earn Bachelor of Arts .....</b>	<b>124 s.h.</b>

### Sport Management Track

PHED 2910	
Athletic Administration .....	2 s.h.
PHED 2920	
Sport Marketing.....	2 s.h.
PHED 3200	
Event Management.....	2 s.h.
PHED 3565	
Ethics and Legal Issues in Sport Management.....	4 s.h.
PHED 3580	
Sport Finance .....	2 s.h.
PHED 3590	
Sport Facilities.....	2 s.h.
TCOM 3220	
Sports Information .....	2 s.h.

<b>Summary of Total Credits</b>	
Core Curriculum .....	42 s.h.
Common Major Requirements .....	37 s.h.
Track Requirements: Sport Management .....	16 s.h.
Electives/Minor/Second Major .....	<u>29 s.h.</u>
<b>Minimum to Earn Bachelor of Arts .....</b>	<b>124 s.h.</b>



**Bachelor of Business Administration**  
**BBA**  
**Business & Economics**  
**GPS/Online**

**Program Coordinator: S. Roberson**

The Bachelor of Business Administration (BBA) program at King is designed for adults and offers a high quality undergraduate degree. The BBA program combines the best that King has to offer – a business program complemented by optional integrated courses in the liberal arts. The end result is an academically superior experience that empowers students with excellent business, writing, speaking, and critical thinking skills. The BBA program at King allows students to directly integrate management knowledge, philosophy, skills, theory, and tools for a successful career in the 21st Century.

**Required Hours**

The total number of hours required at King to complete the BBA program is 48 semester hours, depending on a student's prior academic experience. The BBA is a full-time program. It is designed so that an incoming transfer student with 76 approved credit hours from an accredited college can graduate in four semesters. The business courses in the BBA program are modular and accelerated in nature.

To graduate from King a student must accumulate at least 124 hours, 48 of which must be completed at King. In this case, Quest or Pathway courses may be used to fulfill the 48 semester hour residency requirement. See the appropriate catalog sections for details on courses offered in the Quest and Pathway programs.

**Student Learning Outcomes**

The BBA program furthers the mission of King to build meaningful lives of achievement and cultural transformation in Christ through preparing students to excel in business in a principled manner, while recognizing personal and professional responsibilities.

Upon completion of the BBA program, graduates will:

1. Demonstrate effective written, oral, and visual communication skills appropriate for business contexts and settings.
2. Demonstrate the ability to discuss and apply business management principles and practices that enable firms to operate effectively in competitive environments.
3. Apply critical thinking and analysis skills to address business problems in a real-world context.
4. Use quantitative methods and financial models to solve business problems.
5. Recognize legal and ethical considerations and implications of business activities.
6. Demonstrate functional knowledge and skills in the following areas: accounting, ethics, finance, strategy, leadership, economics, global business, information management systems, legal environment, management, marketing, and quantitative research/statistics.

### **Technology Requirements**

Students in the BBA program are required to supply their own laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam.

### **Comprehensive Assessment Requirement**

During the last semester of their program of study, BBA students will take the Peregrine Academic Services Business Program Assessment Examination, which covers these functional areas: accounting, ethics, finance, strategy, leadership, economics, global business, information management systems, legal environment, management, marketing, and quantitative research/statistics. Students will score 40 percent or higher in each of the functional areas. Forty percent is the Peregrine-designated equivalent to an "average" score.

### **Business Administration Major Requirements**

ECON 2000	
Introduction to Economic Principles .....	4 s.h.
BUSA 2100	
Management Communication.....	4 s.h.
BUSA 2200	
Management Information Systems .....	4 s.h.
BUSA 3200	
Financial Accounting.....	4 s.h.
BUSA 3210	
Management of Organizations.....	4 s.h.
BUSA 3230	
Corporate Finance.....	4 s.h.
BUSA 3231	
Managerial Accounting .....	4 s.h.
BUSA 3240	
Principles of Marketing .....	4 s.h.
BUSA 3260	
Statistics and Business Research Methods .....	4 s.h.
BUSA 3271	
Human Resource Management.....	4 s.h.
BUSA 3276	
Business Law .....	4 s.h.
BUSA 3280	
Strategic Management and Business Policy .....	4 s.h.
BUSA 4990	
Comprehensive Assessment .....	0 s.h.

### **Summary of Total Credits**

General Education Minimum Requirements.....	30 s.h.
Major Requirements.....	48 s.h.
Electives .....	46 s.h.
<b>Minimum to Earn Bachelor of Business Administration .....</b>	<b>124 s.h.</b>



The Business Administration minor may only be declared by students majoring in disciplines outside the School of Business and Economics. This applies to traditional undergraduate students pursuing a bachelor’s degree.

**Student Learning Outcomes**

The Business Administration minor furthers the mission of King to build meaningful lives of achievement and cultural transformation in Christ by preparing students to excel in business in a principled manner while recognizing personal and professional responsibilities.

Upon completion of the Business Administration minor, graduates will:

1. Demonstrate effective written, oral, and visual communication skills appropriate for business contexts and settings.
2. Demonstrate critical thinking skills.
3. Demonstrate functional knowledge and skills in various business disciplines.

**Technology Requirements**

Students in the Business Administration minor program are required to have access to a computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam.

**Business Administration Minor Requirements**

ECON 2000	
Introduction to Economic Principles .....	4 s.h.
BUSA 3210	
Management of Organization .....	4 s.h.
BUSA 3200	
Financial Accounting.....	4 s.h.
BUSA Electives, 3000-level or above .....	<u>8</u> s.h.
<b>Total .....</b>	<b>20 s.h.</b>



## Master of Business Administration for Professionals PMBA

### Program Coordinator: M. Connor

The primary goal of the Master of Business Administration for Professionals program at King is to prepare students to be effective strategic leaders and managers. The goal is to assist students to directly integrate management research, theoretical constructs, skills, abilities, and ethical practices within their own contemporary professional situations. The primary emphasis of the PMBA program at King is directed towards *managing for quality results*. The PMBA curriculum adopts and implements three creative components: a team-based learning model, a fully integrated curriculum, and a transformational learning experience for personal and professional skill development.

The MBA for Professionals program at King serves adults who have completed their Bachelor's degree and who normally possess at least two full years of significant work experience. This enables the student to bring real world examples to the classroom and learn from other working professionals as well.

### Required Hours

The PMBA program is a 36-hour program. Students take one course at a time for five weeks and meet one night per week for a four-hour session. The program is approximately 16 months in duration.

### Graduate Management Admission Test (GMAT) Policy

The PMBA Program at King does not require the GMAT.

### Admissions Procedure

1. Submit a completed application.
2. Submit evidence of completion of a baccalaureate degree from a regionally accredited college or university prior to enrolling. Students should have coursework, earning a C- or better, in the following:
  - a. Statistics
  - b. Marketing
  - c. Finance
  - d. Economics
  - e. Accounting
  - f. Computer applications, including spreadsheet and database applications (recommended)

Students who do not meet the above course requirements will be enrolled in the following Business Principles Seminars in the appropriate semester of the program: BUSA 4890 Statistics, BUSA 4891 Economics, BUSA 4892 Accounting, BUSA 4893 Finance, and BUSA 4894 Marketing. These business principles seminars must be completed as a necessary part of the MBA curriculum and must be completed prior to the start of the corresponding course in the MBA program.



Evaluation in these prerequisite courses will be pass/fail. Students who fail to successfully complete a prerequisite class will not be permitted to continue their enrollment in the MBA program until the required course is successfully completed or an alternative prerequisite is substituted for the course.

3. Submit official transcripts from all colleges/universities attended.
  - a. A minimum cumulative grade point average of 3.0 on a 4.0 scale is required. Students who do not meet this requirement may be conditionally accepted.
4. Submit a 750 -1000 word personal statement, indicating interest in the program, professional preparation, academic experience, job-related history and career goals.
5. Submit the names and email addresses of two professional and/or academic recommenders for an automated request.
6. Submit a resume, demonstrating a minimum of two years of full-time work experience

### **Transfer Credit**

Up to six graduate credits of "B" work or above from regionally accredited colleges or universities may be accepted in transfer toward meeting the requirements of the program.

### **Mission Statement**

The PMBA program furthers the mission of King University to build meaningful lives of achievement and cultural transformation in Christ through preparing students to excel in business in a principled manner while recognizing personal and professional responsibilities.

### **Graduate Student Academic Load**

The MBA for Professionals Program is four 15-week semesters. Students will be enrolled in at least nine semester hours of courses each semester. The first semester will start 1 of 3 times per year—January, May and August. The other semesters will follow immediately; there is no summer vacation. However, there are short breaks for major holidays. Graduate students need to openly discuss this program and its demands with both their families and their employers. This is an intensive 16-month program with many demands and requirements. Periodic breaks are purposely built in to allow time for reflection and rejuvenation; however, graduate students will need the support and encouragement of family and employers.

### **Academic Policies**

All Graduate Students are subject to the Academic Policies of the King University Center for Graduate and Professional Studies.

### **Repeat Coursework**

Students pursuing the Professional MBA program are restricted to receiving no more than two Cs. Any course in which a grade below C is earned must be retaken. Students are permitted to repeat a course twice (for a total of three attempts). Students will be dismissed from the program after three failed attempts to earn a grade C or above.

### **Student Learning Outcomes**

1. Effective Professional and Interpersonal Skills: Students will demonstrate effective professional and interpersonal practices essential in leading a business.
2. Strategic Planning: Students will formulate integrated strategies to achieve organizational objectives based on analysis of external and internal business environments.

3. Legal and Ethical Implicational: Students will examine the legal and ethical implications of business activities from personal, societal, and global perspectives.
4. Analysis and Quantitative Skills: Students will apply quantitative and qualitative methods of analysis and mathematical techniques for decision-making to achieve organizational objectives.
5. Business Expertise and Knowledge: Students will demonstrate expertise in business fundamentals such as accounting, ethics, finance, strategy, leadership, economics, global business, information management systems, legal environments, management, marketing, and quantitative research/statistics.

**Technology Requirements**

Students in the PMBA program are required to supply their own laptop computer with wireless capability and webcam with a minimum of Microsoft Office 2010 or later.

**PMBA for Professionals Program Requirements**

To earn a Master of Business Administration (MBA) degree, each graduate student must:

1. Satisfy all prerequisites.
  - a. All PMBA students must complete approved undergraduate courses in the following areas:
    - i. Financial Accounting
    - ii. Statistics
    - iii. Economics
    - iv. Marketing
    - v. Finance
  - b. Typically, students with an undergraduate degree from an accredited institution with a degree in Business Administration and Economics will meet these requirements.
  - c. Students who do not meet the above course requirements will be enrolled in Business Principles seminars as a necessary part of the PMBA curriculum that must be completed prior to the start of the corresponding course in the PMBA program.
2. Complete 36-semester hours of graduate level coursework. PMBA students may transfer up to 7 s.h. with King approval.
3. Pass the Peregrine Comprehensive Examination (BUS 5990, 0 s.h.) during the last semester of coursework.
4. Have a cumulative grade point average of 3.0 (4.0 scale) or above and receive no more than two Cs. Any course in which a grade below C is earned must be retaken.
5. Pay all fees and tuition charges.

**Specializations**

Students will choose one of ten (10) specializations: Accounting, Finance, Healthcare Management, Human Resource Management, Leadership, Management, Marketing, Nonprofit, Management, Management Information Systems, or Project Management.

**MBA for Professionals Requirements**

BUSA 5010	
Leadership.....	3 s.h.
BUSA 5030	
Quantitative and Research Methods .....	3 s.h.
BUSA 5040	
Economics of Organizational Architecture and Strategy .....	3 s.h.

BUSA 5050	
Strategic Marketing Management.....	3 s.h.
BUSA 5061	
Accounting for Managerial Decision-Making.....	3 s.h.
BUSA 5062	
Strategic Financial Management .....	3 s.h.
BUSA 5069	
Business Law .....	3 s.h.
BUSA 5085	
International Business.....	3 s.h.
BUSA 5090	
Strategic Management .....	3 s.h.
BUSA 5990	
Comprehensive Assessment .....	0 s.h.
Specialization .....	<u>9</u> s.h.
<b>Total</b> .....	<b>36 s.h.</b>

**Accounting Specialization**

BUSA 5100	
Internal Auditing & Fraud Examination.....	3 s.h.
BUSA 5110	
Financial Accounting & Analysis.....	3 s.h.
BUSA 5120	
Strategic Cost Management.....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Business Analytics Specialization**

BUSA 5670	
Foundations and Descriptive Analytics.....	3 s.h.
BUSA 5680	
Predictive Analytics.....	3 s.h.
BUSA 5690	
Prescriptive Analytics.....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Finance Specialization**

BUSA 5063	
Investment Management.....	3 s.h.
BUSA 5064	
Financial Markets and Institutions.....	3 s.h.
BUSA 5065	
Special Topics in Finance .....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Healthcare Management Specialization**

BUSA 5410	
Health Care Systems.....	3 s.h.
BUSA 5420	
Legal and Ethical Issues in Health Care.....	3 s.h.
BUSA 5430	
Managed Health Care.....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Human Resources Management Specialization**

BUSA 5200	
Building Competitive Advantage– Human Resource Development.....	3 s.h.
BUSA 5202	
Managing Risk in Human Resources.....	3 s.h.
BUSA 5203	
Training and Development of Human Resources.....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Leadership Specialization**

BUSA 5510	
Leadership Strength Recognition and Development.....	3 s.h.
BUSA 5520	
Critical Approaches to Leadership.....	3 s.h.
BUSA 5530	
Leading for Innovation.....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Management Specialization**

BUSA 5020	
Managing for Organizational Effectiveness.....	3 s.h.
BUSA 5200	
Building Competitive Advantage – Human Resource Development.....	3 s.h.
BUSA 5201	
Operations Management.....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Management Information Systems Specialization**

BUSA 5610	
Systems Analysis.....	3 s.h.
BUSA 5620	
Information Security and Risk Management.....	3 s.h.
BUSA 5630	
Strategic Management of Information Systems.....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Marketing Specialization**

BUSA 5051	
Promotions and Advertising Strategy .....	3 s.h.
BUSA 5052	
Consumer Behavior .....	3 s.h.
BUSA 5300	
New Venture Creation .....	<u>3</u> s.h.
<b>Total .....</b>	<b>9 s.h</b>

**Nonprofit Management Specialization**

BUSA 5640	
Foundations in the Nonprofit Sector.....	3 s.h.
BUSA 5650	
Strategic Management and Leadership of Nonprofit Organizations .....	3 s.h.
BUSA 5660	
Marketing for Nonprofit Organizations.....	<u>3</u> s.h.
<b>Total .....</b>	<b>9 s.h</b>

**Project Management Specialization**

BUSA 5550	
Project Management Essentials .....	3 s.h.
BUSA 5560	
Project Management Body of Knowledge.....	3 s.h.
BUSA 5570	
Process Project Architecture .....	<u>3</u> s.h.
<b>Total .....</b>	<b>9 s.h.</b>



**Master of Business Administration  
TMBA  
Business & Economics  
Traditional**

**Program Coordinators: M. Connor and B. Morrison**

The primary goal of the traditional MBA program is to prepare students to be effective strategic leaders and managers. The program provides a solid foundation in core business areas such as accounting, finance, economics, statistics, marketing, strategy, and international business. To develop further knowledge, students also select a three-course specialization in a chosen field that is fulfilled through online learning. Students may also participate in a variety of experiential opportunities. Finally, the program is supported by King University's Career Service to assist with internship placement, networking, and the full-time job search.

**Required Hours**

The traditional MBA program at King is a 38-hour, full-time, 12-month program that includes 36 semester hours of graduate-level coursework and a two-hour internship.

The traditional MBA program requires a student's full-time commitment to academics and teamwork. Students are admitted only in the Fall of each year.

**Graduate Management Admission Test (GMAT) Policy**

The MBA Program at King does not require GMAT scores.

**Transfer Credit**

Up to six graduate credits of "B" work or above from regionally accredited colleges or universities may be accepted in transfer toward meeting the elective requirements of the program.

**Mission Statement**

The TMBA program furthers the mission of King University to build meaningful lives of achievement and cultural transformation in Christ through preparing students to excel in business in a principled manner while recognizing personal and professional responsibilities.

**Graduate Student Academic Load**

Classes meet on Tuesday and Thursday during the Fall and Spring semester. Wednesday morning is dedicated to mandatory events such as community service, team building activities, special projects, career workshops, guest speakers, and corporate visits. Otherwise Wednesday morning is used for team meetings. Students will take 12 semester credit hours during the Fall, Spring, and Summer semesters. Two semester hours of internship may be completed in the Fall or Spring semester.

**Academic Policies**

All Graduate Students are subject to the Academic Policies of the King University Center for Graduate and Professional Studies.

### **Repeat Coursework**

Students pursuing the Traditional MBA program are restricted to receiving no more than two Cs. Any course in which a grade below C is earned must be retaken. Students are permitted to repeat a course twice (for a total of three attempts). Students will be dismissed from the program after three failed attempts to earn a grade C or above.

### **Student Learning Outcomes**

1. **Effective Professional and Interpersonal Skills:** Students will demonstrate their knowledge of professional and interpersonal skills essential in leading a business.
2. **Strategic Planning:** Students will formulate integrated strategies to achieve organizational objectives based on analysis of external and internal business environments.
3. **Legal and Ethical Implicational:** Students will examine the legal and ethical implications of business activities from personal, societal, and global perspectives
4. **Analysis and Quantitative Skills:** Students will apply quantitative and qualitative methods of analysis and mathematical techniques for decision-making to achieve organizational objectives.
5. **Business Expertise and Knowledge:** Students will demonstrate expertise in business fundamentals such as accounting, ethics, finance, strategy, leadership, economics, global business, information management systems, legal environment, management, marketing, and quantitative research/statistics.

### **Technology Requirements**

Students in the TMBA program are required to supply their own laptop computer with wireless capability and webcam, with a minimum of Microsoft Office 2010 or later.

### **Traditional MBA Program Requirements**

To earn a traditional Master of Business Administration (MBA) degree, each graduate student must:

1. Complete 38 semester hours of graduate-level coursework including a two-hour internship.
2. Pass the Peregrine Comprehensive Examination (BUSA 5990, 0 s.h.).
3. Have a cumulative grade point average of 3.0 (4.0 scale) or above and receive no more than two Cs. Any course in which a grade below C is earned must be retaken.
4. Attend scheduled classes, individual corporate practicum, business development and experience events and trips, and team-building activities.
7. Pay all fees and tuition charges.

### **Specializations**

Students will choose one of ten (10) specializations: Accounting, Finance, Healthcare Management, Human Resource Management, Leadership, Management, Management Information Systems Specialization, Marketing, Nonprofit Management, or Project Management. Specializations require three classes to complete and are taken during the spring term in addition to the face-to-face courses. Specialization courses are provided online and are delivered in a five-week format.

### **Business Internship**

Students are required to complete a two-hour internship during the Fall and/or Spring semester. Monday, Wednesday, and Friday afternoons are available for students to complete this business internship experience. King University Career Services works closely with businesses in the area to provide unique internship opportunities to interested students.

Internship requirements to be fulfilled by graduate assistantships must be approved in advance by the TMBA program coordinator.

**Business Development and Networking Experience**

Required business trips are organized during the school year so that students may participate in networking events, Chamber of Commerce Breakfast meetings, conferences and corporate visits. Tuition will cover transportation, lodging, and a limited number of meals for business trips outside of the local region. However, students should plan on a minimum of \$50 a day for extra meals and personal expenses for any extended trip. This amount varies depending on the individual. Trips will account for 4 to 7 days of travel in total.

**Graduation**

Students who have fulfilled all of the Traditional MBA Program requirements listed below will graduate in August.

**Traditional MBA Requirements**

BUSA 5010	
Leadership.....	3 s.h.
BUSA 5030	
Quantitative and Research Methods .....	3 s.h.
BUSA 5040	
Economics of Organizational Architecture and Strategy .....	3 s.h.
BUSA 5050	
Strategic Marketing Management.....	3 s.h.
BUSA 5061	
Accounting for Managerial Decision-Making.....	3 s.h.
BUSA 5062	
Strategic Financial Management .....	3 s.h.
BUSA 5069	
Business Law .....	3 s.h.
BUSA 5085	
International Business.....	3 s.h.
BUSA 5090	
Strategic Management .....	3 s.h.
BUSA 5600	
Business Development and Networking Experience I .....	0 s.h.
BUSA 5601	
Business Development and Networking Experience II.....	0 s.h.
BUSA 5800	
Internship .....	2 s.h.
BUSA 5990	
Comprehensive Assessment .....	0 s.h.
Specialization .....	9 s.h.
<b>Total .....</b>	<b>38 s.h.</b>



**Accounting Specialization**

BUSA 5100	
Internal Auditing & Fraud Examination.....	3 s.h.
BUSA 5110	
Financial Accounting & Analysis.....	3 s.h.
BUSA 5120	
Strategic Cost Management.....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Business Analytics Specialization**

BUSA 5670	
Foundations and Descriptive Analytics.....	3 s.h.
BUSA 5680	
Predictive Analytics.....	3 s.h.
BUSA 5690	
Prescriptive Analytics.....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Finance Specialization**

BUSA 5063	
Investment Management.....	3 s.h.
BUSA 5064	
Financial Markets and Institutions.....	3 s.h.
BUSA 5065	
Special Topics in Finance.....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Healthcare Management Specialization**

BUSA 5410	
Health Care Systems.....	3 s.h.
BUSA 5420	
Legal and Ethical Issues in Health Care.....	3 s.h.
BUSA 5430	
Managed Health Care.....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Human Resource Management Specialization**

BUSA 5200	
Building Competitive Advantage: Human Resource Development.....	3 s.h.
BUSA 5202	
Managing Risk in Human Resources.....	3 s.h.
BUSA 5203	
Training and Development of Human Resources.....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Leadership Specialization**

BUSA 5510	
Leadership Strength Recognition and Development .....	3 s.h.
BUSA 5520	
Critical Approaches to Leadership .....	3 s.h.
BUSA 5530	
Leading for Innovation .....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Management Specialization**

BUSA 5020	
Managing for Organizational Effectiveness .....	3 s.h.
BUSA 5200	
Building Competitive Advantage: Human Resource Development .....	3 s.h.
BUSA 5201	
Operations Management.....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Management Information Systems Specialization**

BUSA 5610	
Systems Analysis .....	3 s.h.
BUSA 5620	
Information Security and Risk Management.....	3 s.h.
BUSA 5630	
Strategic Management of Information Systems.....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Marketing Specialization**

BUSA 5051	
Promotions and Advertising Strategy .....	3 s.h.
BUSA 5052	
Consumer Behavior .....	3 s.h.
BUSA 5300	
New Venture Creation .....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Nonprofit Management Specialization**

BUSA 5640	
Foundations in the Nonprofit Sector.....	3 s.h.
BUSA 5650	
Strategic Management and Leadership of Nonprofit Organizations .....	3 s.h.
BUSA 5660	
Marketing for Nonprofit Organizations.....	<u>3</u> s.h.
<b>Total</b> .....	<b>9 s.h.</b>

**Project Management Specialization**

BUSA 5550	
Project Management Essentials .....	3 s.h.
BUSA 5560	
Project Management Body of Knowledge.....	3 s.h.
BUSA 5570	
Process Project Architecture.....	<u>3</u> s.h.
<b>Total .....</b>	<b>9 s.h.</b>



**Chemistry  
Bachelor of Science  
Arts & Sciences  
Traditional**

**Program Coordinator: S. Pickard**

The B.S. in Chemistry provides students an opportunity to receive a thorough scientific training in the context of a Christian worldview. This program integrates a strong understanding of chemical principles and quantitative problem solving with the development of hands-on research skills. Also, the Chemistry program includes a strong oral and written communication component. Thus, our students receive an educational experience that goes beyond the specific skills they need to be successful as chemists and helps them to develop into well-rounded individuals who are ready to take their places in society.

**Student Learning Outcomes**

1. Graduates will demonstrate proficiency in content knowledge, including chemistry problem solving techniques.
2. Graduates will demonstrate proficiency in traditional chemistry lab techniques.
3. Graduates will demonstrate proficiency in oral scientific communication.
4. Graduates will demonstrate proficiency in written scientific communication.

There are three tracks within this major: General Chemistry, Health Sciences Chemistry, and Chemistry for Secondary Education Licensure. The General Chemistry track has a major curriculum patterned after guidelines recommended by the American Chemical Society and is the program recommended for students who wish to pursue graduate studies in chemistry. The Health Sciences track is primarily designed for students who are preparing for a career in a health profession. The Chemistry Education track prepares the student to teach chemistry in a secondary school setting.

Thus, by selecting the correct track, a student pursuing a chemistry major will have an excellent background for medical school, graduate study in chemistry, or chemical engineering. Chemistry is valuable for those who seek careers as chemists in industry, government, business, or for those in working in science-based activities such as chemical patent work, sales, marketing, or computer science.

Students may also choose to combine a modified Chemistry major with a minor in secondary education. Science and mathematics are considered critical need areas in K-12 public education by all states.

**Technology Requirement**

Laptop computer with a minimum of Microsoft Office 2010 or later, wireless capability, and a webcam.

**Comprehensive Assessment**

The Chemistry Capstone (CHEM 4930) and Comprehensive Assessment (CHEM 4990) are required for both the General and the Health Sciences track. CHEM 4990 is an end-of-program exam which tests the student's knowledge of Chemistry in the areas of Organic,

Analytical and Physical. CHEM 4930 is review course designed to prepare the student for the end-of-program exam, and there is a letter grade assigned for CHEM 4930. Both CHEM 4930 and 4990 are normally taken during the Fall or Spring semester leading up to the student's graduation.

### Core Curriculum Requirements

Chemistry majors should complete the King Core Curriculum as specified below. For additional course options and descriptions in areas outside of science and mathematics, the student should see the "The Core Curriculum" section of the catalog.

#### Science

CHEM 1110  
 General Chemistry I..... 4 s.h.

#### Quantitative Literacy

MATH 2350  
 Calculus I..... 4 s.h.

### BS in Chemistry Major Requirements

The following courses are taken by all chemistry majors, regardless of their track.

CHEM 1120  
 General Chemistry II ..... 4 s.h.  
 CHEM 2110  
 Organic Chemistry I..... 4 s.h.  
 CHEM 2120  
 Organic Chemistry II ..... 4 s.h.  
 CHEM 3000  
 Analytical Chemistry I..... 4 s.h.  
 CHEM 4000  
 Physical Chemistry I..... 5 s.h.  
 PHYS 2210  
 General Physics I ..... 4 s.h.  
 IDST 4500  
 Interdepartmental Science and Mathematics Seminar..... 2 s.h.

#### General Chemistry Track

CHEM 3200  
 Analytical Chemistry II ..... 4 s.h.  
 CHEM 4200  
 Physical Chemistry II..... 5 s.h.  
 MATH 2360  
 Calculus II..... 4 s.h.  
 PHYS 2220  
 General Physics II..... 4 s.h.

*Choose from the following courses* ..... 4 s.h.

MATH 2370  
 Vector Calculus (4 s.h.)  
 MATH 3430  
 Differential Equations (4 s.h.)  
 PHYS 3060  
 Introduction to Modern Physics (4 s.h.)

PHYS 3030	
Electricity and Magnetism (4 s.h.)	
CHEM 4930	
Chemistry Capstone.....	1 s.h.
CHEM 4990	
Comprehensive Assessment .....	0 s.h.
<b>Summary of Total Credits General Chemistry Track</b>	
Core Curriculum .....	42 s.h.
Major Common Requirements.....	32 s.h.
Track Requirements.....	17 s.h.
Total Major Requirements .....	49 s.h.
Electives/Minor/Second Major .....	33 s.h.
<b>Minimum to Earn Bachelor of Science in Chemistry .....</b>	<b>124 s.h.</b>

### Health Sciences Chemistry Track

BIOL 3700	
Biochemistry.....	4 s.h.
BIOL 2110	
General Biology I.....	4 s.h.
BIOL 2120	
General Biology II .....	4 s.h.
CHEM 4930	
Chemistry Capstone.....	1 s.h.
CHEM 4990	
Comprehensive Assessment .....	0 s.h.
<i>Choose from the following .....</i>	<i>(at least) 4 s.h.</i>
CHEM 3200	
Analytical Chemistry II (4 s.h.)	
CHEM 3300	
Advanced Organic Chemistry (4 s.h.)	
CHEM 3600	
Inorganic Chemistry (4 s.h.)	
CHEM 4200	
Physical Chemistry II (5 s.h.)	
CHEM 3500	
Forensic Chemistry (4 s.h.)	
CHEM 4930	
Chemistry Capstone.....	1 s.h.
CHEM 4990	
Comprehensive Assessment .....	0 s.h.
<b>Summary of Total Credits Health Sciences Chemistry Track</b>	
Core Curriculum .....	42 s.h.
Major Common Requirements.....	32 s.h.
Track Requirements.....	16 s.h.
Total Major Requirements .....	48 s.h.
Electives/ Minor/Second Major .....	34 s.h.
<b>Minimum to Earn B.S. in Health Sciences Chemistry .....</b>	<b>124 s.h.</b>

## Teacher Education - CHEMISTRY

The B.S. in Chemistry (with Licensure for Grades 6-12) is available with modifications to the Chemistry major and the King Core Curriculum as well as successful completion of the Secondary Education minor. Licensed teachers in secondary education are in great demand, and science is considered a critical need area in K-12 public education by all fifty states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the “Admission to the Teacher Education Program” section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

### Student Learning Outcomes for Teacher Education

In addition to the discipline specific student learning outcomes for Chemistry, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

### Core Curriculum Requirements

Chemistry majors seeking teaching licensure should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalog for additional details on fulfillment of other categories.

#### Science

CHEM 1110

General Chemistry I..... 4 s.h.

#### Quantitative Literacy

MATH 2350

Calculus I ..... 4 s.h.

### BS in Chemistry Requirements for 6-12 Teaching Licensure

#### General Science and Physical Science Core

In addition to General Chemistry I, taken for general education credit, all science licensure candidates must complete this list of courses that encompass all the natural and physical sciences:

BIOL 2110

General Biology I..... 4 s.h.

CHEM 1120

General Chemistry II ..... 4 s.h.

GEOG 2010	
Physical Geography .....	3 s.h.
PHYS 2210	
General Physics I .....	4 s.h.

### **Chemistry Major Requirements**

CHEM 2110	
Organic Chemistry I.....	4 s.h.
CHEM 2120	
Organic Chemistry II .....	4 s.h.
CHEM 3000	
Analytical Chemistry I.....	4 s.h.
CHEM 3200	
Analytical Chemistry II .....	4 s.h.
CHEM 4000	
Physical Chemistry I.....	5 s.h.
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
MATH 2360	
Calculus II (4 s.h.)	
CHEM 4200	
Physical Chemistry II (4 s.h.)	
PHYS 2220	
General Physics II (4 s.h.)	
IDST 4500	
Interdepartmental Science Seminar .....	2 s.h.

*NOTE: Students in the Chemistry Secondary Education Track are not required to take CHEM 4930 Chemistry Capstone or CHEM 4990 Comprehensive Assessment. Instead they are required to take the PRAXIS exams for Secondary Education licensure in Chemistry, which serve as their comprehensive assessment for Chemistry knowledge.*

### **Secondary Education Minor**

EDUC 2030	
Introduction to Teaching: K-Grade 12.....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum: Grades PreK-12 .....	1 s.h.
EDUC 2100	
Survey of Exceptional Children.....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	
Foundations of Education .....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3390*	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590*	
Content Area Reading.....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.



EDUC 4490*	
Student Teaching: Grades 6-10.....	5 s.h.
EDUC 4500*	
Student Teaching: Grades 9-12.....	5 s.h.
EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12 .....	2 s.h.
PSCI 2120	
Cultural Diversity in America.....	4 s.h.
PSYC 3320	
Adolescent Development.....	4 s.h.

\*Requires admittance to the Teacher Education Program

**Summary of Total Credits for Chemistry with Secondary Licensure**

Core Curriculum .....	42 s.h.
Science Core + Chemistry Major Requirements.....	42 s.h.
Secondary Education Minor.....	45 s.h.
<b>Minimum to Complete 6-12 Licensure Program in Chemistry.....</b>	<b>129 s.h.</b>



**Chemistry  
Minor  
Arts & Sciences  
Traditional**

**Chemistry Minor**

CHEM 1110	
General Chemistry I.....	4 s.h.
CHEM 1120	
General Chemistry II .....	4 s.h.
CHEM 2110	
Organic Chemistry I .....	4 s.h.
<i>Choose at least 8 s.h. from the following .....</i>	<u>8</u> s.h.
<i>(NOTE: These 8 s.h. may <u>NOT</u> overlap with courses already required for your major.)</i>	
CHEM 2120	
Organic Chemistry II (4 s.h.)	
CHEM 3000	
Analytical Chemistry I (4 s.h.)	
CHEM 3200	
Analytical Chemistry II (4 s.h.)	
CHEM 3600	
Inorganic Chemistry (4 s.h.)	
CHEM 4000	
Physical Chemistry I (5 s.h.)	
CHEM 4200	
Physical Chemistry II (5 s.h.)	
BIOL 3700	
Biochemistry (4 s.h.)	
CHEM 3500	
Forensic Chemistry (4 s.h.)	
<b>Total Minor Requirements .....</b>	<b>20 s.h.</b>



**Coaching  
Minor  
Behavioral & Health Sciences  
Traditional**

**Program Coordinator: J. O’Neil**

King offers a coaching minor to those students desiring to coach either in school systems or recreational settings. This minor will allow a student to have academic preparation as well as field experience in coaching.

**Student Learning Outcomes**

1. Design and evaluate nutrition and physical activity programs that promote health and improve quality of life.
2. Demonstrate skill in the prevention, recognition, and evaluation of injuries.
3. Implement effective coaching strategies and risk-management approaches for a variety of situations.

**Coaching Minor Requirements**

PHED 1620	
CPR.....	1 s.h.
EXSC 2500	
Introduction to Nutrition.....	2 s.h.
EXSC 2600	
Strength and Conditioning Theory and Practice.....	2 s.h.
PHED 3565	
Ethics and Legal Issues in Sport Management .....	4 s.h.
ATEP 2510	
Care and Prevention of Athletic Injuries .....	4 s.h.
PHED 3800	
Internship.....	2 s.h.
PHED 2940	
Psychology of Coaching .....	2 s.h.
<i>Choose from the following courses .....</i>	<u>2</u> s.h.
PHED 2500	
Recreational Leadership (2 s.h.)	
PHED 2910	
Athletic Administration (2 s.h.)	
PHED 2920	
Sport Marketing (2 s.h.)	
PHED 3200	
Event Management (2 s.h.)	
PHED 3580	
Sport Finance (2 s.h.)	
PHED 3590	
Sport Facilities (2 s.h.)	

TCOM 3220  
Sports Information (2 s.h.)

**Total.....19 s.h.**

**CPR Certification**

If a student is currently certified in American Red Cross or American Heart Association CPR and wants to waive taking the class, the student must present the current certification card to the Coaching Program Coordinator and further demonstrate proficiency in CPR by written and skills tests.



**Communication  
Bachelor of Science  
Communication, Information, & Design  
GPS/Online**

**Program Coordinator: A. Sloan**

The Bachelor of Science in Communication program gives students a foundation in speaking, writing, ethics, and theoretical concepts. Today's marketplace needs individuals who are competent communicators—professionals who present material clearly, design persuasive documents, manage interpersonal conflict, develop positive work relationships, collaborate with colleagues on projects, and maintain integrity.

The Communication program is an applied course of study that prepares students for the workplace or graduate school. The program develops leaders in fields that require communication across many platforms. Students develop the knowledge, skills, and ethical framework they need to create effective messages.

Students with 45-60 hours may apply for admission; however, they must meet with a King student success specialist to develop a specific written plan that will outline how they will complete the Communication major program and all required general education coursework or electives within a reasonable amount of time. King student success specialists explain when courses are available for each enrolled student.

**NOTES:**

1. COMM 1500 is a required course for all new communication majors and must be completed in a student's first semester.
2. COMM 4990 is a portfolio required of all seniors and must be completed in a student's final semester.

**Technology Requirements**

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required

**Student Learning Outcomes**

1. Communicate effectively using verbal, nonverbal, written, and design tactics
2. Enhance personal and professional effectiveness with critical thinking and problem solving skills
3. Construct effective messages for diverse purposes, occasions, and audiences
4. Apply ethical principles to decision-making in coursework, personal relationships, and professional encounters
5. Articulate one's social responsibility as a communicator and transformer of culture.

Suitable communication is necessary to a successful personal and professional life. This program enables students to build meaningful lives of achievement by training them to be effective communicators in their personal spheres and workplaces. Courses teach a new understanding of approaches, theories, concepts, and faith-focused examples so that students learn foundational communication skills while also considering how they can transform their cultures in Christ.

### **Comprehensive Assessment in Communication**

All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. Comprehensive assessment for the Communication program requires students to demonstrate competency in writing effectiveness and application of communication knowledge by means of a portfolio that is presented to department faculty and an outside reviewer (when available). Students are required to successfully complete comprehensive assessment during their last semester to earn a BS in Communication. Any student who does not meet the minimum requirement (Pass) of their comprehensive assessment will not graduate until the requirement has been met.

### **Communication Major Requirements**

COMM 1500	
Basics of COMM at King Seminar* .....	1 s.h.
COMM 2400	
Professional Communication.....	4 s.h.
COMM 2500	
Visual Rhetoric .....	4 s.h.
COMM 2600	
Introduction to Media Communication .....	4 s.h.
COMM 2700	
Advanced Speech Communication.....	4 s.h.
COMM 3000	
Communication Theory .....	4 s.h.
COMM 3200	
Interpersonal Communication .....	4 s.h.
COMM 3300	
Editing for Special Topics in Communication .....	4 s.h.
COMM 3400	
Rhetoric and Persuasion .....	4 s.h.
COMM 3500	
Public Relations.....	4 s.h.
COMM 3600	
Organizational Communication.....	4 s.h.
COMM 4100	
Ethics in Communication .....	4 s.h.
COMM 4500	
Leadership Communication.....	4 s.h.
COMM 4990	
Comprehensive Assessment** .....	<u>0</u> s.h.
<b>Total .....</b>	<b>49 s.h.</b>

\* COMM 1500 is a mandatory pass/fail class required of all new COMM students at the beginning of the first semester in the Communication program.

\*\* COMM 4990 is a mandatory pass/fail comprehensive assessment portfolio required of all COMM seniors in their final semester of the Communication program.



**Criminal Justice  
Bachelor of Science  
Behavioral & Health Sciences  
Traditional**

**Program Coordinator: J. Mongold**

The B.S. in Criminal Justice is the study of the components of the criminal justice system and how they operate together. A Criminal Justice degree at King provides insight into the many ways the system creates policy and change: current research, experience, public opinion, and current events. This program provides a full array of courses designed to survey and learn about each aspect of the United States justice system and the theories and research behind each part. It provides a mix of courses that will be beneficial to those entering the field upon graduation and also to those beginning graduate or law school.

Our program prepares students to:

- Make connections between theory, research, and policy
- Understand and use restorative and other nontraditional practices in personal and work situations
- Focus on change and growth within our current justice system
- Fulfill the mission of King University to build meaningful lives of achievement and cultural transformation in Christ by recognizing and implementing the many avenues of justice

**Emphasis on Alternatives to Current Justice Practices**

The criminal justice program places an emphasis on understanding many different forms of justice. There are alternatives to our primarily punitive current justice practices, such as restorative justice, that combine the elements of social control with the principles of Christianity and forgiveness. Instead of focusing on punishment only, restorative justice seeks to repair the harm that was done and restore the relationships of those involved. The idea of restorative justice comes from many ancient philosophies and teachings, one being Christianity. Micah 6:8, for example, tells us that the Lord requires us to “act justly, love mercy, and walk humbly with God.”

Those who fully understand the use of restorative justice practices have a better grasp of relationships and how to interact with people in respectful and restorative ways. Each criminal justice practitioner has the unique ability to affect each person he/she interacts with. She/he has the opportunity to be an agent of cultural transformation in Christ during each interaction. This program seeks to emphasize these opportunities and provide examples of ways that students can apply these principles to their work settings. Through this restorative justice component, the criminal justice program actively seeks to live out King’s mission to build meaningful lives of achievement and cultural transformation in Christ.

**Student Learning Outcomes**

Graduates will:

1. Demonstrate an understanding of the difference between the three components of the criminal justice system: law enforcement, the court system, and the correctional system.
2. Articulate the theoretical constructs of crime and victimization.

3. Develop effective communication skills.
4. Use ethical guidelines in professional decision-making.
5. Show competency in applying research methods in criminal justice research.

### **Comprehensive Assessment**

Upon completion of all criminal justice coursework, students will take a comprehensive examination to demonstrate competency in the field. The exam will be taken at the student's assigned campus, online, or at an ETS testing center. Students must make a passing grade to meet this requirement. The passing grade is based on nationally-normed data and must be higher than two standard deviations below the mean for that academic year. If students do not receive a passing score, they have the opportunity to complete and pass either a portfolio demonstrating their successful completion of coursework during the program or a departmental exam.

### **Technology Requirements**

Students must have access to a computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required

### **Criminal Justice Major Requirements**

CRJU 1500	
Introduction to Criminal Justice .....	4 s.h.
CRJU 2620	
Criminal Law .....	4 s.h.
CRJU 3330	
Research Methods in Criminal Justice .....	4 s.h.
CRJU 3600	
Theories of Criminology .....	4 s.h.
CRJU 4200	
Ethics and Justice.....	4 s.h.
CRJU 4550	
Criminal Justice Policy .....	4 s.h.
CRJU 4600	
Alternatives to Justice: Restorative Justice.....	4 s.h.
PSYC 3100	
Statistics for the Social Sciences .....	4 s.h.
<i>Choose from the following courses .....</i>	<i>12 s.h.</i>
CRJU 2500	
Criminal Investigation for Forensic Science (4 s.h.)	
CRJU 2610	
Criminal Procedure (4 s.h.)	
CRJU 2800	
Serial and Mass Murder (4 s.h.)	
CRJU 3000	
Juvenile Justice (4 s.h.)	
CRJU 3100	
American Systems of Corrections (4 s.h.)	
CRJU 3110	
American Policing (4 s.h.)	
CRJU 4990	
Comprehensive Assessment .....	<u>0</u> s.h.
<b>Total for Criminal Justice Major .....</b>	<b>44 s.h.</b>



**Summary of Total Credits**

Core Curriculum .....	42 s.h.
Major Requirements.....	44 s.h.
Electives/Minor/2 <sup>nd</sup> Major .....	<u>38</u> s.h.
<b>Minimum to Earn Bachelor of Science in Criminal Justice.....</b>	<b>124 s.h.</b>



**Criminal Justice  
Minor  
Behavioral & Health Sciences  
Traditional**

**Criminal Justice Minor**

CRJU 1500	
Introduction to Criminal Justice .....	4 s.h.
CRJU 4600	
Alternatives to Justice: Restorative Justice.....	4 s.h.
<i>Choose from the following courses .....</i>	<u>12</u> s.h.
CRJU 2500	
Criminal Investigation for Forensic Science (4 s.h.)	
CRJU 2610	
Criminal Procedure (4 s.h.)	
CRJU 2620	
Criminal Law (4 s.h.)	
CRJU 2800	
Serial and Mass Murder (4 s.h.)	
CRJU 3000	
Juvenile Justice (4 s.h.)	
CRJU 3100	
American Systems of Corrections (4 s.h.)	
CRJU 3110	
American Policing (4 s.h.)	
CRJU 3330	
Research Methods in Criminal Justice (4 s.h.)	
CRJU 3600	
Theories of Criminology (4 s.h.)	
CRJU 4200	
Ethics and Justice (4 s.h.)	
CRJU 4550	
Criminal Justice Policy (4 s.h.)	
<b>Total.....</b>	<b>20 s.h.</b>



**Behavioral & Health Sciences  
Criminal Justice  
Bachelor of Science  
GPS/Online**

**Program Coordinator: A. Black**

The B.S. in Criminal Justice for Graduate and Professional Studies/Online students addresses the increased demand for college-educated criminal justice professionals. Over the past several decades, the push towards the professionalization of the police force and other organizations within our criminal justice system has led many students and practitioners to work towards a bachelor's degree.

The curriculum, which includes courses in theory, ethics, policy analysis, law enforcement, corrections, and law, is designed to enhance the critical thinking skills of students and to better prepare graduates for workplaces full of opportunities to exercise discretion.

The Bachelor of Science in Criminal Justice program is highly recommended for current criminal justice practitioners who want to complete their degrees or students interested in careers in law enforcement, juvenile justice, the court system, the corrections system, and other social services.

**Emphasis on Alternatives to Current Justice Practices**

The criminal justice program places an emphasis on understanding many different forms of justice. There are alternatives to our primarily punitive current justice practices, such as restorative justice, that combine the elements of social control with the principles of Christianity and forgiveness. Instead of focusing on punishment only, restorative justice seeks to repair the harm that was done and restore the relationships of those involved. The idea of restorative justice comes from many ancient philosophies and teachings, one being Christianity. Micah 6:8, for example, tells us that the Lord requires us to “act justly, love mercy, and walk humbly with God.”

Those who fully understand the use of restorative justice practices have a better grasp of relationships and how to interact with people in respectful and restorative ways. Each criminal justice practitioner has the unique ability to affect each person he/she interacts with. She/he has the opportunity to be an agent of cultural transformation in Christ during each interaction. This program seeks to emphasize these opportunities and provide examples of ways that students can apply these principles to their work settings. Through the restorative justice component, the criminal justice program actively seeks to live out King's mission to build meaningful lives of achievement and cultural transformation in Christ.

**Student Learning Outcomes**

Graduates will:

1. Demonstrate an understanding of the difference between the three components of the criminal justice system: law enforcement, the court system, and the correctional system.
2. Articulate the theoretical constructs of crime and victimization.
3. Develop effective communication skills.

4. Use ethical guidelines in professional decision-making.
5. Show competency in applying research methods in criminal justice research.

**Introduction to Criminal Justice Requirement**

Introduction to Criminal Justice (CRJU 1500) is a required course in the Criminal Justice program. It is recommended that students take CRJU 1500 prior to entering the program. If a student intending to major in Criminal Justice has not completed this course prior to matriculation or prior to entering the Criminal Justice major, he/she is required to pass the course within the first two semesters of enrollment in the major. King offers the course online in “Quest” format (5 learning modules spread over the entire 15-week semester), so the course can be taken while enrolled in the three specified Criminal Justice courses for the major, during a semester.

**Comprehensive Assessment**

Upon completion of all criminal justice coursework, students will take a comprehensive examination to demonstrate competency in the field. The exam will be taken at the student’s assigned campus, online, or at an ETS testing center. Students must make a passing grade to meet this requirement. The passing grade is based on nationally-normed data and must be higher than two standard deviations below the mean for that academic year. If students do not receive a passing score, they have the opportunity to complete and pass either a program portfolio demonstrating their coursework during the program or to complete a departmental exam.

**Technology Requirements**

Students must have access to a computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required

**Criminal Justice Major Requirements**

CRJU 2900	
Special Topics in Criminal Justice .....	4 s.h.
CRJU 2610	
Criminal Procedure .....	4 s.h.
CRJU 2620	
Criminal Law .....	4 s.h.
CRJU 3000	
Juvenile Justice .....	4 s.h.
CRJU 3100	
American Systems of Corrections .....	4 s.h.
CRJU 3110	
American Policing .....	4 s.h.
CRJU 3330	
Research Methods in Criminal Justice .....	4 s.h.
CRJU 3440	
Applied Research Methods.....	4 s.h.
CRJU 3600	
Theories of Criminology .....	4 s.h.
CRJU 4200	
Ethics and Justice.....	4 s.h.
CRJU 4550	
Criminal Justice Policy .....	4 s.h.
CRJU 4600	
Alternatives to Justice: Restorative Justice.....	4 s.h.

CRJU 4990	
Comprehensive Assessment .....	<u>0</u> s.h.
<b>Total .....</b>	<b>48 s.h.</b>

**Summary of Total Credits**

General Education Minimum Requirements	
(must include CRJU 1500 <i>Introduction to Criminal Justice</i> ).....	30 s.h.
Major Requirements.....	48 s.h.
Electives/Minor/2 <sup>nd</sup> Major .....	<u>46</u> s.h.
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>



**Communication, Information, & Design  
Digital Media Art & Design  
Bachelor of Arts  
Traditional**

**Program Coordinator: J. Strickland**

The Bachelor of Arts degree in Digital Media Art & Design (DMAD) prepares students to enter the quickly expanding field of digital media. The degree focuses specifically on how visual media such as digital photography, videography, and graphic design are used to promote ideas in the contemporary world of visual language and media communication. Understanding both the technical and the conceptual processes to produce captivating and affective imagery allows students to enter the job market through a variety of positions according to the strengths of the individual.

Through a uniquely designed progression of courses, students become fluent in both conceptual visual language and efficient technical practices which build the foundation necessary to compete in an industry that is continually evolving.

The DMAD student must be self-motivated and goal-oriented. The world of visual language is open to interpretation, and the DMAD student will step into the role of creator and interpreter. He or she has to be open to critical feedback as a necessary tool for growth and success.

The inclusion of a business course designed specifically for the visual artist is one unique factor in the Digital Media Art & Design program. This course equips students with the knowledge and confidence necessary to become a valuable team member for an existing firm or to strike out on an innovative business venture of their own. The combination of business acumen, conceptual insight, and technical ability set the DMAD student apart in the digital media marketplace.

**Technology Requirements**

Students pursuing a major or minor in DMAD are required to have an Apple computer with the current version of Microsoft Office and Adobe Creative Cloud; a DSLR camera with video capabilities and full manual controls; and a portable external hard drive.

**Student Learning Outcomes**

The Digital Media Art & Design program fully supports the Mission and Vision of King University. The curriculum and experiences provided in the DMAD program will give the King graduate the skills necessary to enter into a purposeful career and to build a meaningful life of achievement. The knowledge gained will ready the DMAD graduate to transform culture in Christ through intentional visual language.

1. **Conceptual:** Students will create visually compelling imagery through self-exploration of the successful image making process. They will articulate personal vision, critical thinking, and evaluation. Students will be expected to recognize and place themselves within a historical and cultural context and be able to justify aesthetic decision-making in their own work.

2. Digital: Students will identify and employ techniques in editing, post-production, image manipulation, digital illustration, and design to create successful imagery using the latest industry standard software.
3. Technical: Students will demonstrate a comprehensive understanding of technical practices with the equipment of their discipline including camera type and format, lighting equipment, audio capture devices, and illustration tools.
4. Business: Students will recognize, conceptualize, formulate and apply sound business principles of management, marketing, and accounting. They will demonstrate self-motivation and ethical practices while building business models that will facilitate entry into a desired market. Students will present and conduct themselves professionally. They will analyze and evaluate markets to gain an understanding of viable career paths and industry expectations.

### **Comprehensive Assessment in DMAD**

All candidates for a degree from King are required to demonstrate competency in their major field. The comprehensive assessment in the DMAD program consists of a capstone project that is proposed and executed by the student. The student must hold an exhibition of their work and make a minimum of a C- on their comprehensive assessment.

### **DMAD Major Requirements**

DMAD 1600	
Media Production.....	4 s.h.
PHOT 2010	
Digital Photography .....	4 s.h.
PHOT 3010	
Lighting .....	4 s.h.
PHOT 2500	
Advanced Digital Imaging.....	4 s.h.
DMAD 2900	
Project Lab I.....	2 s.h.
DMAD 3200	
Imagery in Society .....	4 s.h.
DMAD 3210	
Contemporary Media Studies .....	4 s.h.
DMAD 3220	
Introduction to Visual Rhetoric and Graphic Design .....	4 s.h.
DMAD 3640	
Digital Media Business Practices .....	4 s.h.
DMAD 3020	
DSLR/DSLM Video Production.....	4 s.h.
DMAD 3030	
Advanced Lighting .....	4 s.h.
DMAD 3410	
Intermediate Graphic Design .....	4 s.h.
Prerequisites: PHOT 2500, DMAD 3220	
DMAD 3420	
Advanced Graphic Design.....	4 s.h.
DMAD 3900	
Project Lab II .....	2 s.h.

DMAD 4020	
Advanced Web.....	4 s.h.
DMAD 4900	
Project Lab III.....	2 s.h.
DMAD 4990	
Comprehensive Assessment .....	0 s.h.

**Summary of Total Credits**

Core Curriculum .....	42 s.h.
Major Requirements.....	58 s.h.
Electives/Minor/2 <sup>nd</sup> Major .....	24 s.h.
<b>Minimum to Earn Bachelor of Arts .....</b>	<b>124 s.h.</b>





**Communication, Information, & Design  
Digital Media Art & Design  
Minor  
Traditional**

**Digital Media Art & Design Minor**

PHOT 2010	
Digital Photography.....	4 s.h.
PHOT 2500	
Advanced Digital Imaging.....	4 s.h.
DMAD 2900	
Project Lab I.....	2 s.h.
PHOT 3010	
Lighting .....	4 s.h.
<i>Choose two from the following courses.....</i>	<u>8</u> s.h.
DMAD 1500	
Introduction to Web Presence and Social Media Strategy (4 s.h)	
DMAD 3020	
DSLR/DLSM Video Production (4 s.h.)	
DMAD 3030	
Advanced Lighting (4 s.h.)	
DMAD 3200	
Imagery in Society (4 s.h.)	
DMAD 3210	
Contemporary Media Studies (4 s.h.)	
DMAD 3220	
Introduction to Visual Rhetoric and Graphic Design (4 s.h.)	
DMAD 3410	
Intermediate Graphic Design (4 s.h.)	
DMAD 3640	
Digital Media Business Practices (4 s.h.)	
DMAD 4020	
Advanced Web (4 s.h.)	
<b>Total Minor Requirements .....</b>	<b>22 s.h.</b>



**Economics  
Minor  
Business & Economics  
Traditional**

The Economics minor may be declared by students majoring in any discipline, including Business majors who have not chosen the Economics Track.

ECON 2000 Introduction to Economic Principles is a foundational course for any student choosing to minor in Economics. This course may or may not be used to satisfy the Citizenship requirement in the Core Curriculum.

Additionally, due to the close relationship of Economics and Finance and the corresponding complementary courses offered in the two Tracks within the B.A. in Business Administration, the Economics minor requirement is reduced to 16 s.h. for a Business major who has chosen the Finance Track.

**Student Learning Outcomes**

The Economics minor furthers the mission of King to build meaningful lives of achievement and cultural transformation in Christ by preparing students to excel in business in a principled manner while recognizing personal and professional responsibilities.

Upon completion of the Economics minor, graduates will:

1. Demonstrate effective written, oral, and visual communication skills appropriate for business contexts and settings.
2. Demonstrate critical thinking skills.
3. Demonstrate functional knowledge and skills in economics.

**Technology Requirements**

Students in the Economics minor program are required to have access to a computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam.

Please Note: Immediately following this note are two (2) *Economics Major Common Requirements* lists. The first is for the Fall 2017 semester; the second is for the Spring 2018 semester. *One course name and number (ECON 2200) will change for Spring 2018, but content will be the same.*

**Economics Minor Requirements (Fall 2017)**

ECON 2200 (could be counted for a Core Curriculum Citizenship)	
Principles of Economics .....	4 s.h.
ECON 3260	
Intermediate Microeconomic Theory .....	4 s.h.
<i>Choose from the following courses</i> .....	<u>12</u> s.h.
ECON 3250	
Money and Banking (4 s.h.)	
ECON 3270	
Intermediate Macroeconomic Theory (4 s.h.)	
ECON 3280	
Issues in Political Economy (4 s.h.)	

ECON 3800	
Economic Issues in Public Policy and Current Events (4 s.h.)	
PSYC 3100	
Statistics for the Social Sciences (4 s.h.)	
<b>Total</b> .....	<b>20 s.h.</b>

**Economics Minor Requirements (*Spring 2018*)**

*NOTE: One course name and number (ECON 2000) has changed, but content remains the same.*

ECON 2000 (could be counted for a Core Curriculum Citizenship)	
Introduction to Economic Principles .....	4 s.h.
ECON 3260	
Intermediate Microeconomic Theory .....	4 s.h.
<i>Choose from the following courses</i> .....	<u>12</u> s.h.
ECON 3250	
Money and Banking (4 s.h.)	
ECON 3270	
Intermediate Macroeconomic Theory (4 s.h.)	
ECON 3280	
Issues in Political Economy (4 s.h.)	
ECON 3800	
Economic Issues in Public Policy and Current Events (4 s.h.)	
PSYC 3100	
Statistics for the Social Sciences (4 s.h.)	
<b>Total</b> .....	<b>20 s.h.</b>

**Program Coordinator: R. Gilmore**

**Student Learning Outcomes**

Student Learning Outcomes are aligned with the Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Elementary Grades K-5 Education Minor**

EDUC 2030	
Introduction to Teaching: K-Grade 12 .....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum .....	1 s.h.
EDUC 2100	
Survey of Exceptional Children .....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	
Foundations of Education.....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3530*	
Language Arts & Social Studies Methods.....	3 s.h.
EDUC 3540*	
Math and Science Methods.....	3 s.h.
EDUC 3550*	
Integrated Related Arts Curriculum: PreK-8.....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
PSCI 2120	
Cultural Diversity in America .....	4 s.h.
PSYC 3310	
Child Development.....	4 s.h.
EDUC 4110	
ESL Assessment .....	2 s.h.

EDUC 4360	
ESL Methods and Materials .....	2 s.h.
EDUC 4470*	
Student Teaching: K-Grade 2 .....	5 s.h.
EDUC 4480*	
Student Teaching: Grades 4-5 .....	5 s.h.
EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4910*	
Capstone Seminar: Grades K-5 .....	<u>2</u> s.h.
<b>Total</b> .....	<b>52 s.h.</b>

\*Requires admittance to the Teacher Education Program



**Education  
Elementary Education  
(K-5 Licensure)  
GPS**

**Program Coordinator: G. Johnson**

This program is designed for students who have completed an Associate of Science in Teaching (AST) degree and wish to enroll in a two-year program leading to the Bachelor of Arts degree with elementary (K-5) licensure in Tennessee. Because AST programs differ in scope and choices, even within one state, all AST students will be advised prior to admission to King University and provided with a transcript audit. A transcript audit will offer students a guide to the courses they need to take to transfer to King, and it will help students predict which of the courses below will be required for their program of study. Students are encouraged to meet with King University faculty to discuss these audits and develop degree completion plans. Degree completion plans will take into account any prior coursework that may substitute for courses that appear here and will identify additional courses required for licensure in Tennessee that were not included in a student's AST program.

**Student Learning Outcomes**

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**First Aid and CPR Certification**

Written proof of current First Aid and CPR certification is required for approval for professional clinical experience (student teaching/internship). Certification can be attained via PHED 1620: CPR and PHED 1630: First Aid or through outside training from the American Red Cross or other licensed providers.

**Pre-professional and Professional Education Requirements  
(Elementary Grades Education Minor)**

MATH 1220	
College Algebra .....	4 s.h.
RELG 1001	
Foundations of Christian Thought and Practice .....	4 s.h.
PHYS 2010	
Physical Science .....	4 s.h.
EDUC 2030	
Introduction to Teaching: K-Grade 12 .....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum .....	1 s.h.

EDUC 2100	
Survey of Exceptional Children .....	4 s.h.
PSCI 2120	
Cultural Diversity in America .....	4 s.h.
ENGL 2171	
Survey of Western Literature.....	4 s.h.
HIST 2171	
Survey of Western Civilization .....	4 s.h.
MATH 2200	
Mathematics for Elementary Teachers .....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	
Foundations of Education .....	3 s.h.
ENGC 2010	
English Composition: Research and Writing .....	2 s.h.
EDUC 3120*	
ESL Grammar and Writing.....	2 s.h.
ENGL 3140	
Children’s Literature.....	3 s.h.
ENGL 3170*	
Literacy Development and Reading Instruction in the Elementary and Middle Grades .....	4 s.h.
ENGL 3180*	
Adaptive Process in Reading Instruction.....	2 s.h.
PSYC 3310	
Child Development.....	4 s.h.
EDUC 3530*	
Language Arts & Social Studies Methods.....	3 s.h.
EDUC 3540*	
Math and Science Methods.....	3 s.h.
EDUC 3550*	
Related Arts Curriculum: PreK-8 .....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
EDUC 4360	
ESL Methods and Materials .....	2 s.h.
EDUC 4470*	
Student Teaching: K-Grade 2 .....	5 s.h.
EDUC 4480*	
Student Teaching: Grades 3-5 .....	5 s.h.
EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4910*	
Capstone Seminar: Grades K-5 .....	2 s.h.
EDUC 4990*	
Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense).....	0 s.h.
<b>Total .....</b>	<b>78 s.h.</b>

\* Requires admittance to the Teacher Education Program. See 3.10.040 for complete information.

**Program Coordinator: R. Gilmore**

Students must complete an academic major, with the modifications as specified for licensure and revised general education (King University Core Curriculum) requirements. King University offers 10 Tennessee-approved 6-12 licensure programs: Biology, Chemistry, English, French, Geography/History, Government/History, History, Mathematics, Physics, and Spanish. Students interested in one of these programs should consult with their major academic advisors and the Director of Teacher Education.

**Student Learning Outcomes**

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Pre-professional and Professional Education Requirements  
(Secondary Education Minor, Grades 6-12)**

EDUC 2030	
Introduction to Teaching: K-Grade 12 .....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum: Grades PreK-12 .....	1 s.h.
EDUC 2100	
Survey of Exceptional Children .....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	
Foundations of Education .....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3390*	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590*	
Content Area Reading .....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
PSCI 2120	
Cultural Diversity in America .....	4 s.h.



PSYC 3320	
Adolescent Development.....	4 s.h.
EDUC 4490*	
Student Teaching: Grades 6-10 .....	5 s.h.
EDUC 4500*	
Student Teaching: Grades 9-12 .....	5 s.h.
EDUC 4940	
Introduction to edTPA.....	1 s.h.
EDUC 4950*	
Capstone Seminar: Grades 6-12 .....	2 s.h.
EDUC 4990*	
Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense).....	<u>0</u> s.h.
<b>Total</b> .....	<b>45 s.h.</b>

\*Requires admittance to the Teacher Education Program

All state-mandated Praxis II content knowledge and subject specialty tests must be passed before a candidate's application to student teach will be approved. Student teaching placements in public schools require that candidates attain passing scores on applicable official Praxis II score reports before mentors can be assigned.

Written proof of current First Aid and CPR certification is required for approval for professional clinical experience (student teaching/internship). Certification can be attained via PHED 1620 CPR and PHED 1630 First Aid or through outside training from the American Red Cross or other licensed providers.



**Education  
Master of Education  
Curriculum and Instruction  
Traditional**

**Program Coordinator: S. Sanders**

King University offers a master's-level program in education for students seeking initial licensure. The Master of Education (MEd) in Curriculum and Instruction is offered on both the Bristol and Hardin Valley King University campuses. Students seeking initial licensure may apply online for the MEd in Curriculum and Instruction.

**Master of Education in Curriculum and Instruction**

The Master of Education in Curriculum and Instruction assists students in developing specialized knowledge, skills, and dispositions which characterize excellent teachers. The program is designed for students seeking initial licensure in Elementary Education (K-5) and in Secondary Education (6-12), Music K-12 (Vocal and Instrumental), as well as Physical Education K-12. All M.Ed. applicants must meet with the Program Coordinator of the M.Ed. to discuss licensure options and areas of teaching interest. At this meeting, the applicant and the Program Coordinator will discuss all prior undergraduate and graduate course work to determine if additional content course work beyond the M.Ed. program is required.

**Student Learning Outcomes**

Student Learning Outcomes are aligned with the Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

Teacher candidates in the M.Ed. in Curriculum and Instruction will develop, complete, and submit electronic program portfolios based upon Student Learning Outcomes. Each candidate is expected to collect and to organize evidence of growth and development. An essential component of program completion will be final portfolio development and presentation.

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Students complete 37 semester hours of course work over 16 months; a full semester of student teaching follows. To progress in the program, students must maintain a minimum cumulative GPA of 3.0. A grade of C or higher is required of all M.Ed. courses and courses taken in the content licensure area. However, only two Cs may be earned in M.Ed. courses

throughout the program. M.Ed. courses in which Cs are earned may be retaken. The final semester of coursework includes an Action Research project.

Students seeking teacher licensure complete a full semester of student teaching after all the M.Ed. coursework, all content coursework, and all Tennessee mandated Praxis II exams are taken and passed. Liability insurance is required for all school-based observations and clinical experience. Applications to student teach are completed in the semester prior to student teaching. The M.Ed. degree will be conferred following successful completion of the professional clinical experience and program completion requirements.

### **Incompletes**

Students in the M.Ed. program may request no more than one incomplete grade in graduate course work. Incomplete grade forms are available in the Office of the Registrar. Incomplete forms must be submitted for approval to the professor of the course no later than one week before the final class meeting.

### **Application Packet for Students Applying to the M.Ed. in Curriculum and Instruction**

1. Submit a completed application
2. Submit evidence of completion of a bachelor's degree from a regionally accredited college/university prior to enrolling.
3. Submit official transcripts from all colleges/universities attended.
  - a. A minimum cumulative grade point average of 3.0 on a 4.0 scale is required. Students who do not meet this requirement may be conditionally accepted.
4. Submit the names and email addresses of two professional and/or academic recommenders for an automated request.
5. Receive a passing score on research-based writing sample in current APA format (topic provided).
6. Interview with School of Education Graduate Admissions Committee
7. An applicant who lacks one or more of the admission criteria will be reviewed by the MEd Admissions Committee on an individual basis, and may be considered for admission with conditional status.

M.Ed. students may transfer up to 6 credits of graduate study with a minimum 3.0 GPA in comparable approved coursework, pending approval of the Program Coordinator of the M.Ed. Program.

### **Background Check**

A one-time fee of \$65.00 is charged to each student enrolled in the M.Ed. to complete a required fingerprinting and background check.

### **Technology Requirements**

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required

### **Graduation Fee**

A one-time fee of \$125.00 is required of all graduates.

### **M.Ed. in Curriculum and Instruction Requirements**

EDUC 5000	
Designing Instruction for Exceptional Learners.....	3 s.h.
EDUC 5010	
Research Methods in Education .....	3 s.h.

EDUC 5015	
Instructional Planning .....	3 s.h.
EDUC 5020	
Instructional Design .....	3 s.h.
EDUC 5030	
Human Relations in the Classroom .....	3 s.h.
EDUC 5040	
Advanced Assessment and Evaluation .....	3 s.h.
EDUC 5060	
Social Foundations of American Education .....	3 s.h.
EDUC 5070	
Advanced Educational Psychology .....	3 s.h.
<i>Choose from the following two courses .....</i>	<i>3 s.h.</i>
EDUC 5080	
Elementary Methods and Materials (3 s.h.)	
EDUC 5085	
Secondary Methods and Materials (3 s.h.)	
EDUC 5090	
Theory and Practice in Literacy and Reading Instruction .....	3 s.h.
EDUC 5100	
Action Research Project .....	4 s.h.
EDUC 5110	
Research Seminar .....	2 s.h.
EDUC 5990	
Comprehensive Assessment .....	0 s.h.
EDUC XXXX	
Student Teaching .....	10 s.h.
EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4950*	
Capstone Seminar: Grades 6-12 .....	<u>2</u> s.h.
<b>Total Master of Education Coursework Requirements .....</b>	<b>49 s.h.</b>



**School of Education  
Instructional Leadership  
Master of Education  
Traditional**

**Program Coordinator: S. Sanders**

The M.Ed. in Instructional Leadership is designed for licensed teachers who desire to serve their schools in formal administrative capacities (e.g. as assistant or vice-principals or principals). The M.Ed. in Instructional Leadership is based largely on the Tennessee Instructional Leadership Standards (TILS), a set of standards that seeks to “reinvent the principal preparation process” in the state of Tennessee by cultivating effective instructional leaders who are prepared to implement research-based changes in curriculum and instruction for the benefit of all groups of students. This program is designed to prepare candidates for the Instructional Leadership License – Beginning (ILL-B), which is an administrator license valid for five years that is issued to applicants who hold a bachelor’s degree, have completed an instructional leadership preparation program approved by the State Board of Education, and have submitted passing scores on the required content assessment.

The M.Ed. in Instructional Leadership is a 16 month, 36 s.h. program that spans four consecutive semesters. Tennessee Learning Centered Leadership Policy (TLCLP), adopted in 2011 and revised in 2015, provides the required criteria for admission to the M.Ed. in Instructional Leadership: candidates shall hold a current teacher license; have a minimum of three years of successful classroom experience; and submit a confidential application portfolio that addresses:

1. Candidate’s most recent performance appraisal
2. Relevant professional development,
3. Success in improving student achievement,
4. Knowledge about curriculum, instruction and assessment,
5. Experience in coaching, collaboration, cooperation and relationship building with other teachers

Students who meet these criteria will also submit:

1. An application to King University
2. Payment of non-refundable \$25.00 application fee
3. Official transcripts from all undergraduate and graduate course work taken to date
4. A personal statement of career goals and how the program would assist the candidate in reaching stated goals
5. A minimum undergraduate GPA of 3.00
6. Copy of current state license

Applicants will participate in an interview prior to admission with the Program Coordinator of the M.Ed. and at least one additional member of the Teacher Education faculty. The interview will include questions to determine if the applicant has done the following:

1. Implemented innovative learning strategies in the classroom
2. Shown good communication, human relation, and organizational skills
3. Used student data and work samples to make instructional decisions
4. Demonstrated high ethical standards.

**M.Ed. in Instructional Leadership Program Requirements**

Note: A grade of C or higher is required in all M.Ed. courses. Students shall complete all course work with an overall GPA of 3.00. Graduation requirements include the presentation and defense of an action research project. Graduation requirements also include qualifying scores on the required instructional leader assessment: Praxis II School Leadership Licensure Assessment, Test 6011.

EDUC 5010	Research Methods in Education .....	3 s.h.
EDUC 5100	Action Research Project.....	4 s.h.
EDUC 5110	Action Research Seminar.....	2 s.h.
EDUC 5045	Critical Conversations: Communication in a Global Learning Environment.....	3 s.h.
EDUC 5210	Trends and Issues in Educational Technology .....	3 s.h.
EDUC 5220	Creating a Culture for Teaching and Learning .....	3 s.h.
EDUC 5225	Instructional Leadership for Continuous Improvement.....	3 s.h.
EDUC 5240	Legal and Ethical Dimensions in Education.....	3 s.h.
EDUC 5255	Assessments and Data for School Improvement .....	3 s.h.
EDUC 5265	Resource Management.....	3 s.h.
EDUC 5270	Contemporary Issues in Education .....	3 s.h.
EDUC 5280	Strategic Planning.....	3 s.h.
	<b>Summary of Total Credits .....</b>	<b>36 s.h.</b>

**Program Schedule**

Students are enrolled in three courses or nine 9 s.h. each semester. Students may choose between a totally online format or a hybrid format where two courses each semester (or 6 s.h.) are conducted face-to-face. Both the online program and the hybrid program begin each fall term.


Semester I - Fall	Course Description	Delivery Method
EDUC 5010 Research Methods in Education (3 s.h.)	This course is an introduction to the function and means of various practices of educational research. The course will promote understanding of the language of educational inquiry, aims and uses of research, various ways of framing research questions and designing studies, and procedures for obtaining, analyzing, and interpreting qualitative and quantitative data.	Online and on ground

EDUC 5270 Contemporary Issues in Education (3 s.h.)	This course examines critical issues in education. The focus will be researching, analyzing, and comparing emerging issues to promote scholarly thought within learning communities.	Online and on ground
EDUC 5240 Legal and Ethical Dimensions in Education (3 s.h.)	This course is an examination of federal and state constitutional and statutory influences on public schools, with a focus on how judicial interpretation shapes and influences educational policy. Students will analyze ethical and professional decisions affecting stakeholders within the school community.	Always online
Semester II – Spring	Course Description	Delivery Method
EDUC 5220 Creating a Culture for Teaching and Learning (3s.h.)	Instruction will focus on engaging stakeholders in effectively developing and implementing the school’s vision, mission, and goals; creating a culture conducive to learning throughout the school community; making best use of resources to achieve the school mission; and carrying out responsibilities ethically. The student will understand the challenges of continuous improvement while managing the school and fostering a school culture focused on teaching and learning. Discussions will include methods and procedures for developing programs and instructional staff in addition to assessment strategies applied to both areas. Principles and techniques of effective leadership will be assessed against the legal, moral, and ethical implications of instructional leadership’ actions and beliefs. Concepts and methodologies from learning theory, systems theory, group dynamics, and organizational culture assessments will be applied to collective learning and organizational effectiveness.	Online and On ground
EDUC 5045 Critical Conversations: Communication in a Global Learning Environment (3 s.h.)	This course will examine the critical issues associated with a wide array of diverse populations as they relate to American society as a whole and schools in particular. Emphasis will be placed upon the conditions of a globally networked society characterized by deep cultural interconnections. Classroom management and community building strategies that build bridges to the global community that is already present in our schools will be emphasized. Self-awareness will be extended through a model of intercultural praxis as students will be challenged to interconnect with and relate to other places and people of the global society in which we live. The end result should be a strengthening of classroom practice through an increased understanding of a diverse culture.	Online and On ground

EDUC 5210 Trends and Issues in Educational Technology (3 s.h.)	This course will further develop students' technology skills for use in the educative process. A central focus will be research to determine emerging technologies appropriate for use in schools. Students will investigate the use of technology to accomplish data-driven decision-making and to effectively and efficiently solve school-based issues.	Always online
Semester III - Summer	Course Description	Delivery Method
EDUC 5255 Assessments and Data for School Improvement (3 s.h.)	This course provides a conceptual understanding of learning and assessment and will emphasize the various types of data that can be used to drive student achievement and continuous school improvement. Students will focus on data (formative and summative) that impact decision-making and will analyze TVAAS data to derive outcomes and make plans for next steps to ensure progress and growth for students, teachers, and the school as a whole.	Online and on ground
EDUC 5225 Instructional Leadership for Continuous Improvement (3 s.h.)	Students will be introduced to the strategic and change management processes. They will learn how to set high standards for self, model professional learning, and establish a culture of personal and professional growth. Emphasis will be placed upon how leaders can create positive environments of cultural competence and equity for all stakeholders and develop a comprehensive strategic plan to impact student learning. Students will understand the value of leading by example as they move toward an instructional focus shift from teaching to learning. An additional focus will be on how to distribute personal ethics in leadership to others through equal access, opportunity, and inclusionary practices. The student will understand the role of the school leader in the community and learn how to establish, maintain, and lead professional learning communities.	Online and on ground
EDUC 5265 Resource Management (3 s.h.)	Students will learn best practices for managing fiscal resources, human capital, and school operations. Focusing on recruiting, hiring and retaining the best and most productive people, students will gain a greater understanding of the positions and roles within a successful school organization. Students will learn the importance of purposeful and diverse hiring practices. Students will also work collaboratively with a field mentor to learn about essential school operations and their relationships to student achievement. Assessment of physical plant needs, the establishment and maintenance of a safe and clean environment, and typical documentation for operational matters will be included.	Always online



Semester IV – Fall	Course Description	Delivery Method
EDUC 5110 Action Research Seminar (2 s.h.)	This course provides students the opportunity to work with a high degree of independence to meet well-defined goals under the supervision of a member of the graduate faculty. Included in the course will be small group meetings for the exchange of ideas, debate of issues, or presentation of research in stages through completion.	Online and on ground
EDUC 5280 Strategic Planning (3 s.h.)	This course will focus upon the strategic planning and change management processes. Students will learn how to create and conduct a comprehensive needs assessment and use the resulting data to develop a strategic plan to impact student learning. Monitoring multiple forms of data will create opportunities for ongoing adjustment to the strategic plan. Students will also learn how to implement a dynamic strategic plan as a method for creating or changing school culture, which shapes the academic and personal growth of students. The strategic plan will also serve to provide a clear vision for professional learning and growth for instructional staff. The course will highlight the necessity of a shift in instructional focus from teaching to learning.	Online and on ground
EDUC 5100 Action Research Project (4 s.h.)	This course requires an action research project designed to explore an issue or line of inquiry chosen by the student. Emphasis will be placed on selecting a project relevant to an issue in local schools. This course focuses on the gathering of qualitative and quantitative data, data analysis, interpretation techniques, drawing conclusions, developing an action plan, and preparing a publishable research report.	“Thesis” hours. One-to-one consultation with instructor.

 <p><b>KING</b> UNIVERSITY ESTABLISHED IN 1867</p>	<p><b>English as a Second Language ESL Endorsement (K-12) Education Traditional</b></p>
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**Program Coordinator: T. Harosky**

An endorsement in English as a Second Language (ESL), grades K-12, may be added to any other teaching license available at King or as an additional endorsement by a licensed teacher through the post-baccalaureate program. After completing all course work, students must pass the Praxis II exam, 5361, English to Speakers of Other Languages before they complete the practicum, EDUC 4380. For further information regarding the English as a Second Language additional endorsement, contact Professor Tammy Harosky in the School of Education.

**Student Learning Outcomes**

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Program Requirements for ESL**

<i>Choose from the following courses</i> .....	3-4 s.h
EDUC 3590	
Content Area Reading (3 s.h.)	
ENGL 3170	
Literacy Development and Reading Instruction in the Elementary and Middle Grades (4 s.h.)	
EDUC 3120	
Principles of Grammar and Writing: ESL .....	2 s.h.
EDUC 3360	
Introduction to Linguistics.....	2 s.h.
EDUC 4110	
ESL Assessment .....	2 s.h.
EDUC 4120	
Principles of Second Language Acquisition.....	2 s.h.
EDUC 4360	
ESL Methods & Materials .....	2 s.h.
EDUC 4380	
Practicum in ESL Instruction .....	1-3 s.h.
<b>Total</b> .....	<b>14-17 s.h.</b>



**Education  
Teacher Education  
Undergraduate Information  
Traditional**

**Program Coordinator: R. Gilmore**

**Mission Statement**

To prepare highly qualified, entry level professional educators who model Christian faith and service, academic and technical competence, and appreciation of diverse abilities and cultures in school, in community, and other professional settings.

**Conceptual Framework**

Faculty members in the Department of Teacher Education find that constructivism, reflective practice, and critical perspective merge to inform this department's conceptual framework. We find value in constructivism because we believe that students should and do create their own knowledge by connecting new information with prior knowledge. Such knowledge is created through active inquiry, discussion, and collaboration with others. In this setting, the teacher is a facilitator, not the dispenser of knowledge.

We find value in the reflective teaching model because we believe that the practice of teaching can and should be informed by reflection on practice. In this setting, the teacher becomes a life-long learner, one who is continuously analyzing reasons for success and disappointments, so that future practice can be improved.

We find value in employing a critical perspective. We believe that teachers can only serve as advocates for students if they have been exposed to the social and political facets of those lives. In this setting, the teacher strives to combat the effects of inequality in the lives of students.

**Teacher Education Program – Educator Preparation Programs**

The programs offered by the School of Education are designed to prepare qualified candidates for careers in the teaching profession. Programs for specific areas of licensure have been approved by the Tennessee State Board of Education. All students interested in pursuing teacher licensure must apply for admission into the Teacher Education Program. Tennessee licensure is not guaranteed by admission to the program. Licensure in Virginia or other states may require additional academic work and/or testing. Programs of study are subject to change in response to revisions of state and/or federal teacher licensure and program approval guidelines. Tennessee licensure requirements in effect at the time of submission of the application for a teaching license must be satisfied. Current state licensure requirements must be met regardless of date of admission into the Teacher Education Program. The following undergraduate academic majors, when accompanied by a minor in Secondary Education and a modified general education core, can lead to Tennessee licensure, grades 6-12: Biology, Chemistry, English, French, Government with History, History, Mathematics, Physics, and Spanish. The following academic majors, when accompanied by a minor in K-12 Education can lead to Tennessee licensure: Music Education General/Vocal, Music Education Instrumental, and Exercise Science (Physical Education K-12).

Post baccalaureate initial licensure and additional endorsement programs are available in all of the above licensure areas. An endorsement in English as a Second Language, (ESL) PreK-12, may be added to any other license by completing a 12-credit hour program of study, submission of applicable passing Praxis II scores, and a supervised practicum. King University also offers an M.Ed. in Curriculum and Instruction for students seeking initial licensure. Licensed candidates may pursue graduate work in the M.Ed. in Instructional Leadership.

### **Professional Dispositions**

The following nine values and commitments are embodied in our program. They summarize the professional dispositions we expect our candidates to demonstrate:

1. **Integrity.** We envision teaching as a profession where practitioners demonstrate integrity. We define integrity as the adherence to a moral code that includes a positive attitude, dependability, honesty, and respect for others.
2. **Responsibility.** We envision teaching as a profession where practitioners demonstrate responsibility. We define responsibility as a composite of characteristics that include reliability, trustworthiness, and accountability.
3. **Self-efficacy.** We envision teaching as a profession where practitioners exhibit the quality of self-efficacy. We define self-efficacy as a proactive belief that the teacher is capable, knowledgeable, intelligent, and resourceful and has the capacity to benefit student learning and development.
4. **Open-mindedness.** We envision teaching as a profession where practitioners demonstrate open-mindedness. We define open-mindedness as the capacity to listen thoughtfully and responsively to the ideas and perspectives of others and to possess the capacity to be challenged and informed by the beliefs of others.
5. **Reflexivity.** We envision teaching as a profession where practitioners employ reflexivity. We define reflexivity as the willingness and capacity to reflect upon one's practice for the purpose of improvement.
6. **Collaboration.** We envision teaching as a profession where practitioners value collaboration. We define collaboration as the willingness and ability to purposefully interact with supervisors, colleagues, parents, community agencies, and others to accomplish common goals.
7. **Flexibility.** We envision teaching as a profession where practitioners demonstrate flexibility. We define flexibility as adaptability.
8. **Caring.** We envision teaching as a profession where practitioners demonstrate caring. We define caring as the act of concern about and for those with whom we develop relationships by affirming and encouraging the best in them.
9. **Social Justice.** We envision teaching as a profession where practitioners engage in efforts that promote social justice. Social justice is defined as the recognition of "inequities and barriers" (Trusty and Brown, 2005) that affect all people and the desire to lessen the effects, so as to provide equitable opportunities for all students to learn and develop.

### **Professional Portfolio**

Teacher candidates in undergraduate teacher education programs will develop, complete, and submit electronic program portfolios based upon Teacher Education Student Learning Outcomes. Each candidate is expected to collect and to organize evidence of growth and development. An essential component of program completion will be final portfolio development and presentation.

## **Student Learning Outcomes**

The following performance outcomes are consistent with the program's conceptual framework and professional education standards established by the Tennessee Department of Education (TDOE).

1. The King teacher candidate models service to others in school, community, and personal relations.
2. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
3. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
4. The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
5. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to ensure mastery of the content.
6. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
7. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
8. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge and content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
9. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
10. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner
11. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

*Criterion 1 reflects the unique mission and goals of King. Criteria 2-12 are based upon standards of the Interstate Teacher Assessment and Support Consortium (InTASC) and Tennessee State Board of Education teacher licensure standards.*

## **Admissions Process for Undergraduate Teacher Education Programs**

The admissions process for the undergraduate Teacher Education Program should be completed by the end of the sophomore year, in conjunction with completion of EDUC 2030/2031: Introduction to Teaching and the practicum. Applications for admission are submitted during the second half of EDUC 2030: Introduction to Teaching. Completed

applications, with all required attachments, are reviewed once each semester. To be eligible for formal admission, the applicant must:

1. Enroll in and successfully complete EDUC 2030/2031
2. Complete and submit a declaration of major/minor
3. Provide recommendations from three individuals (e.g. professors, employers)
4. Submit a preliminary program portfolio documenting emerging teacher candidate competencies
5. Achieve a minimum passing score on an expository writing exercise
6. Submit a professional resume
7. Complete a state-required background check through King Security
8. Achieve Tennessee minimum scores on the Praxis Core Academic Skills for Educators tests: Reading, Writing, and Mathematics. Applicants with ACT composite scores of 22 or higher or SAT math/verbal scores of 1020 or higher are exempt.
9. Attain a King cumulative GPA of at least 3.0, with no grade below C in the major or minor field, English composition, pre professional and professional education courses, and courses in the major or minor field which are part of the Core Curriculum Requirements for Teacher Education candidates
10. Complete and submit the application for Admission into the Teacher Education Program
11. Complete a successful interview with the Teacher Education Admissions and Retention Committee.

Any student who has satisfied ten of the eleven of the above listed requirements may, through communication with the Program Coordinator of Teacher Education, request a one-semester extension to meet all eleven requirements. If the requirements are not met at the end of the one-semester extension, the student may make the request for an additional extension. An additional extension may be granted if the student can demonstrate that he or she had made progress toward meeting the admission requirements during the first extension period. If the TEC grants the extension, the student will be allowed to take one upper-division course the following semester. The TEC will consider the student's admission status prior to the end of the semester for which the extension is granted.

Once a student has been admitted to the Teacher Education program, he or she must continue to meet and maintain eligibility requirements (e.g., GPA, Electronic Portfolio, Background Check). Enrollment in professional education courses (numbered EDUC 3000 and higher) is contingent upon admission to and continued good standing in the Teacher Education Program. When a change in status occurs, causing a deficiency in one or more of the teacher education eligibility requirements, a student may prepare a written appeal which describes a timeline and plan to remediate the deficiency(ies) and submit this appeal to the Teacher Education Council for approval.

Students who withdraw or separate from King also withdraw from the Teacher Education Program. Readmission is considered on an individual basis, and students seeking readmission must follow requirements outlined in the current academic catalog. See the Program Coordinator for Teacher Education for additional information.

NOTE: *Candidates who fail to pass any required subtest(s) of the Praxis Core Academic Skills for Educators may retake such subtests as often as such tests are administered. Candidates retaking any of the subtests must attain cut off scores in effect at the retesting time. (See above for Appeals Committee information).*

### **Approval for Professional Clinical Experience**

Students pursuing initial teacher licensure in the undergraduate program will complete a professional clinical experience. During the clinical experience (student teaching, internship, or practicum), teacher candidates follow the calendar of the partner public school rather than the King academic calendar. Teacher candidates will spend a **full semester** (minimum of 15 weeks) in relevant full-day teaching experiences. The student teaching semester will begin when teachers report for duty in the assigned school and will end one day after the last scheduled King final examination day in December or May.

The goal for each teacher candidate will be to participate in as much full time experience as is possible during this time frame. Contingencies such as weather, emergencies, and illness may require that the mandatory scheduled clinical experience days be completed after graduation for successful completion of the licensure requirements. All missed days must be made up under the direction of the Program Coordinator for Teacher Education. **Outside employment during clinical experience is strongly discouraged; prior written permission is required from the Program Coordinator of Teacher Education.** Simultaneous enrollment in course work other than the co-requisite Senior Capstone Seminar is prohibited.

Completed applications with all required attachments are reviewed once each semester. The TEC must approve applications for professional clinical experience before candidate placements can be requested. **Applications for Spring student teaching and the year-long internship are due on the third Monday of September. Applications for Fall student teaching and the year-long internship are due on the fourth Monday of January.** To be eligible for clinical experience, the candidate must:

1. Submit a completed electronic and print application for approval for clinical experience (with attachments)
2. Provide evidence of CPR and First Aid certification and proof of teacher liability insurance (documented to be in force through the entire clinical experience)
3. Complete (including concurrent courses) all coursework in the modified Core Curriculum Requirements, major (including all academic content coursework), English Composition, government competency as applicable, and education minor with no grade below C (no grade below B for King post-baccalaureate coursework);
4. Attain a King cumulative GPA of at least 3.0
5. Attain passing scores on required Praxis II/edTPA subject assessments and specialty area examinations for each endorsement

Upon successful completion of these requirements, the Teacher Education Council may grant approval for clinical experience.


### **Summative Assessment and Program Completion for Students Seeking Initial Licensure in the Undergraduate Program**

All students seeking initial licensure must complete all Praxis II/edTPA exams prior to the professional and clinical experience. Successful completion of the clinical experience, successful completion and presentation of a performance-based program portfolio, submission of the completed student teacher/internship notebook, and formal application for Tennessee licensure are also required for successful completion of the Capstone Seminar.

If a candidate earns a grade below C in clinical experience, invalidating recommendation for licensure, he/she may re-apply for clinical experience with the permission of the Program Coordinator of Teacher Education and the approval of the Teacher Education Council.

Partnering school systems reserve the right to request removal of teacher candidates from clinical experience when the candidate's performance negatively affects the learning experience of the students in the assigned placement. In this event, the teacher candidate may reapply for student teaching following the established guidelines.



 <b>KING</b> UNIVERSITY <small>ESTABLISHED IN 1867</small>	<b>Education</b> <b>Interdisciplinary Studies</b> <b>Elementary Education Licensure (K-5)</b> <b>Bachelor of Arts</b> <b>Traditional</b>
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**Program Coordinator: R. Gilmore**

The B.A. in Interdisciplinary Studies with a minor in Education, K-5 Licensure, prepares students interested in public school teaching in Grades K-5.

**Student Learning Outcomes**

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Core Curriculum Requirements**

Interdisciplinary Studies majors seeking elementary education licensure should fulfill specified categories of the King Core Curriculum listed by taking the courses indicated.\*

<b>Science</b>	
BIOL 1110	
Principles of Biology with Lab.....	4 s.h.
<b>Quantitative Literacy</b>	
MATH 1560	
Introduction to Statistics.....	4 s.h.
<b>US and Global Citizenship</b>	
PSCI 2010	
United States Government.....	4 s.h.

\* Students who transfer with a recognized associate’s degree should consult with their advisors regarding core curriculum requirements.

**Interdisciplinary Studies with Balanced Content Track requirements:  
Preparation for Elementary Education Licensure (K-5 license)**

**Subject-specific Courses**

Subject-specific courses are preapproved courses that allow students majoring in Interdisciplinary Studies for Elementary Education to complete four balanced areas of study. Some subject-specific courses will be taken as part of the Core Curriculum.

**Language Arts**

ENGL 3140*	Children’s Literature.....	3 s.h.
ENGL 3170*	Literacy Development and Reading Instruction in the Elementary and Middle Grades .....	4 s.h.
ENGL 3180*	Adaptive Processes in Reading Instruction .....	2 s.h.
ENGL 2161 or 2162	American Literature I or II .....	4 s.h.

**Mathematics**

MATH 1220	College Algebra .....	4 s.h.
MATH 2200	Mathematics for Elementary Teachers .....	4 s.h.

**Social Science**

GEOG 2010	Physical Geography .....	3 s.h.
	<i>Choose one from the following two courses .....</i>	4 s.h.
HIST 2161	An American Nation: Beginnings to 1877 (4 s.h.)	
HIST 2162	An American Nation: 1877 to Present (4 s.h.)	
PSYC 3310	Child Development.....	4 s.h.

**Science (with on-ground labs)**

	<i>Choose two from the following courses .....</i>	8 s.h.
CHEM 1010	Introduction to Chemistry (4 s.h.)	
PHYS 2010	Physical Science (4 s.h.)	
PHYS 2030	Survey of Astronomy (4 s.h.)	

**Professional Education Requirements (Elementary Grades Education Minor)**

EDUC 2030	Introduction to Teaching: K-12 .....	2 s.h.
EDUC 2031	Introduction to Teaching Practicum: K-12 .....	1 s.h.
EDUC 2100	Survey of Exceptional Children .....	4 s.h.
EDUC 2370	Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	Foundations of Education .....	3 s.h.
EDUC 2950	Technology for Teachers .....	2 s.h.

EDUC 3530*	
Language Arts and Social Studies Methods .....	3 s.h.
EDUC 3540*	
Math and Science Methods.....	3 s.h.
EDUC 3550*	
Integrated Related Arts Curriculum: PreK-8.....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
EDUC 4110	
ESL Assessment .....	2 s.h.
EDUC 4360	
ESL Methods and Materials .....	2 s.h.
PSCI 2120	
Cultural Diversity in America .....	4 s.h.
EDUC 4470*	
Student Teaching: K-Grade 2 .....	5 s.h.
EDUC 4480*	
Student Teaching: Grades 3-5 .....	5 s.h.
EDUC 4910*	
Capstone Seminar: K-Grade 5 .....	2 s.h.
EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4990*	
Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense).....	0 s.h.

\*Requires admittance to the Teacher Education Program

Written proof of current First Aid and CPR certification is required for approval for professional clinical experience (student teaching/internship). Certification can be attained via PHED 1620: CPR and PHED 1630: First Aid or through outside training from the American Red Cross or other licensed providers.

**Summary of Total Credits**

Core Curriculum Requirements .....	42 s.h.
Interdisciplinary Studies Content Requirements.....	48 s.h.
Education Minor Requirements .....	47 s.h.
<b>Minimum to Earn Bachelor of Arts .....</b>	<b>137 s.h.</b>



**Education**  
**Teacher Education in Biology**  
**Bachelor of Arts**  
**Traditional**

**Program Coordinators: K. Vaughan, Biology and R. Gilmore, Education**

**Teacher Education - BIOLOGY**

The B.A. in Biology (with Licensure for Grades 6-12) is available with modifications to the Biology B.A.–General Biology Track and the King Core Curriculum plus successful completion of the Secondary Education minor. Licensed teachers in secondary education are in great demand in all fifty states, and science is considered a critical need area in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the “Admission to the Teacher Education Program” section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

**Core Curriculum Requirements**

Biology majors seeking teaching licensure should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalog for additional details on fulfillment of other categories.

**Science**

CHEM 1110  
General Chemistry I..... 4 s.h.

**Quantitative Literacy**

MATH 2350  
Calculus I ..... 4 s.h.

**General Science and Physical Science Core Required for 6-12 Licensure**

CHEM 1120  
General Chemistry II ..... 4 s.h.  
CHEM 2110  
Organic Chemistry I..... 4 s.h.  
GEOG 2010  
Physical Geography ..... 3 s.h.  
PHYS 2210  
General Physics I ..... 4 s.h.

**BA In Biology Major Requirements for Teaching Licensure**

BIOL 2110  
General Biology I..... 4 s.h.

BIOL 2120	
General Biology II .....	4 s.h.
BIOL 3100	
Plant Biology .....	4 s.h.
BIOL 3130	
Ecology .....	4 s.h.
BIOL 3760	
Genetics .....	4 s.h.
<i>Choose from the following courses</i> .....	4 s.h.
BIOL 3300	
Cell Biology (4 s.h.)	
BIOL 3640	
Neurophysiology (4 s.h.)	
BIOL 3600	
Human and Mammalian Physiology (4 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
BIOL 3310	
Human and Vertebrate Comparative Anatomy (4 s.h.)	
BIOL 3200	
Histology (4 s.h.)	
BIOL 3260	
Clinical Neuroanatomy (4 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
BIOL	
Any course at 3000-level or higher (4 s.h.)	
PHYS 2030	
Survey of Astronomy (4 s.h.)	
MATH 1560	
Introduction to Statistics (4 s.h.)	
MATH 2360	
Calculus II (4 s.h.)	
IDST 4500 (0.5 s.h. repeated for a total of four semesters)	
Interdepartmental Science and Mathematics Seminar .....	2 s.h.
BIOL 4990	
Comprehensive Assessment .....	0 s.h.

**Secondary Education Minor**

EDUC 2030	
Introduction to Teaching: K-Grade 12.....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum: Grades PreK-12 .....	1 s.h.
EDUC 2100	
Survey of Exceptional Children.....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	
Foundations of Education .....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.

EDUC 3390*	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590*	
Content Area Reading.....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
PSCI 2120	
Cultural Diversity in America.....	4 s.h.
PSYC 3320	
Adolescent Development.....	4 s.h.
EDUC 4490*	
Student Teaching: Grades 6-10.....	5 s.h.
EDUC 4500*	
Student Teaching: Grades 9-12.....	5 s.h.
EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12 .....	2 s.h.
EDUC 4990	
Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense).....	0 s.h.

\*Requires admittance to the Teacher Education Program

**Summary of Total Credits**

Core Curriculum .....	42 s.h.
Major Requirements.....	49 s.h.
Secondary Education Minor.....	45 s.h.
<b>Minimum to Complete Licensure Program.....</b>	<b>136 s.h.</b>



**Program Coordinators: S. Pickard for Chemistry and R. Gilmore for Education**

**Teacher Education - CHEMISTRY**

The B.S. in Chemistry (with Licensure for Grades 6-12) is available with modifications to the Chemistry major and the King Core Curriculum as well as successful completion of the Secondary Education minor. Licensed teachers in secondary education are in great demand, and science is considered a critical need area in K-12 public education by all fifty states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the “Admission to the Teacher Education Program” section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

**Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for Chemistry, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Core Curriculum Requirements**

Chemistry majors seeking teaching licensure should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalog for additional details on fulfillment of other categories.

**Science**

CHEM 1110

General Chemistry I..... 4 s.h.

**Quantitative Literacy**

MATH 2350

Calculus I ..... 4 s.h.

## BS in Chemistry Requirements for 6-12 Teaching Licensure

### General Science and Physical Science Core

In addition to General Chemistry I, taken for general education credit, all science licensure candidates must complete this list of courses that encompass all the natural and physical sciences:

BIOL 2110	
General Biology I .....	4 s.h.
CHEM 1120	
General Chemistry II .....	4 s.h.
GEOG 2010	
Physical Geography .....	3 s.h.
PHYS 2210	
General Physics I .....	4 s.h.

### Chemistry Major Requirements

CHEM 2110	
Organic Chemistry I .....	4 s.h.
CHEM 2120	
Organic Chemistry II .....	4 s.h.
CHEM 3000	
Analytical Chemistry I .....	4 s.h.
CHEM 3200	
Analytical Chemistry II .....	4 s.h.
CHEM 4000	
Physical Chemistry I .....	5 s.h.
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
MATH 2360	
Calculus II (4 s.h.)	
CHEM 4200	
Physical Chemistry II (4 s.h.)	
PHYS 2220	
General Physics II (4 s.h.)	
IDST 4500	
Interdepartmental Science Seminar .....	2 s.h.

***NOTE:*** *Students in the Chemistry Secondary Education Track are not required to take CHEM 4930 Chemistry Capstone or CHEM 4990 Comprehensive Assessment. Instead they are required to take the PRAXIS exams for Secondary Education licensure in Chemistry, which serve as their comprehensive assessment for Chemistry knowledge.*

### Secondary Education Minor

EDUC 2030	
Introduction to Teaching: K-Grade 12 .....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum, Grades PreK-12 .....	1 s.h.
EDUC 2100	
Survey of Exceptional Children .....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction .....	3 s.h.



EDUC 2900	
Foundations of Education .....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3390*	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590*	
Content Area Reading.....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
EDUC 4490*	
Student Teaching: Grades 6-10.....	5 s.h.
EDUC 4500*	
Student Teaching: Grades 9-12.....	5 s.h.
EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12 .....	2 s.h.
PSCI 2120	
Cultural Diversity in America.....	4 s.h.
PSYC 3320	
Adolescent Development.....	4 s.h.

\*Requires admittance to the Teacher Education Program

**Summary of Total Credits for Chemistry with Secondary Licensure**

Core Curriculum .....	42 s.h.
Science Core + Chemistry Major Requirements.....	42 s.h.
Secondary Education Minor.....	45 s.h.
<b>Minimum to Complete 6-12 Licensure Program in Chemistry .....</b>	<b>129 s.h.</b>



**Program Coordinators: K. Shaw for English and R. Gilmore for Education**

**Teacher Education - ENGLISH**

The B.A. in English (with Secondary Licensure for Grades 6-12) is available with modifications to the English major and the King Core Curriculum as well as completion of the Secondary Education minor. Licensed teachers in secondary education are in great demand in all fifty states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the “Admission to the Teacher Education Program” section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

**Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for English, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Core Curriculum Requirements**

English majors seeking teaching licensure should fulfill specified categories of the King Core Curriculum by taking the courses listed in “The Core Curriculum” section of this catalog.

**English Core for Licensure Candidates**

ENGL 3340	
English Grammar.....	4 s.h.
Any ENGL 3400-level course (except either Shakespeare course)	
British Literature before 1800.....	4 s.h.
Any ENGL 3500-level course	
British Literature after 1800 .....	4 s.h.

Any ENGL 3600-level course  
 American Literature..... 4 s.h.

**BA in English Specified Requirements for 6-12 Teaching Licensure**

ENGC 2920  
 Rhetorical and Narrative Patterns..... 4 s.h.  
 ENGL 3150  
 Adolescent Literature ..... 4 s.h.  
 ENGL 3461 *or* ENGL 3462  
 Shakespeare I *or* Shakespeare II..... 4 s.h.  
 ENGL 4950  
 English Capstone Seminar..... 2 s.h.  
 ENGL electives beyond the core  
 3000-4000 level ..... 8 s.h.

**Secondary Education Minor**

EDUC 2030  
 Introduction to Teaching: K-Grade 12 ..... 2 s.h.  
 EDUC 2031  
 Introduction to Teaching Practicum: Grades PreK-12 ..... 1 s.h.  
 EDUC 2100  
 Survey of Exceptional Children ..... 4 s.h.  
 EDUC 2370  
 Reflective Teaching: Planning for Classroom Instruction..... 3 s.h.  
 EDUC 2900  
 Foundations of Education ..... 3 s.h.  
 EDUC 2950  
 Technology for Teachers ..... 2 s.h.  
 EDUC 3390\*  
 Secondary Curriculum/Methods..... 3 s.h.  
 EDUC 3590\*  
 Content Area Reading ..... 3 s.h.  
 EDUC 3600\*  
 Assessment and Evaluation ..... 3 s.h.  
 EDUC 4490\*  
 Student Teaching: Grades 6-10 ..... 5 s.h.  
 EDUC 4500\*  
 Student Teaching: Grades 9-12 ..... 5 s.h.  
 EDUC 4940  
 Introduction to edTPA..... 1 s.h.  
 EDUC 4950\*  
 Capstone Seminar: Grades K-12 ..... 2 s.h.  
 PSCI 2120  
 Cultural Diversity in America ..... 4 s.h.  
 PSYC 3320  
 Adolescent Development..... 4 s.h.  
 EDUC 4990\*  
 Comprehensive Assessment (passing state-required Praxis II exams,  
 successful portfolio completion, successful portfolio defense) ..... 0 s.h.

\*Requires admittance to the Teacher Education Program

<b>Summary of Total Credits</b>	
Core Curriculum .....	42 s.h.
Major Requirements in English .....	38 s.h.
Secondary Education Minor: .....	<u>45</u> s.h.
<b>Minimum to Complete Licensure Program in English .....</b>	<b>125 s.h.</b>



**Program Coordinators: A. Remillard for French and R. Gilmore for Education**

### **Teacher Education - FRENCH**

The B.A. in French with Tennessee teaching licensure (Grades 6-12) is available with modifications to the French major and the King Core Curriculum as well as successful completion of the Secondary Education minor. Licensed teachers in secondary education are in great demand in all fifty states, and the areas of English as a second language and foreign languages are considered critical needs areas in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the “Admission to the Teacher Education Program” section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

An immersion experience in a French-only environment is required and must be pre-approved by King University Center for Study Abroad.

### **Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for French, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

### **Core Curriculum Requirements**

French majors seeking teaching licensure should fulfill all the specified categories of the King Core Curriculum. As noted in the French major section of the Catalog, students must either complete FREN 2000 or demonstrate equivalent proficiency. See the “The Core Curriculum” section of the catalog for additional details.

**BA in French Major Requirements for 6-12 Teaching Licensure**

EDUC 3360	
Introduction to Linguistics.....	2 s.h.
FREN 2000	
Intermediate French (counted in Core Curriculum) .....	0 s.h.
FREN 3010	
Advanced French Skills I .....	4 s.h.
FREN 3020	
Advanced French Skills II .....	4 s.h.
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
FREN 3100	
Business French (4 s.h.)	
FREN 3300	
French Civilization (4 s.h.)	
FREN 3310	
Studies in French Culture (2-4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
FREN 3200	
Aspects of French Literature (4 s.h.)	
FREN 3210	
Aspects of Francophone Literature (4 s.h.)	
FREN 4200-4900	
French Literature Elective, 3000-4000 level (4 s.h.)	
French Electives	
3000-level or above .....	8 s.h.
French Language Immersion Experience.....	8 s.h.
* ACTFL Proficiencies as listed in Matrix will be required for recommendation for licensure.	

**Secondary Education Minor**

EDUC 2030	
Introduction to Teaching: Grades K-12 .....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum: Grades PreK-12 .....	1 s.h.
EDUC 2100	
Survey of Exceptional Children .....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	
Foundations of Education.....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3390*	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590*	
Content Area Reading .....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.

EDUC 4490*	
Student Teaching: Grades 6-10 .....	5 s.h.
EDUC 4500*	
Student Teaching: Grades 9-12 .....	5 s.h.
EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12 .....	2 s.h.
PSCI 2120	
Cultural Diversity in America .....	4 s.h.
PSYC 3320	
Adolescent Development.....	4 s.h.
EDUC 4990	
Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense) .....	0 s.h.

\*Requires admittance to the Teacher Education Program

**Summary of Total Credits for Secondary Licensure in French**

Core Curriculum .....	42 s.h.
Major Requirements.....	34 s.h.
Secondary Education Minor.....	45 s.h.
Elective Hours .....	<u>  3</u> s.h.
<b>Minimum to Complete Licensure Program in French .....</b>	<b>124 s.h.</b>



**Program Coordinators: M. Dotterweich for History and R. Gilmore for Education**

**Teacher Education - HISTORY**

The B.A. in History with Tennessee teaching licensure (Grades 6-12) is available with modifications to the History major and the King Core Curriculum as well as successful completion of the Secondary Education minor. Additional endorsements in either Government or Geography may be added to the History license; pursuing these endorsements is recommended. Tennessee requires teachers to be licensed in each social studies subject (history, government, geography, and economics). Licensed teachers in secondary education are in great demand in all fifty states.

Declaration of the Education minor as well as early and frequent advisement is essential to timely completion of both history and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major discipline advisor. See the “Admission to the Teacher Education Program” section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

**Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for History, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Core Curriculum Requirement**

History majors seeking teaching licensure should fulfill the Citizenship category of the King Core Curriculum by taking the course indicated below. See the “The Core Curriculum” section of the catalog for additional details on fulfillment of other categories.

<b>U.S. and Global Citizenship</b>	
PSCI 2010	
United States Government.....	4 s.h.



**BA in History Major Requirements for 6-12 Teaching Licensure**

ECON 2000	
Introduction to Economic Principles .....	4 s.h.
GEOG 2010	
Physical Geography .....	3 s.h.
HIST 2110	
Twentieth Century Global History .....	4 s.h.
HIST 2161	
An American Nation: Beginnings to 1877 .....	4 s.h.
HIST 2162	
An American Nation: 1877 to the Present .....	4 s.h.
PSCI 2010	
United States Government .....	4 s.h.
PSCI 2020	
World Politics .....	4 s.h.
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
HIST 3300	
Intellectual & Cultural History of the United States (4 s.h.)	
HIST 3440	
The European Mind since the Enlightenment (4 s.h.)	
PSCI 3710	
Ancient Political Thought (4 s.h.)	
PSCI 3720	
Modern Political Thought (4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
HIST 3010	
Middle Ages (4 s.h.)	
HIST 3020	
Europe from Renaissance to the Enlightenment (4 s.h.)	
RELG 3850	
History of the Christian Movement (4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
HIST 3110	
Age of Revolutions: Europe 1789-1914 (4 s.h.)	
HIST 3120	
Europe and the Great Wars (4 s.h.)	
HIST 3440	
European Mind since the Enlightenment (4 s.h.)	
HIST 4110	
The Holocaust and Genocide in Modern History (4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
HIST 3550	
War and Peace in the Modern Middle East (4 s.h.)	
HIST 3650	
Islam, Christianity and Colonialism in Africa (4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
HIST 3000	
The Professional Historian: Methods and Historiography (4 s.h.)	

HIST 4001  
History Seminar (4 s.h.)

**Secondary Education Minor**

EDUC 2030	
Introduction to Teaching: Grades K-12 .....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum: Grades PreK-12 .....	1 s.h.
EDUC 2100	
Survey of Exceptional Children .....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	
Foundations of Education.....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3390*	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590*	
Content Area Reading .....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
EDUC 4490*	
Student Teaching: Grades 6-10 .....	5 s.h.
EDUC 4500*	
Student Teaching: Grades 9-12 .....	5 s.h.
EDUC 4940	
Introduction to edTPA.....	1 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12 .....	2 s.h.
PSCI 2120	
Cultural Diversity in America .....	4 s.h.
PSYC 3320	
Adolescent Development.....	4 s.h.
EDUC 4990*	
Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense).....	0 s.h.

\*Requires admittance to the Teacher Education Program

**Summary of Total Credits for Licensure (6-12) in History**

Core Curriculum .....	42 s.h.
Major Requirements.....	47 s.h.
Secondary Education Minor.....	<u>45 s.h.</u>
<b>Minimum to Complete BA and the Licensure Program .....</b>	<b>134 s.h.</b>



**Program Coordinators: M. Dotterweich for History and R. Gilmore for Education**

**Teacher Education - HISTORY WITH GOVERNMENT**

The B.A. in History and Government with Tennessee teaching licensure (dual licensure in History and Government, Grades 6-12) is available with modifications to the Political Science/History major and the King Core Curriculum as well as successful completion of the Secondary Education minor. An endorsement in geography may also be added to the history license. Licensed teachers in secondary education are in great demand in all fifty states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of both the bachelor’s degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the “Admission to the Teacher Education Program” section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

**Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for History and/or Political Science/History, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Core Curriculum Requirements**

Political Science/History majors seeking teaching licensure should fulfill the U.S. and Global Citizenship category of the King Core Curriculum by taking the course indicated below. See the “The Core Curriculum” section of the catalog for additional details on fulfilling other categories of the Core.

- U.S. and Global Citizenship**  
 IDST 2100  
 Cultural Identity..... 4 s.h.

**BA in History with Government Major Requirements for 6-12 Teaching Licensure**

ECON 2000	
Introduction to Economic Principles .....	4 s.h.
GEOG 2010	
Physical Geography .....	3 s.h.
HIST 2110	
Twentieth Century Global History .....	4 s.h.
HIST 2161	
An American Nation: Beginnings to 1877 .....	4 s.h.
HIST 2162	
An American Nation: 1877 to the Present .....	4 s.h.
PSCI 2010	
United States Government .....	4 s.h.
PSCI 2020	
World Politics .....	4 s.h.
PSCI 3500	
Comparative Politics .....	4 s.h.
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
PSCI 3710	
Ancient Political Thought (4 s.h.)	
PSCI 3720	
Modern Political Thought (4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
HIST 3000	
The Professional Historian: Historical Study and Writing (4 s.h.)	
HIST 4001	
History Seminar (4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
HIST 3110	
Age of Revolutions: Europe 1789-1914 (4 s.h.)	
HIST 3120	
Europe, 1914 to the Present (4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
SAIS 3250	
Politics and History of China (4 s.h.)	
HIST 3650	
A Survey of Modern African History (4 s.h.)	
PSCI or HIST	
Elective at the 3000 or 4000 level (4 s.h.)	

**Secondary Education Minor**

EDUC 2030	
Introduction to Teaching: Grades K-12 .....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum: Grades PreK-12 .....	1 s.h.
EDUC 2100	
Survey of Exceptional Children .....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction .....	3 s.h.

EDUC 2900	
Foundations of Education .....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3390*	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590*	
Content Area Reading .....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
EDUC 4490*	
Student Teaching: Grades 6-10 .....	5 s.h.
EDUC 4500*	
Student Teaching: Grades 9-12 .....	5 s.h.
EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12 .....	2 s.h.
PSCI 2120	
Cultural Diversity in America .....	4 s.h.
PSYC 3320	
Adolescent Development.....	4 s.h.
EDUC 4990	
Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense) .....	0 s.h.

\*Requires admittance to the Teacher Education Program

### **Summary of Total Credits for History with Government**

#### **6-12 Licensure**

Core Curriculum .....	42 s.h.
Major Requirements.....	55 s.h.
Secondary Education Minor.....	<u>45</u> s.h.

#### **Minimum to Complete BA History with Government**

**with Licensure..... 142 s.h.**



**Program Coordinators: W. Linderman for Mathematics and R. Gilmore for Education**

**Teacher Education - MATHEMATICS**

The B.S. in Mathematics with Tennessee teaching licensure (Grades 6-12) is available with modifications to the Mathematics major and the King Core Curriculum as well as successful completion of the Secondary Education minor. Licensed teachers in secondary education are in great demand in all fifty states, and the areas of science and mathematics are considered critical need areas in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the “Admission to the Teacher Education Program” section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timeliness.

**Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for Mathematics, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Core Curriculum Requirement**

Mathematics majors seeking teaching licensure should fulfill Quantitative Literacy in the King Core Curriculum by taking the course indicated below. “The Core Curriculum” section of the catalog for has additional details on fulfillment of other categories of the Core.

**Quantitative Literacy**  
 MATH 2350  
 Calculus I ..... 4 s.h.

**BS in Mathematics Major Requirements for Teaching Licensure**

MATH 2100	
Programming with Graphics, Symbols, and Text.....	2 s.h.
MATH 2360	
Calculus II .....	4 s.h.
MATH 2410	
Discrete Mathematics .....	4 s.h.
MATH 2450	
Linear Algebra.....	4 s.h.
MATH 3120	
Number Theory.....	2 s.h.
MATH 3150	
Mathematical Statistics.....	4 s.h.
MATH 3250	
Geometry .....	4 s.h.
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
MATH 2370	
Vector Calculus (4 s.h.)	
MATH 3430	
Differential Equations (4 s.h.)	
MATH 3470	
Applied Mathematics (4 s.h.)	
MATH 3510	
Abstract Algebra (4 s.h.)	
MATH 3610	
Analysis (4 s.h.)	
Math or Natural Science Elective at or above 2100 level .....	4 s.h.

**Secondary Education Minor**

EDUC 2030	
Introduction to Teaching: Grades K-12 .....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum: Grades PreK-12 .....	1 s.h.
EDUC 2100	
Survey of Exceptional Children .....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	
Foundations of Education.....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3390*	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590*	
Content Area Reading .....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
EDUC 4490*	
Student Teaching: Grades 6-10 .....	5 s.h.
EDUC 4500*	
Student Teaching: Grades 9-12 .....	5 s.h.

EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12 .....	2 s.h.
PSCI 2120	
Cultural Diversity in America .....	4 s.h.
PSYC 3320	
Adolescent Development.....	4 s.h.
EDUC 4990*	
Comprehensive Assessment (passing state-required Praxis II, successful portfolio completion, successful portfolio defense) .....	0 s.h.

\*Requires admittance to the Teacher Education Program

**Summary of Total Credits for Secondary Licensure in Mathematics**

Core Curriculum .....	42 s.h.
Major Requirements.....	32 s.h.
Secondary Education Minor.....	45 s.h.
Electives.....	<u>6 s.h.</u>
<b>Minimum to Complete BS in Math with Licensure .....</b>	<b>125 s.h.</b>





**Education  
Teacher Education  
Music (K-12)  
Bachelor of Arts  
Traditional**

**Program Coordinators: W. Flannagan for Music and R. Gilmore for Education**

**Teacher Education - MUSIC**

The B.A. in Music with K-12 licensure is designed to prepare highly qualified, entry-level professional music educators. Graduates will exhibit academic and technical competence and an appreciation of diverse abilities and cultures in school, community, and professional settings. Because of the broad scope of music education, this major provides two tracks from which students may choose: vocal/general and instrumental/general.

**Applied Music (Lessons) Expectations (APMU)**

Weekly one-hour private lessons in brass, harpsichord, organ, percussion, piano, voice, and woodwinds are offered for credit. For one credit hour the student is expected to practice at least six hours per week.

Upon beginning study in applied music lessons, the instructor will place the student at the proper level (elementary, intermediate, advanced), which is indicated by the first digit in the course number. The second digit indicates the area of study, and the third digit indicates the number of semesters a student has on one level of competency.

There is no limit to the number of semesters a student may spend at one level. Advancement from one level to another is accomplished through performance juries and is a decision made by the faculty of the music program.

**Elementary Level:**

MUSC 1210, 1220 .....	Piano
MUSC 1310, 1320 .....	Organ
MUSC 1410, 1420 .....	Voice
MUSC 1510, 1520 .....	Harpsichord
MUSC 1610, 1620 .....	Woodwinds
MUSC 1710, 1720 .....	Brass
MUSC 1810, 1820 .....	Percussion

**Intermediate Level:**

MUSC 2210, 2220 .....	Piano
MUSC 2310, 2320 .....	Organ
MUSC 2410, 2420 .....	Voice
MUSC 2510, 2520 .....	Harpsichord
MUSC 2610, 2620 .....	Woodwinds
MUSC 2710, 2720 .....	Brass
MUSC 2810, 2820 .....	Percussion

**Advanced Level:**

MUSC 3210, 3220 .....	Piano
MUSC 3310, 3320 .....	Organ
MUSC 3410, 3420 .....	Voice
MUSC 3510, 3520 .....	Harpichord
MUSC 3610, 3620 .....	Woodwinds
MUSC 3720, 3720 .....	Brass
MUSC 3810, 3820 .....	Percussion

NOTE: All Music Education majors must advance through performance juries to the Applied Music, Intermediate level of their major instrument (voice, piano, band instrument).

**Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for Music, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Participation in Concerts**

The music program generally produces six full concerts each academic year and numerous church visits each semester. Music education majors are expected to be involved in several concerts each year as a member of a musical ensemble. In addition, all music and music education majors are required to complete a keyboard proficiency examination as designed by the music faculty and to perform a solo recital during the senior year in their primary instrument (voice, piano, organ, band instrument).

The department frequently invites guest artists to campus for performances and workshops for students. The department encourages student participation in national conferences and festivals and prepares students for internships with music professionals in the area. Participation in concerts is open to all students, regardless of major, and community members.

All students graduating from King with a major in music education may be suitable candidates for graduate school offering an advanced degree in music education. Music education majors are prepared to pursue careers in teaching music, performance, and/or music ministry.

Students who major in music education at King will demonstrate a basic knowledge of music theory through the correct application and analysis of four part writing in an original composition, demonstrate knowledge of Western musical heritage as interrelated to the development of western civilization, display competency as a performer and conductor, and

demonstrate preparation for future leadership in music in various educational and musical settings.

### **Core Curriculum Requirements**

Music Education majors seeking K-12 education licensure should fulfill the Humanities and the U.S. and Global Citizenship categories of the King Core Curriculum by choosing 4 s.h. in the Humanities category and taking IDST 2100 Cultural Identity. See the “The Core Curriculum” section of the catalog for additional details about general education.

#### **Humanities**

*Choose from the following courses* ..... 4 s.h.

MUSC 1110

Symphonic Choir (1 s.h. can be repeated up to 4 s.h.)

MUSC 1130

Jazz/Gospel Choir (1 s.h. can be repeated up to 4 s.h.)

MUSC 1140

Men’s Ensemble (1 s.h. can be repeated up to 4 s.h.)

MUSC 1150

Symphonic Band (1 s.h. can be repeated up to 4 s.h.)

MUSC 3110

Collegium Musicum (1 s.h. can be repeated up to 4 s.h.)

MUSC 3181

History of Jazz (4 s.h.)

#### **US and Global Citizenship**

IDST 2100

Cultural Identity..... 4 s.h.

### **Requirements for all Music Majors**

MUSC 1010

Music Theory I ..... 4 s.h.

MUSC 1011

Aural Skills I..... 0 s.h.

MUSC 1020

Music Theory II ..... 4 s.h.

MUSC 1021

Aural Skills II..... 0 s.h.

MUSC 2000

Music in Context ..... 4 s.h.

MUSC 2010

Harmony and Basic Composition I ..... 4 s.h.

MUSC 2011

Aural Skills III ..... 0 s.h.

MUSC 2020

Harmony and Basic Composition II..... 4 s.h.

MUSC 2021

Aural Skills IV ..... 0 s.h.

MUSC 3620

Conducting I ..... 2 s.h.

MUSC 3291

Keyboard Proficiency Exam..... 0 s.h.

MUSC 3880

Senior Recital ..... 0 s.h.

MUSC 4900	
Comprehensive Assessment (standardized MFT) .....	0 s.h.
Applied Music (Private Lessons).....	6 s.h.
Ensemble participation.....	8 s.h.

**Music Education Major Requirements**

MUSC 2950	
Music Technology .....	2 s.h.
<i>Choose from the following courses .....</i>	<u>4 s.h.</u>
MUSC 3150	
Medieval and Renaissance Music (4 s.h.)	
MUSC 3160	
Baroque and Classical Music (4 s.h.)	
MUSC 3170	
Romanticism in Music (4 s.h.)	
MUSC 3180	
The Modern Era of Music (4 s.h.)	
MUSC 3181	
History of Jazz (4 s.h.)	

**Total Music Requirements for All Music Majors  
including Music Education Majors ..... 44 s.h.**

**Music Education Tracks**

Students will choose either the Vocal/General or the Instrumental/General track.

**Vocal/General**

MUSC 1110	
Symphonic Choir (minimum of 2 semesters).....	2 s.h.
MUSC 2110	
Introduction to Instrumental Music .....	3 s.h.
MUSC 2700	
Diction for the Singer .....	2 s.h.
MUSC 3020	
Form and Analysis.....	2 s.h.
MUSC 3630	
Conducting II: Choral.....	2 s.h.
MUSC 3950	
Public School Music Literature .....	4 s.h.
EDUC 3542*	
Secondary Music Methods .....	3 s.h.
EDUC 3393*	
Content Specific Practicum, Secondary Music Education .....	1 s.h.

**Instrumental/General**

MUSC 1150	
Symphonic Band (min. 2 semesters).....	2 s.h.
MUSC 3030	
Arranging/Orchestration .....	2 s.h.
MUSC 3500	
Instrumental Methods and Techniques I.....	4 s.h.

MUSC 3510	
Instrumental Methods and Techniques II .....	4 s.h.
MUSC 3631	
Conducting III: Instrumental .....	2 s.h.
MUSC 3960	
Band Literature .....	4 s.h.
EDUC 3543	
Secondary Instrumental Music Methods .....	3 s.h.
EDUC 3394	
Content Specific Practicum .....	1 s.h.

**K-12 Licensure Program (Minor) Requirements**

**Pre-professional Courses**

EDUC 2030, 2031	
Introduction to Teaching: Grades K-12 .....	3 s.h.
EDUC 2100	
Survey of Exceptional Children .....	4 s.h.
EDUC 2900	
Foundations of Education .....	3 s.h.
<i>Choose from the following courses</i> .....	3-4 s.h.
ENGL 3170*	
Literacy Development and Reading Instruction in the Elementary and Middle Grades (4 s.h.)	
EDUC 3590*	
Content Area Reading (3 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
PSYC 3310	
Child Development (4 s.h.)	
PSYC 3320	
Adolescent Development (4 s.h.)	

**Professional Education Courses\***

PSCI 2120	
Cultural Diversity in America .....	4 s.h.
EDUC 3541	
Elementary Music Methods .....	3 s.h.
EDUC 3392	
Content Specific Practicum: Elementary Music Education.....	1 s.h.
EDUC 3600	
Assessment and Evaluation .....	3 s.h.
EDUC 4470/4480**	
Student Teaching: Grades K-5 .....	5 s.h.
EDUC 4490/4500**	
Student Teaching: Grades 6-12 .....	5 s.h.
EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4950**	
Capstone Seminar: Grades K-12 .....	2 s.h.
EDUC 4990*	
Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense).....	0 s.h.

\* Requires admittance to the Teacher Education Program

\*\* Praxis II Content Area Examinations #5114 Music: Content and Instruction must be completed with a passing score before teacher candidate's application to student teach will be approved. Attaining a TN passing score for all applicable Praxis I and Praxis II examinations for each licensure area is required for licensure recommendation.

Written proof of current First Aid and CPR certification is required for approval for professional clinical experience (student teaching/internship). Certification can be attained via PHED 1620 CPR and PHED 1630 First Aid or through outside training from the American Red Cross or other licensed providers.

**Summary of Total Credits--Vocal/General Track**

Core Curriculum ..... 42 s.h.  
Music Education Major + Track Requirements ..... 61 s.h.  
K-12 Licensure Program (Minor) ..... 41-42 s.h.

**Minimum to Earn Bachelor of Arts**

**in Vocal Music Education ..... 144-145 s.h.**

**Summary of Total Credits--Instrumental/General Track**

Core Curriculum ..... 42 s.h.  
Music Education Major + Track Requirements ..... 64 s.h.  
K-12 Licensure Program (Minor) ..... 41-42 s.h.

**Minimum to Earn Bachelor of Arts**

**in Instrumental Music Education ..... 147-148 s.h.**



**Program Coordinators: K. Kothapalli for Physics and R. Gilmore for Education**

**Teacher Education - PHYSICS**

The B.S. in Physics with Tennessee teaching licensure (Grades 6-12) is available with modifications to the BA in Physics and the King Core Curriculum, as well as successful completion of the Secondary Education minor. Licensed teachers in secondary education are in great demand in all fifty states, and the areas of science and mathematics are considered critical need areas in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking secondary teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the “Admission to the Teacher Education Program” section of this catalog or contact the Administrative Assistant in School of Education for eligibility criteria, admissions procedures, and timelines.

**Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for Physics, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Core Curriculum Requirements**

Physics majors seeking teaching licensure should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalog for additional details on fulfilling other categories in the Core.

**Science**

CHEM 1110

General Chemistry I..... 4 s.h.

**Quantitative Literacy**

MATH 2350

Calculus I ..... 4 s.h.

**BA in Physics Major Requirements for Teaching Licensure**

PHYS 2210 and 2220	
General Physics I .....	4 s.h.
PHYS 2220	
General Physics II.....	4 s.h.
PHYS 3010 (Co-Requisite MATH 3430 Differential Equations)	
Theoretical Mechanics .....	4 s.h.
PHYS 3030 (Co-Requisite MATH 2370 Vector Calculus)	
Electricity and Magnetism.....	4 s.h.
PHYS 3060	
Introduction to Modern Physics.....	4 s.h.
PHYS 3502	
Experimental Methods.....	2 s.h.
PHYS 4201	
Advanced Topics .....	2 s.h.
<i>Choose from the following courses</i> .....	4 s.h.
BIOL 2110	
General Biology I (4 s.h.)	
BIOL 2120	
General Biology II (4 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
ITEC 2010	
Introduction to Programming (4 s.h.)	
MATH 1500	
Cryptography: The Science of Secret Writing (4 s.h.)	
MATH 2100	
Programming with Graphics, Symbols, & Text (2 s.h.)	
MATH 2480	
History of Mathematics (2 s.h.)	
MATH 3120	
Number Theory (2 s.h.)	
MATH 2360	
Calculus II .....	4 s.h.
MATH 2370	
Vector Calculus .....	4 s.h.
MATH 3430	
Differential Equations.....	4 s.h.
IDST 4500	
Interdepartmental Science and Math seminar.....	2 s.h.
<b>Total Science Credits Required</b> .....	<b>46 s.h.</b>

**Secondary Education Minor**

EDUC 2030	
Introduction to Teaching, Grades K-12 .....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum, Grades PreK-12 .....	1 s.h.
EDUC 2100	
Survey of Exceptional Children .....	4 s.h.



EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	
Foundations of Education.....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3390*	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590*	
Content Area Reading .....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
EDUC 4490*	
Student Teaching, Grades 6-10.....	5 s.h.
EDUC 4500*	
Student Teaching, Grades 9-12.....	5 s.h.
EDUC 4940	
Introduction to edTPA.....	1 s.h.
EDUC 4950*	
Capstone Seminar, Grades K-12.....	2 s.h.
PSCI 2120	
Cultural Diversity in America .....	0-4 s.h.
PSYC 3320	
Adolescent Development.....	4 s.h.
EDUC 4990*	
Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense).....	0 s.h.

\*Requires admittance to the Teacher Education Program

**Summary of Total Credits for BA in Physics with Licensure**

Core Curriculum .....	42 s.h.
Major Requirements.....	46 s.h.
Secondary Education Minor.....	45 s.h.
<b>Minimum to Complete 6-12 Licensure Program in Physics .....</b>	<b>133 s.h.</b>

 <p><b>KING</b> UNIVERSITY ESTABLISHED IN 1867</p>	<p><b>Education</b> <b>Teacher Education</b> <b>Spanish</b> <b>Bachelor of Arts</b> <b>Traditional</b></p>
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**Program Coordinators: B. Macione for Spanish and R. Gilmore for Education**

**Teacher Education - SPANISH**

The B.A. in Spanish with Tennessee teaching licensure (Grades 6-12) is available with modifications to the Spanish major and the King Core Curriculum, and successful completion of the Secondary Education minor. Licensed teachers in secondary education are in great demand in all fifty states, and foreign languages are considered a critical need area in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the “Admission to the Teacher Education Program” section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

An immersion experience in a Spanish-only environment is required and must be pre-approved by King University Center for Study Abroad.

**Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for Physics, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**BA in Spanish Major Requirements for Grades 6-12 Teaching Licensure**

EDUC 3360	
Introduction to Linguistics.....	2 s.h.
SPAN 2000	
Intermediate Spanish (satisfies Core Human Culture Category).....	0 s.h.
SPAN 3010	
Advanced Spanish Skills I.....	4 s.h.

SPAN 3020	
Advanced Spanish Skills II.....	4 s.h.
<i>Choose from the following courses</i> .....	4 s.h.
SPAN 2220	
Business Spanish (4 s.h.)	
SPAN 3300	
Civilization of Spain (4 s.h.)	
SPAN 3310	
Civilization of Latin American (4 s.h.)	
SPAN 3320	
Civilization of Spain and Latin America (4 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
SPAN 4200-4260	
Spanish Literature (4 s.h.)	
SPAN	
Electives at the 3000-4000 level.....	8 s.h.
Spanish Language Immersion Experience .....	8 s.h.
* ACTFL Proficiencies as listed in Matrix will be required for recommendation for licensure.	

### **Secondary Education Minor**

EDUC 2030	
Introduction to Teaching, Grades K-12 .....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum, Grades PreK-12.....	1 s.h.
EDUC 2100	
Survey of Exceptional Children.....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	
Foundations of Education .....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3390*	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590*	
Content Area Reading.....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
EDUC 4490*	
Student Teaching, Grades 6-10.....	5 s.h.
EDUC 4500*	
Student Teaching, Grades 9-12.....	5 s.h.
EDUC 4940	
Introduction to edTPA .....	1 sh.
EDUC 4950*	
Capstone Seminar, Grades K-12.....	2 s.h.
PSCI 2120	
Cultural Diversity in America.....	4 s.h.

PSYC 3320	
Adolescent Development.....	4 s.h.
EDUC 4990	
Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense, and meeting the ACTFL Proficiencies in the Matrix).....	0 s.h.

\*Requires admittance to the Teacher Education Program

**Summary of Total Credits for Spanish with 6-12 Licensure**

Core Curriculum .....	42 s.h.
Major Requirements.....	32 s.h.
Secondary Education Minor.....	<u>45</u> s.h.
Electives.....	5 s.h.
<b>Minimum to Complete Licensure Program in Spanish.....</b>	<b>124 s.h.</b>



**Health Education  
Minor  
Behavioral & Health Sciences  
Traditional**

**Program Coordinator: J. O'Neil**

A minor in Health Education is designed to provide students with knowledge and skills in the area of health and wellness. This minor can be paired with any major, such as psychology or youth ministry.

**Health Education Minor Requirements**

BIOL 1010	
Human Anatomy and Physiology I .....	4 s.h.
PHED 1110	
Wellness for Life .....	2 s.h.
PHED 1620	
CPR.....	1 s.h.
PHED 1630	
First Aid.....	1 s.h.
PHED 2010	
Personal and Community Health .....	4 s.h.
EXSC 2500	
Introduction to Nutrition.....	2 s.h.
EXSC 2600	
Strength and Conditioning Theory and Practice.....	2 s.h.
PSYC 3050	
Lifespan Human Development.....	4 s.h.
<b>Total .....</b>	<b>20 s.h.</b>

**CPR and First Aid**

If a student is currently certified in American Red Cross or American Heart Association CPR or First Aid and wants to waive taking the class, the student must present the current certification card to the Physical Education Program Director and demonstrate proficiency in CPR and First Aid by testing out on the written and skills tests (under the direction of the Physical Education Program Director).



**English  
Bachelor of Arts  
Arts & Sciences  
Traditional**

**Program Coordinator: K. Shaw**

While pursuing the B.A. in English, students will gain knowledge of several literary traditions and eras and considerable experience in writing, thinking critically, analyzing texts and conducting research. These are skills needed in almost any profession: advertising, business, government service, journalism, law, library science, ministry, publishing, and teaching. Beyond this, however, students are challenged to consider issues of character and faith through the questions raised in their study.

The department offers extra-curricular experiences via workshops, travel, lectures by visiting scholars and public figures, and off-campus events; and encourages its majors to study abroad.

In addition to completing the required courses, all majors must engage in an internship and participate in a capstone seminar. As part of the seminar, they will submit a portfolio of three papers representing the breadth and development of their literary study as well as a document explaining the rationale for their choices. Students may undertake a senior honors project by departmental invitation.

Instead of a general major in English, students may choose a track in literature or creative writing. The courses listed for each track are in addition to the core of courses in English required of all majors.

The Department of English foregrounds communication and writing skills within the context of literary study and creative writing courses. Each of our courses delves into areas related to faith and cultural matters. Students are encouraged toward scholarly work and character development as a result of their encounters with language and literature in the Department of English.

We take seriously the mission of cultural transformation in Christ and demonstrate in the following ways:

- by integrating faith and culture in courses, with essays and discussions through essays that intentionally give students the opportunity to explore matters of faith (these are reported as part of the assessment the English major);
- by introducing students to cultural events in and outside the classroom through trips to places of literary and historical interest;
- by creating a hospitable environment, hosting social events.

**Student Learning Outcomes**

1. Graduates will demonstrate sound understanding of English grammar and a broad knowledge of literature written in English.
2. Graduates will conduct and correctly document careful literary analysis and research using MLA format.

3. Graduates will produce effective written communication as applied to questions of genre, literary movements and thematics, and reflective critical thinking.

### **Technology Requirements**

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam

### **English Major Core Requirements**

*(to be taken by all majors)*

ENGL 3340	
English Grammar.....	4 s.h.
<i>Choose from the following courses</i> .....	4 s.h.
ENGL 3440	
Chaucer and the Middle Ages (4 s.h.)	
ENGL 3461	
Shakespeare I (4 s.h.)	
ENGL 3462	
Shakespeare II (4 s.h.)	
ENGL 3475	
The Early Modern Period in English Literature (4 s.h.)	
ENGL 3485	
The 18th Century British Novel (4 s.h.)	
ENGL 3490	
Special Topics in Pre-1800 British Literature (4 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
ENGL 3540	
British Romanticism and the 19th Century (4 s.h.)	
ENGL 3550	
Victorian Novel (4 s.h.)	
ENGL 3560	
Modern and Contemporary British Novel (4 s.h.)	
ENGL 3565	
Modern and Contemporary British Literature (4 s.h.)	
ENGL 3590	
Special Topics in Post-1800 British Literature (4 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
ENGL 3610	
Early American Literature (4 s.h.)	
ENGL 3615	
American Romanticism (4 s.h.)	
ENGL 3620	
American Realism and Naturalism (4 s.h.)	
ENGL 3625	
Modern and Contemporary American Literature (4 s.h.)	
ENGL 3660	
The American Novel (4 s.h.)	
ENGL 3690	
Special Topics in American Literature (4 s.h.)	

ENGL 3800/3830	
Internship/Cooperative Education .....	2 s.h.
ENGL 4910	
English Capstone Seminar .....	2 s.h.
ENGL 4990	
Comprehensive Assessment .....	0 s.h.

**Track Requirements**

Students may select one of the three tracks detailed below. At least 12 hours of courses counted toward the major beyond the English core must be 3000-level courses. Occasionally special topics courses (4000-level) may be offered. These may be counted towards the major and may, in fact, meet the period requirements. Ordinarily ENGC 1110 (or 1180), 2010, and HUMN 2171, 2172 are prerequisites for all 3000-level English courses; any requests for exceptions must be approved by the departmental chair.

**Literature Track—Courses in Addition to Those Meeting English Major Core Requirements**

<i>Choose from the following courses</i> .....	4 s.h.
ENGL 3440	
Chaucer and the Middle Ages (4 s.h.)	
ENGL 3461	
Shakespeare I (4 s.h.)	
ENGL 3462	
Shakespeare II (4 s.h.)	
ENGL 3475	
The Early Modern Period in English Literature (4 s.h.)	
ENGL 3485	
The 18th Century British Novel (4 s.h.)	
ENGL 3490	
Special Topics in Pre-1800 British Literature (4 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
ENGL 3540	
British Romanticism and the 19th Century (4 s.h.)	
ENGL 3550	
The Victorian Novel (4 s.h.)	
ENGL 3560	
The Modern and Contemporary British Novel (4 s.h.)	
ENGL 3565	
Modern and Contemporary British Literature (4 s.h.)	
ENGL 3590	
Special Topics in Post-1800 British Literature (4 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
ENGL 3610	
Early American Literature (4 s.h.)	
ENGL 3615	
American Romanticism (4 s.h.)	
ENGL 3620	
American Realism and Naturalism (4 s.h.)	
ENGL 3625	
Modern and Contemporary American Literature (4 s.h.)	



ENGL 3660	
The American Novel (4 s.h.)	
ENGL 3690	
Special Topics in American Literature (4 s.h.)	
Electives in English <i>including ENGL 4900, Honors in Independent Study</i> .....	8 s.h.

**Writing Track**

<i>Choose from the following courses</i> .....	20 s.h.
ENGL 2910	
Creative Writing (4 s.h.)	
ENGL 3940	
Creative Writing: Non-Fiction (4 s.h.)	
ENGL 3960	
Creative Writing: Fiction (4 s.h.)	
ENGL 3970	
Creative Writing: The Stage Script (4 s.h.)	
ENGL 3980	
Creative Writing: Screenwriting (4 s.h.)	
ENGL 3990	
Creative Writing: Poetry (4 s.h.)	
ENGL 4900	
Honors in Independent Study (TBD)	
ENGC 2920	
Rhetorical and Narrative Patterns (4 s.h.)	
TCOM 2930	
Editing (4 s.h.)	
THTR 1110	
Acting I (4 s.h.)	

**General English Track**

After completing the core requirements outlined previously, a student may elect to take courses from both the Creative Writing and Literature tracks. At least 12 s.h. of courses to be counted toward the major beyond the English core must be 3000-level courses or above.

**Summary of Total Credits**

Core Curriculum .....	42 s.h.
Major Requirements.....	20 s.h.
Track Requirements .....	20 s.h.
Electives/Minor/2 <sup>nd</sup> Major .....	42 s.h.
<b>Minimum to Earn Bachelor of Arts in English</b> .....	<b>124 s.h.</b>

**Teacher Education - ENGLISH**

The B.A. in English (with Secondary Licensure for Grades 6-12) is available with modifications to the English major and the King Core Curriculum as well as completion of the Secondary Education minor. Licensed teachers in secondary education are in great demand in all fifty states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the “Admission to the Teacher Education Program” section of

this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

### **Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for English, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

### **Core Curriculum Requirements**

English majors seeking teaching licensure should fulfill specified categories of the King Core Curriculum by taking the courses listed in “The Core Curriculum” section of this catalog.

### **English Core for Licensure Candidates**

ENGL 3340	
English Grammar.....	4 s.h.
Any ENGL 3400-level course (except either Shakespeare course)	
British Literature before 1800.....	4 s.h.
Any ENGL 3500-level course	
British Literature after 1800 .....	4 s.h.
Any ENGL 3600-level course	
American Literature.....	4 s.h.

### **BA in English Specified Requirements for 6-12 Teaching Licensure**

ENGC 2920	
Rhetorical and Narrative Patterns.....	4 s.h.
ENGL 3150	
Adolescent Literature.....	4 s.h.
ENGL 3461 <i>or</i> ENGL 3462	
Shakespeare I <i>or</i> Shakespeare II.....	4 s.h.
ENGL 4910	
English Capstone Seminar.....	2 s.h.
ENGL	
3000-4000 level electives beyond the core .....	8 s.h.

### **Secondary Education Minor**

EDUC 2030	
Introduction to Teaching: K-Grade 12 .....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum: Grades PreK-12 .....	1 s.h.

EDUC 2100	
Survey of Exceptional Children .....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	
Foundations of Education .....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3390*	
Secondary Curriculum/Methods.....	3 s.h.
EDUC 3590*	
Content Area Reading .....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
EDUC 4490*	
Student Teaching: Grades 6-10 .....	5 s.h.
EDUC 4500*	
Student Teaching: Grades 9-12 .....	5 s.h.
EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12 .....	2 s.h.
PSCI 2120	
Cultural Diversity in America .....	4 s.h.
PSYC 3320	
Adolescent Development.....	4 s.h.
EDUC 4990*	
Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense).....	0 s.h.

\*Requires admittance to the Teacher Education Program

**Summary of Total Credits for 6-12 Licensure in English**

Core Curriculum .....	42 s.h.
Major Requirements in English .....	38 s.h.
Secondary Education Minor: .....	45 s.h.
<b>Minimum to Complete Licensure Program in English .....</b>	<b>125 s.h.</b>

 <p><b>KING</b> UNIVERSITY ESTABLISHED IN 1867</p>	<p><b>Arts &amp; Sciences</b> <b>English</b> <b>Minor</b> <b>Traditional</b></p>
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**English Minor**

English Electives at 3000 or 4000 level.....	12 s.h.
Other English Electives.....	<u>8</u> s.h.
<b>Total Minor Requirements.....</b>	<b>20 s.h.</b>



**English Online  
Bachelor of Arts  
Arts & Sciences  
Traditional**

**Program Coordinator: K. Shaw**

The B.A. in English (online) degree program consists of four semesters of online classes (12 classes in all). Students will gain knowledge of several literary traditions and eras and considerable experience in writing, thinking critically, analyzing texts and conducting research. These are skills needed in almost any profession: advertising, business, government service, journalism, law, library science, ministry, publishing, and teaching. Beyond this, however, students will be challenged to consider issues of character and faith through the questions raised in their study.

This program of study is particularly suitable for students seeking eventual licensure in English. It was designed specifically to fulfill the content in English requirements for secondary (grades 6-12) licensure in English. To become an English teacher, a student would need to complete this program of study in English language and literature and in addition meet the requirements for licensure that include professional education courses and student teaching.

Students in English Online are required to take 8 s.h. of a foreign language. They may satisfy this requirement either by transferring credit or by successfully completing either the online LATN 1000 and 2000 or online SPAN 1000 and 2000 courses offered through King.

The Department of English foregrounds communication and writing skills within the context of literary study and writing courses. Each course delves into areas related to faith and cultural matters. Students are encouraged toward scholarly work and character development as a result of their encounters with language and literature in the Department of English.

The English Department takes seriously the mission of cultural transformation in Christ and demonstrate in the following ways:

- by integrating faith and culture in courses, with essays and discussions; each class assigns essays that intentionally give students the opportunity to explore matters of faith; these are reported as part of assessment;
- by creating a hospitable environment.

**Student Learning Outcomes**

1. Graduates will demonstrate a sound understanding of English grammar and a broad knowledge of literature written in English.
2. Graduates will conduct and correctly document careful literary analysis and research using MLA format.
3. Graduates will produce effective written communication as applied to questions of genre, literary movements and thematics, and reflective of critical thinking.

### Technology Requirements

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam

### Online English BA Requirements

APAL 3120	
Appalachian Literature .....	4 s.h.
ENGC 2920	
Rhetorical and Narrative Patterns .....	4 s.h.
ENGL 3150	
Adolescent Literature.....	4 s.h.
ENGL 3200	
Survey of World Literature.....	4 s.h.
ENGL 3340	
Grammar.....	4 s.h.
ENGL 3360	
Religion & Literature.....	4 s.h.
ENGL 3400	
Survey of British Literature.....	4 s.h.
ENGL 3461	
Shakespeare .....	4 s.h.
ENGL 3540	
British Romanticism and the Nineteenth Century .....	4 s.h.
ENGL 3580	
Literature and the Christian Imagination.....	4 s.h.
ENGL 3600	
Survey of American Literature.....	4 s.h.
ENGL 3625	
Modern and Contemporary American Literature.....	4 s.h.
ENGL 4990	
Comprehensive Assessment.....	<u>0</u> s.h.
<b>Total .....</b>	<b>48 s.h</b>



**Exercise Science  
Bachelor of Science  
Behavioral & Health Sciences  
Traditional**

**Program Coordinator: J. O'Neil**

Exercise Science is a multifaceted field of study in which movement or physical activity is the intellectual focus. This includes exercise in the improvement of health and physical fitness and activities of daily living, work, sport, and play. It involves special population groups such as children and the elderly; persons with disability, injury, or disease; and athletics. Because an interdisciplinary approach is often used to address issues in exercise science, this area of study applies knowledge, methods of inquiry, and principles from a wide spectrum of academic disciplines. This program is designed for traditional students who desire to incorporate a rigorous academic background in kinesiology and exercise science into their future vocational and career plans.

Employment opportunities for Exercise Science professionals are located in the health and fitness industry, where skills in evaluating health behaviors, risk factors, conducting fitness assessments, writing exercise prescriptions for healthy and controlled disease populations, motivating individuals to modify negative health habits, and promoting positive healthy lifestyle changes are essential components of their respective job.

The B.S. in Exercise Science program has three tracks designed to optimize the vocational path of its students.

The Kinesiology track is designed for students who are interested in pursuing graduate degree programs in Exercise Science/ Kinesiology-related fields or health care related professional graduate programs, such as physical therapy, occupational therapy, and athletic training. This track is not designed or intended to meet the needs of students who are pursuing medical or pharmacy school. This track also requires a Biology or Chemistry minor.\*

The Health and Fitness track is designed for those students wishing to pursue a vocation within the fitness and wellness industry with curricular design aligning with certification requirements from the *American College of Sports Medicine* and the *National Strength and Conditioning Association*.

The K-12 Licensure track is designed to provide students with knowledge and skills to organize and administer physical education, intramural, and athletic programs; to teach, assess and evaluate health and physical education courses at the elementary, middle, and high school levels; and to adapt methods of teaching to meet the needs of children and adolescents with special needs.

**\* For those students wishing to pursue health care related professional graduate programs in physical therapy, occupational therapy, athletic training, or other related fields,** graduate program admission requirements can vary by institution and by discipline. Freshman undergraduate students are encouraged to explore graduate school requirements for each potential institution they wish to attend. Although it is ultimately the

student's responsibility to complete any additional prerequisite coursework, academic advisors are available to assist students with incorporating these requirements into his/her academic plan. Students are strongly encouraged to seek out this assistance very early in their academic path at King. There is no guaranteed admittance into graduate school by completing these prerequisites, as each student is responsible for meeting each graduate school's requirements and successfully completing the admission process.

### **Student Learning Outcomes**

Upon completion of the B.S. in Exercise Science program, students will possess the knowledge, skills, and abilities to:

1. Design and evaluate nutrition and physical activity programs that promote health and improve quality of life.
2. Explain how the scientific process informs our understanding of health, nutrition, and human movement.
3. Demonstrate competency with laboratory skills used to assess human movement and physical activity.
4. Effectively communicate content related to the field of health, human movement and nutrition in oral, written, and/or digital formats.

Program-Level Student Learning Outcomes in the Exercise Science major are based on recommendations of the American Kinesiology Association's *Undergraduate Core Curriculum in Kinesiology*. This program will prepare competent entry-level Exercise Science professionals in the cognitive (knowledge), psychomotor (skills) and affective (abilities) learning domains.

### **CPR (Cardiopulmonary Resuscitation) Certification**

All students majoring or minoring in Exercise Science must possess current certification in CPR from either the American Red Cross or the American Heart Association. There are two ways to gain this certification. A student may take PHED 1620 CPR, or may present a current CPR certification card to the Exercise Science program coordinator and demonstrate proficiency in CPR through written and skills testing under the direction the Exercise Science coordinator.

### **Core Curriculum/General Education Requirements**

Exercise Science majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalog for additional details.

#### **Wellness for Life**

PHED 1110

Wellness for Life ..... 2 s.h.

#### **Quantitative Literacy**

MATH 1560

Introduction to Statistics ..... 4 s.h.

#### **Science**

BIOL 1010

Human Anatomy & Physiology I ..... 4 s.h.

### **Recommendation for an Additional Human Culture Category Course**

PSYC 1520

General Psychology ..... 4 s.h.



### Exercise Science Major Common Requirements

ATEP 2510 Care and Prevention of Athletic Injuries .....	4 s.h.
ATEP 3680 Kinesiology .....	4 s.h.
ATEP 3690 Exercise Physiology .....	4 s.h.
BIOL 1020 Human Anatomy & Physiology II .....	4 s.h.
EXSC 2500 Introduction to Nutrition .....	2 s.h.
EXSC 2600 Strength and Conditioning Theory and Practice .....	2 s.h.
EXSC 3300 Exercise Programs for Special Populations .....	2 s.h.
EXSC 3700 Health Fitness Assessment .....	4 s.h.
EXCS 4990 Comprehensive Assessment .....	0 s.h.
PSYC 3050 Lifespan Human Development .....	4 s.h.

### Track Requirements for a B.S. in Exercise Science

Students must choose one Track: Kinesiology, Health and Fitness, or K-12 Licensure.

#### Kinesiology Track\*

ATEP 3010 Methods of Research and Design in the Health Sciences .....	2 s.h.
EXSC 3500 Exercise Training and Performance .....	4 s.h.
EXSC 3750 Biomechanics .....	4 s.h.
EXSC 3400 Exercise and Nutrition in Chronic Disease .....	2 s.h.

\*Requires Biology or Chemistry Minor

#### Biology Minor

BIOL 2110 General Biology I .....	4 s.h.
BIOL 2120 General Biology II .....	4 s.h.
Additional Biology Electives at or above the 3100 level .....	12 s.h.
<b>Total Minor Requirements .....</b>	<b>20 s.h.</b>

#### Chemistry Minor

CHEM 1110 General Chemistry I .....	4 s.h.
CHEM 1120 General Chemistry II .....	4 s.h.
CHEM 2110 Organic Chemistry I .....	4 s.h.
Additional Electives: BIOL 3700, CHEM 2120, or Chemistry Electives at or above the 3100 level .....	8 s.h.
<b>Total Minor Requirements .....</b>	<b>20 s.h.</b>

<b>Summary of Total Credits</b>	
Core Curriculum/General Education .....	42 s.h.
Major Program Requirements	
Common Requirements .....	30 s.h.
Track Requirement .....	12 s.h.
Biology or Chemistry Minor .....	20 s.h.
Electives .....	20 s.h.
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>

**Health and Fitness Track**

<b>ATEP 3010</b>	
Methods of Research and Design in the Health Sciences.....	2 s.h.
<b>PHED 2010</b>	
Personal and Community Health .....	4 s.h.
<b>PHED 2910</b>	
Athletic Administration .....	2 s.h.
<b>PHED 2940</b>	
Psychology of Coaching .....	2 s.h.
<b>EXSC 3400</b>	
Exercise and Nutrition in Chronic Disease.....	2 s.h.
<b>EXSC 3500</b>	
Exercise Training and Performance.....	4 s.h.
<b>PHED 3565</b>	
Ethics and Legal Issues in Sport Management.....	4 s.h.
<b>PHED 3650</b>	
Assessment and Evaluation .....	3 s.h.
<b>EXSC 3750</b>	
Biomechanics .....	4 s.h.

<b>Summary of Total Credits</b>	
Core Curriculum/General Education .....	42 s.h.
Major Program Requirements	
Common Requirements .....	30 s.h.
Track Requirement .....	27 s.h.
Electives (Minor, 2 <sup>nd</sup> Major, Concentration, Specialization).....	25 s.h.
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>

**K-12 Licensure Track\***

<b>EDUC 3630</b>	
Methods and Materials for Elementary Physical Education.....	4 s.h.
<b>EDUC 3640</b>	
Methods and Materials for Secondary Physical Education .....	4 s.h.
<b>PHED 1620</b>	
CPR.....	1 s.h.
<b>PHED 1630</b>	
First Aid.....	1 s.h.
<b>PHED 2010</b>	
Personal and Community Health .....	4 s.h.
<b>PHED 2500</b>	
Recreational Leadership .....	2 s.h.

PHED 3630	
Teaching Individual and Team Sports .....	4 s.h.
PHED 3650	
Assessment and Evaluation .....	3 s.h.
*Requires K-12 Education Licensure Minor	

**K-12 Licensure Minor\*\***

EDUC 2030	
Introduction to Teaching: K-12 .....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum .....	1 s.h.
EDUC 2100	
Survey of Exceptional Children.....	4 s.h.
EDUC 2370	
Reflective Teaching .....	3 s.h.
EDUC 2900	
Foundations of Education .....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3390/3391	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590	
Content Area Reading.....	3 s.h.
EDUC 3600	
Assessment and Evaluation .....	3 s.h.
EDUC 4470/4480	
Student Teaching: Grades K-5.....	5 s.h.
EDUC 4490/4500	
Student Teaching: Grades 6-12.....	5 s.h.
EDUC 4950	
Capstone Seminar: Grades K-12.....	2 s.h.
PSCI 2120	
Cultural Diversity in America.....	4 s.h.

\*\*Requires admittance to the Teacher Education Program

**Summary of Total Credits**

Core Curriculum/General Education .....	46 s.h.
Major Program Requirements	
Common Requirements .....	30 s.h.
Track Requirement .....	23 s.h.
K-12 License Minor .....	40 s.h.
<b>Minimum to Earn Bachelor of Science .....</b>	<b>139 s.h.</b>



**Exercise Science Minor Requirements**

PHED 1620	
CPR .....	1 s.h.
PHED 1630	
First Aid .....	1 s.h.
BIOL 1020	
Human Anatomy & Physiology II .....	4 s.h.
ATEP 2510	
Care and Prevention of Athletic Injuries .....	4 s.h.
ATEP 3680	
Kinesiology .....	4 s.h.
ATEP 3690	
Exercise Physiology .....	4 s.h.
EXSC 2500	
Introduction to Nutrition .....	2 s.h.
EXSC 2600	
Strength and Conditioning Theory and Practice .....	<u>2</u> s.h.
<b>Total Minor Requirements .....</b>	<b>22 s.h.</b>



**Forensic Science  
Bachelor of Science  
Arts & Sciences  
Traditional**

**Program Coordinator: J. W. Gilmer**

The Forensic Science major is an interdisciplinary program which is composed primarily of Chemistry and Biology courses and a strong laboratory component.

The Forensic Science major provides students with a number of career opportunities as well as graduate school, and medical or dental school. Forensic scientists work in crime laboratories, forensic laboratories, police departments, medical examiner or coroner offices, hospitals, government agencies, and private laboratories.

Due to the large number of courses that Forensic Science shares in common with Biology and Chemistry, a student cannot simultaneously major in Forensic Science and major or minor in Biology, Biochemistry, or Chemistry. Also, due to the extensive Biology and Chemistry course requirements for a degree in Forensic Science, no additional major or minor is required. The Forensic Science program also requires students to complete an internship in a forensics related field.

**Core Curriculum Requirements**

Forensic Science majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalog for additional details.

**Science**

CHEM 1110

General Chemistry I..... 4 s.h.

**Quantitative Literacy**

MATH 2350

Calculus I..... 4 s.h.

**Forensic Science Major Requirements**

BIOL 2110

General Biology I..... 4 s.h.

BIOL 2120

General Biology II ..... 4 s.h.

BIOL 3760

Genetics ..... 4 s.h.

BIOL 4400

Microbiology ..... 4 s.h.

BIOL 4670

Mammalian Toxicology..... 4 s.h.

*Choose from the following courses* ..... 8 s.h.

BIOL 3300

Cell Biology (4 s.h.)

BIOL 3200	
Histology (4 s.h.)	
BIOL 3250	
Bioinformatics (4 s.h.)	
BIOL 3700	
Biochemistry (4 s.h.)	
CHEM 1120	
General Chemistry II .....	4 s.h.
CHEM 2110	
Organic Chemistry I.....	4 s.h.
CHEM 2120	
Organic Chemistry II .....	4 s.h.
CHEM 3000	
Analytical Chemistry I.....	4 s.h.
CHEM 3200	
Analytical Chemistry II .....	4 s.h.
CHEM 3500	
Forensic Chemistry.....	4 s.h.
PHYS 2210	
General Physics I.....	4 s.h.
PHYS 2220	
General Physics II .....	4 s.h.
CRJU 2500	
Criminal Investigation for Forensic Science .....	4 s.h.
IDST 4500	
Interdepartmental Science and Mathematics Seminar.....	2 s.h.
CHEM 3800 or BIOL 3800	
Forensics Internship.....	0-2 s.h.
CHEM 4930	
Chemistry Capstone.....	1 s.h.
CHEM 4990	
Comprehensive Assessment* .....	0 s.h.

*\* Comprehensive assessment in forensic science, which is very similar to chemistry, demonstrates competency in the graduating student's major field. For a B.S. in Forensic Science students must earn a passing grade on the Chemistry Department Comprehensive Assessment Exam.*

**Summary of Total Credits for Forensic Science**

Core Curriculum .....	42 s.h.
Major Requirements.....	75-77 s.h.
Electives .....	16 s.h.
<b>Minimum to Earn Bachelor of Science in Forensic Science.....</b>	<b>133-135 s.h.</b>



**French  
Bachelor of Arts  
Arts & Sciences  
Traditional**

**Program Coordinator: A. Rémillard**

The French faculty seeks to nurture all of the major language skills: reading, writing, speaking, and listening comprehension. Through study of the languages, literatures and histories of other cultures, students gain a heightened sensitivity to the use of their native language and a greater appreciation for the world's diversity. French majors are well-prepared to enter the global society of the 21st century and fulfill King's mission by leading students to integrate Christian faith, scholarship, service, and career using the French language.

After completing FREN 2000 or its equivalent, students should begin their major/minor by enrolling in Advanced French Skills I and II (3010 and 3020). Then, students may complete their degree requirements by taking a range of literature, civilization and culture classes or by concentrating on the use of the language in a particular field such as business or healthcare.

The major prepares students to communicate in French in a wide variety of occupations. French majors may choose to pursue licensure to teach through the School of Education or pursue careers in business, government services, intelligence, interpreting, and translation. An immersion experience in a French-only environment is required and must be pre-approved by King University Center for Study Abroad.

**Student Learning Outcomes**

1. Students will demonstrate Reading Comprehension Skills in French at the Advanced Plus level of the American Council for the Teaching of Foreign Language (ACTFL) guidelines.
2. Students will demonstrate Written Expression in French at the Advanced Plus Level of ACTFL Guidelines.
3. Students will demonstrate Spoken Expression in French at the Advanced-low Level of the ACTFL Guidelines.
4. Students will demonstrate Listening Comprehension in French at the Advanced Level of ACTFL Guidelines.
5. Student will participate in a study, travel, and/or work abroad experience.

**Technology Requirements**

Laptop, Microsoft Word, PowerPoint, Adobe PDF Reader, ability to access the Internet, and Webcam

**Comprehensive Assessment**

FREN 4990 is an exam that covers all language skills: Listening, Writing, Speaking, and Reading.

### **Requirements for Admission to Upper-Level Courses**

Completion of FREN 2000 or demonstrated equivalent proficiency is a prerequisite for all courses numbered 3000 and above.

### **Studies in French-Speaking Countries**

In cooperation with the Jacques Lefevre Institut in Caen, France, the department periodically offers a six-week program of study during the summer months with study options available at various levels.

The institution also endorses several other study-abroad opportunities. Contact the Department of Languages and Literatures or the Center for Study Abroad for more information.

### **Placement Testing**

All students shall be required to complete a placement test before enrolling in French courses. Students who place into the 3000 level may not be required to take additional French courses to satisfy the Core Curriculum foreign language requirement. Students who place above FREN 2000 will be required to take another Human Culture category course to satisfy the requirements of the Core Curriculum.

### **Core Curriculum Requirements**

French majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalog for additional details.

#### **Human Culture**

FREN 2000

Intermediate French ..... 4 s.h.

#### **French Major Requirements**

FREN 3010

Advanced French Skills I ..... 4 s.h.

FREN 3020

Advanced French Skills II ..... 4 s.h.

*Choose from the following courses* ..... 4 s.h.

FREN 3100

Business French (4 s.h.)

FREN 3300

French Civilization (4 s.h.)

FREN 3310

Studies in French Culture (2-4 s.h.)

*Choose from the following courses* ..... 4 s.h.

FREN 3200

Aspects of French Literature (4 s.h.)

FREN 3210

Aspects of Francophone Literature (4 s.h.)

FREN 4200

French Literature: Middle Ages and 16<sup>th</sup> Century (4 s.h.)

FREN 4210

French Literature: 17<sup>th</sup> and 18<sup>th</sup> Centuries (4 s.h.)



FREN 4220	
French Literature: 19 <sup>th</sup> Century (4 s.h.)	
FREN 4230	
French Literature: 20 <sup>th</sup> Century (4 s.h.)	
FREN 4280	
Francophone Literature (4 s.h.)	
FREN 4300	
Francophone Women Writers (2 s.h.)	
FREN 4900	
Special Topics in French and Francophone Literature (2-4 s.h.)	
Electives at 3000 or 4000 level .....	12 s.h.
Immersion Experience .....	8 s.h.
FREN 4990	
Comprehensive Assessment .....	0 s.h.

**Summary of Total Credits**

Core Curriculum .....	42 s.h.
Major Requirements.....	36 s.h.
Electives/Minor/2 <sup>nd</sup> Major: .....	46 s.h.
<b>Minimum to Earn Bachelor of Arts in French.....</b>	<b>124 s.h.</b>

**Teacher Education - FRENCH**

The B.A. in French with Tennessee teaching licensure (Grades 6-12) is available with modifications to the French major and the King Core Curriculum as well as successful completion of the Secondary Education minor. Licensed teachers in secondary education are in great demand in all fifty states, and the areas of English as a second language and foreign languages are considered critical needs areas in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the “Admission to the Teacher Education Program” section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

An immersion experience in a French-only environment is required and must be pre-approved by King University Center for Study Abroad.

**Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for French, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

### **Core Curriculum Requirements**

French majors seeking teaching licensure should fulfill all the specified categories of the King Core Curriculum. As noted in the French major section of the Catalog, students must either complete FREN 2000 or demonstrate equivalent proficiency. See the “The Core Curriculum” section of the catalog for additional details.

### **BA in French Major Requirements for 6-12 Teaching Licensure**

EDUC 3360	
Introduction to Linguistics.....	2 s.h.
FREN 2000	
Intermediate French (counted in Core Curriculum) .....	0 s.h.
FREN 3010	
Advanced French Skills I .....	4 s.h.
FREN 3020	
Advanced French Skills II .....	4 s.h.
<i>Choose from the following courses</i> .....	4 s.h.
FREN 3100	
Business French (4 s.h.)	
FREN 3300	
French Civilization (4 s.h.)	
FREN 3310	
Studies in French Culture (2-4 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
FREN 3200	
Aspects of French Literature (4 s.h.)	
FREN 3210	
Aspects of Francophone Literature (4 s.h.)	
FREN 4200-4900	
French Literature Elective, 3000-4000 level (4 s.h.)	
French Electives	
3000-level or above .....	8 s.h.
French Language Immersion Experience .....	8 s.h.

\* ACTFL Proficiencies as listed in Matrix will be required for recommendation for licensure.

### **Secondary Education Minor**

EDUC 2030	
Introduction to Teaching: Grades K-12 .....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum: Grades PreK-12 .....	1 s.h.
EDUC 2100	
Survey of Exceptional Children .....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	
Foundations of Education .....	3 s.h.

EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3390*	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590*	
Content Area Reading .....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
EDUC 4490*	
Student Teaching: Grades 6-10 .....	5 s.h.
EDUC 4500*	
Student Teaching: Grades 9-12 .....	5 s.h.
EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12 .....	2 s.h.
PSCI 2120	
Cultural Diversity in America .....	4 s.h.
PSYC 3320	
Adolescent Development.....	4 s.h.
EDUC 4990	
Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense).....	0 s.h.

\*Requires admittance to the Teacher Education Program

**Summary of Total Credits for Secondary Licensure in French**

Core Curriculum .....	42 s.h.
Major Requirements.....	34 s.h.
Secondary Education Minor.....	45 s.h.
<b>Minimum to Complete Licensure Program in French .....</b>	<b>121 s.h.</b>



**French  
Minor  
Arts & Sciences  
Traditional**

**French Minor**

FREN 3010

Advanced French Skills I ..... 4 s.h.

FREN 3020

Advanced French Skills II ..... 4 s.h.

Electives

at 3000 or 4000 level ..... 12 s.h.

**Total Minor Requirements ..... 20 s.h.**



**Communication, Information, & Design  
Health Informatics  
Bachelor of Science  
GPS/Online**

**Program Coordinator: L. Krizanac-Bengez**

Health Informatics is a discipline at the intersection of information science, computer science, and health care. The U.S. National Library of Medicine defines “health informatics” as “the interdisciplinary study of the design, development, adoption and application of IT-based innovations in healthcare services delivery, management and planning.”

The Bachelor of Science in Health Informatics (BSHI) degree program incorporates an interdisciplinary approach to the curriculum. Coursework includes introductions to the organization of healthcare, quality improvement, leadership management, legal and ethical frameworks, information technology, data management, project management, electronic health records and health information exchange. BSHI graduates are equipped to serve in entry-level positions in a wide variety of sectors in the health care industry, including hospital systems, private clinics, public health organizations, the insurance industry, and a wide variety of other possibilities. Graduates are also well suited to continue their professional development in graduate-level programs.

The BSHI degree program seeks to fulfill King University’s stated mission by helping students know what it means to transform the cultures where they live, work, and worship in Christ. Throughout the coursework, emphasis is applied to developing effective written and oral communication skills, acquiring a theoretical and practical understanding of how to procure, store, access and analyze data, fostering a framework for ethical decision-making, and improving analytical and critical thinking skills. Graduates of the program will use evidenced-based principles to help improve the quality and efficiency of their organizations.

All candidates for a degree from King University are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. In their last semester of major courses, all Health Informatics students will create a portfolio of their work as the comprehensive assessment for the program. Students will compile a collection of 5-7 items which will reflect competency of program objectives, as well as a cultural transformation essay, current resume, and generic cover letter. A list of suggested and required artifacts will be provided. This course, HINF 4990, is graded pass/fail and all students must receive a passing grade to graduate. The portfolio serves not only as a final assessment for the program; it also helps students capitalize on workplace advancement opportunities.

**Student Learning Outcomes**

1. Students will demonstrate their ability to analyze and implement industry standards for quality management and improvement.
2. Students will demonstrate effective communication with all stakeholders in academic, clinical, and practice settings.
3. Students will be able to analyze relevant data in order to prioritize goals that will facilitate desired outcomes.

4. Students will be able to demonstrate their knowledge of ethical decision-making in order to exhibit empathy and facilitate alternatives for both patient care and effective management.
5. Students will demonstrate mastery of program content by their abilities to plan for effective leadership in their field and also to develop tools for timely, efficient, safe, and cost-effective patient-centered care.

### **Technology Requirements**

Students are required to have a PC laptop with Microsoft Office, including Microsoft Access 2010 or later. Please note that Microsoft Access is not currently compatible with the Apple operating system.

### **Health Informatics Major Requirements**

HCAD 3120	
Introduction to Healthcare Organization and Policy .....	4 s.h.
HCAD 3210	
Informatics for Health Care Leaders and Decision-Makers .....	4 s.h.
HCAD 3230	
Management of Quality Improvement and Outcomes .....	4 s.h.
HCAD 3320	
Management and Leadership .....	4 s.h.
HCAD 4420	
Ethics and Legal Issues .....	4 s.h.
ITEC 2700	
Foundations of Information Technology .....	4 s.h.
ITEC 3450	
Database Management .....	4 s.h.
ITEC 3710	
Cloud Computing .....	4 s.h.
HINF 4410	
Project Management .....	4 s.h.
HINF 4420	
Electronic Health Records .....	4 s.h.
HINF 4430	
Networking and Health Information Exchange .....	4 s.h.
HINF 4440	
Current Topics in Health Informatics .....	4 s.h.
HINF 4990	
Comprehensive Assessment* .....	<u>0</u> s.h.
<b>Total .....</b>	<b>48 s.h.</b>

### **Summary of Total Credits**

General Education Minimum Requirements .....	30 s.h.
Major Requirements .....	48 s.h.
Electives/Minor/2 <sup>nd</sup> Major .....	<u>46</u> s.h.
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>



**Healthcare Administration  
Bachelor of Science  
Behavioral & Health Sciences  
GPS/Online**

**Program Coordinator: S. McRae**

The Bachelor of Science in Healthcare Administration (BSHA) is designed to prepare graduates for leadership roles in the complex, ever-changing healthcare industry. The curriculum is broadly focused and includes coursework in crucial areas including leadership and management, finance and accounting, ethics and law, organizational behavior and policy, application of current research, epidemiology, quality management principles, and communication skills development. This program should appeal to those already with careers in healthcare related fields, as well as those desiring to join the largest industry in the United States. In addition to being prepared for immediate entry-level leadership positions, graduates of the BSHA program commonly elect to pursue further professional development in graduate school.

The BSHA degree program seeks to fulfill King University's stated Mission by helping students know what it means to transform the cultures where they live, work, and worship in Christ. Throughout the coursework, emphasis is applied to developing effective written and oral communication skills, theoretical understanding of how populations and cultures effect healthcare behaviors for both individuals and organizations, fostering a framework for ethical decision-making, and improving analytical and critical thinking skills. Graduates of the program will use evidenced-based principles to help improve the quality and efficiency of their organizations.

All candidates for a degree from King University are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. In their last semester of major courses, all BSHA students will create a portfolio of their work as the comprehensive assessment for the program. Students will compile a collection of 5-7 items which reflect mastery of program objectives, as well as a cultural transformation essay, current resume, and generic cover letter. A list of suggested and required artifacts will be provided. This course, HCAD 4990, is graded pass/fail, and all students must receive a passing grade to graduate. The portfolio serves not only as a final assessment for the program; it also helps graduates capitalize on workplace advancement opportunities.

**Student Learning Outcomes**

1. Students will demonstrate their ability to analyze and implement industry standards for quality management and improvement.
2. Students will demonstrate effective communication with all stakeholders in academic, clinical, and practice settings.
3. Students will analyze relevant data in order to prioritize goals that will facilitate desired outcomes.
4. Students will demonstrate their knowledge of ethical decision-making in order to exhibit empathy and facilitate alternatives for both patient care and effective management.

- Students will demonstrate mastery of program content by their abilities to plan for effective leadership in their specialties and also to provide timely, efficient, safe, and cost-effective patient-centered care.

### Technology Requirements

Students are required to have a computer with Microsoft Office 2010 or later, wireless capability, and a webcam. (Face-to-face students should bring a laptop to each class. Online students may use a laptop or desktop.)

### Healthcare Administration Major Requirements

HCAD 3110	
Epidemiology and Biostatistics .....	4 s.h.
HCAD 3120	
Introduction to Healthcare Organization and Policy .....	4 s.h.
HCAD 3130	
Population-Based Health .....	4 s.h.
HCAD 3210	
Informatics for Healthcare Leaders and Decision-Makers .....	4 s.h.
HCAD 3220	
Research and Evidence-Based Practice .....	4 s.h.
HCAD 3230	
Management of Quality Improvement and Outcomes.....	4 s.h.
HCAD 3310	
Applied Communication for Leadership .....	4 s.h.
HCAD 3320	
Management and Leadership.....	4 s.h.
HCAD 4420	
Ethics and Legal Issues.....	4 s.h.
HCAD 4430	
Understanding Sustainability in Healthcare .....	4 s.h.
HCAD 3020	
Financial Management of Healthcare Organizations.....	4 s.h.
BUSA 3621	
Human Resource Management.....	4 s.h.
HCAD 4990	
Comprehensive Assessment .....	<u>0</u> s.h.
<b>Total .....</b>	<b>48 s.h.</b>

### Summary of Total Credits

General Education Minimum Requirements.....	30 s.h.
Major Requirements.....	48 s.h.
Electives/Minor/2 <sup>nd</sup> Major .....	<u>46</u> s.h.
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>





**Program Coordinator: M. Dotterweich**

The Bachelor of Arts in History at King University requires a variety of courses which provide graduates with a broad knowledge of Western history, non-Western history, and the conventions of historical research and writing. These courses allow students to understand the process of who tells the story of the past and from what perspective.

Graduates from the History program will be well equipped to be transformers of culture, informed citizens, critical thinkers, and discerning consumers of information. They will also understand the framework of a Christian worldview and will explore how this shapes and is shaped by history.

The program has been designed to ensure that students are prepared in theory and historiography, as well as in research methodology and skill development in critical areas.

Students who graduate with a history degree will be capable of pursuing many different vocations and careers. A History major provides good preparation for careers in education, law, church ministries, government service, various forms of business, journalism, library science, historic preservation, the Foreign Service, archival work, museum curacy, writing Broadway musicals, military service, and graduate work in the humanities and social services. Graduate work in history can lead to a career in higher education.

King's Department of History and Political Science has strengths in several geographical areas and time periods: medieval Europe, the Civil War, Scottish history, the Protestant Reformation, twentieth-century Europe, sub-Saharan Africa, American history, the Holocaust, the history of ideas, and the history of Christianity. History majors take a broad array of courses, drawing on many of these areas.

All graduates need to complete a minimum of 28 s.h. at the 3000-level or above. Students majoring in History *may not* double major in Political Science/History.

All History majors must take the ACAT exam the semester they graduate as part of the Comprehensive Assessment of the program.

**Technology Requirements**

Laptop computer with minimum of Microsoft Office 2010 or later, wireless capability, and webcam

**Student Learning Outcomes**

At the end of the History program, students will be equipped to:

1. Demonstrate broad knowledge of Western and non-Western history
2. Approach historical materials critically, analyzing and synthesizing information to answer or produce arguments and counter-arguments within the field
3. Communicate effectively in writing

## History Major Requirements

Students will complete the Major Core Requirements in History and then choose either the Standard Track program or the Integrative History Track program.

### History Major Core Requirements

HIST 3000	
The Professional Historian: Methods .....	4 s.h.
HIST 3001	
Historiography, Theory, and Christianity: Approaches to Doing History .....	4 s.h.
<i>Choose from the following courses .....</i>	<i>8 s.h.</i>
HIST 3150	
Race and Civil Rights in Modern America (4 s.h.)	
HIST 3300	
Intellectual and Cultural History of the United States (4 s.h.)	
HIST 3730	
The Civil War (4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
HIST 3010	
Middle Ages (4 s.h.)	
HIST 3020	
Europe from Renaissance to the Enlightenment (4 s.h.)	
RELG 3850	
History of the Christian Movement (4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
HIST 3110	
The Age of Revolutions: Europe 1789-1914 (4 s.h.)	
HIST 3120	
Europe and the Great Wars in the 20 <sup>th</sup> Century (4 s.h.)	
HIST 3440	
The European Mind since the Enlightenment (4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
HIST 3030	
Cultures in Contact: The Atlantic World 1440-1888 (4 s.h.)	
HIST 3550	
War and Peace in the Modern Middle East (4 s.h.)	
HIST 3650	
Cultures in Contact: Islam, Christianity, and Colonialism in Africa (4 s.h.)	
HIST 4001	
History Senior Seminar .....	4 s.h.
HIST 4990	
Comprehensive Assessment .....	0 s.h.

### Standard History Track

Standard History Track majors must take at least 4 s.h. from the following History of Ideas List; however, if HIST 3300 or HIST 3440 is taken to meet the European or American history requirements, that course will also meet the History of Ideas requirement, and 12 s.h.

of HIST electives must be taken. If the student has *not* satisfied the History of Ideas List, he/she *must* satisfy this list and take an additional 8 s.h. of HIST electives.

History of Ideas List

<i>Choose from the following courses</i> .....	4 s.h.
HIST 3300	
Intellectual and Cultural History of the United States (4 s.h.)	
HIST 3440	
The European Mind since the Enlightenment (4 s.h.)	
HIST electives .....	<u>12</u> s.h.
<b>Total Hours for Standard History Track Major</b> .....	<b>44 s.h.</b>

**Summary of Total Credits for Standard History Track**

Core Curriculum .....	42 s.h.
<u>Total Standard Track in History</u> .....	44 s.h.
History Major Core Requirements (32 s.h.)	
Electives in Major (12 s.h.)	
Electives/Minor.....	<u>38</u> s.h.
<b>Minimum to Earn Bachelor of Arts</b> .....	<b>124 s.h.</b>

**Integrative History Track**

Committed to interdisciplinary study, King offers an Integrative Track option for a History major. History students who choose the Integrative Track will be able to streamline a double-major with a second discipline that has a historical framework—such as philosophy, music history, English or American literature, and theology—drawing on strength from both fields of study. A carefully planned specific program of study (for the double major) will need to be included with the student’s Declaration of Major for the Integrative Track option.

In the Integrative Track, the student may count 16 semester hours of historically-related coursework in another field (see the majors specified below) toward eight hours of the traditional History major. The student must take 32 semester hours of History (HIST courses) in addition to the planned coursework in the related field to graduate with a History major.

Students will complete the History Major Integrative Track with a minimum of 16 s.h. of HIST courses at the 3000-level or above and a total of 28 s.h. at the 3000-level or higher in both disciplines.

Historically framed courses from one of the following disciplines .....	16 s.h.
• Biblical Studies	• Philosophy
• English	• Spanish
• French	• Theatre
• Music	
<b>Total for Integrative History Track</b> .....	<b>48 s.h.</b>

**Summary of Total Credits for Integrative History Track**

Core Curriculum .....	42 s.h.
<b>Total Integrative History Track</b> .....	<b>52 s.h.</b>
History Major Core Requirements (36 s.h.)	
Second Discipline Courses (16 s.h.)	
Electives/Minor.....	<u>30 s.h.</u>
<b>Minimum to Earn Bachelor of Arts</b> .....	<b>124 s.h.</b>

**Teacher Education - HISTORY**

The B.A. in History with Tennessee teaching licensure (Grades 6-12) is available with modifications to the History major and the King Core Curriculum as well as successful completion of the Secondary Education minor. Additional endorsements in either Government or Geography may be added to the History license; pursuing these endorsements is recommended. Tennessee requires teachers to be licensed in each social studies subject (history, government, geography, and economics). Licensed teachers in secondary education are in great demand in all fifty states.

Declaration of the Education minor as well as early and frequent advisement is essential to timely completion of both history and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major discipline advisor. See the “Admission to the Teacher Education Program” section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

**Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for History and/or Political Science/History, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Core Curriculum Requirement**

History majors seeking teaching licensure should fulfill the Citizenship category of the King Core Curriculum by taking the course indicated below. See the “The Core Curriculum” section of the catalog for additional details on fulfillment of other categories.

**U.S. and Global Citizenship**

PSCI 2010	
United States Government.....	4 s.h.

**BA in History Major Requirements for 6-12 Teaching Licensure**

ECON 2000	
Introduction to Economic Principles .....	4 s.h.

GEOG 2010	
Physical Geography .....	3 s.h.
HIST 2110	
Twentieth Century Global History .....	4 s.h.
HIST 2161	
An American Nation: Beginnings to 1877 .....	4 s.h.
HIST 2162	
An American Nation: 1877 to the Present .....	4 s.h.
PSCI 2010	
United States Government .....	4 s.h.
PSCI 2020	
World Politics .....	4 s.h.
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
HIST 3300	
Intellectual & Cultural History of the United States (4 s.h.)	
HIST 3440	
The European Mind since the Enlightenment (4 s.h.)	
PSCI 3710	
Ancient Political Thought (4 s.h.)	
PSCI 3720	
Modern Political Thought (4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
HIST 3010	
Middle Ages (4 s.h.)	
HIST 3020	
Europe from Renaissance to the Enlightenment (4 s.h.)	
RELG 3850	
History of the Christian Movement (4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
HIST 3110	
Age of Revolutions: Europe 1789-1914 (4 s.h.)	
HIST 3120	
Europe and the Great Wars (4 s.h.)	
HIST 3440	
European Mind since the Enlightenment (4 s.h.)	
HIST 4110	
The Holocaust and Genocide in Modern History (4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
HIST 3550	
War and Peace in the Modern Middle East (4 s.h.)	
HIST 3650	
Islam, Christianity and Colonialism in Africa (4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
HIST 3000	
The Professional Historian: Methods and Historiography (4 s.h.)	
HIST 4001	
History Seminar (4 s.h.)	

**Secondary Education Minor**

EDUC 2030	
Introduction to Teaching: Grades K-12 .....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum: Grades PreK-12 .....	1 s.h.
EDUC 2100	
Survey of Exceptional Children .....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	
Foundations of Education.....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3390*	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590*	
Content Area Reading .....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
EDUC 4490*	
Student Teaching: Grades 6-10 .....	5 s.h.
EDUC 4500*	
Student Teaching: Grades 9-12 .....	5 s.h.
EDUC 4940	
Introduction to edTPA.....	1 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12 .....	2 s.h.
PSCI 2120	
Cultural Diversity in America .....	4 s.h.
PSYC 3320	
Adolescent Development.....	4 s.h.
EDUC 4990*	
Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense) .....	0 s.h.

\*Requires admittance to the Teacher Education Program

**Summary of Total Credits for Licensure (6-12) in History**

Core Curriculum .....	42 s.h.
Major Requirements.....	47 s.h.
Secondary Education Minor.....	45 s.h.
<b>Minimum to Complete BA and the Licensure Program .....</b>	<b>134 s.h.</b>

**Teacher Education - HISTORY WITH GOVERNMENT**

**Core Curriculum Requirements**

Political Science/History majors seeking teaching licensure should fulfill the U.S. and Global Citizenship category of the King Core Curriculum by taking the course indicated below. See the “The Core Curriculum” section of the catalog for additional details on fulfilling other categories of the Core.

**U.S. and Global Citizenship**

IDST 2100	
Cultural Identity.....	4 s.h.

**BA in History with Government Major Requirements for 6-12 Teaching Licensure**

ECON 2000	
Introduction to Economic Principles .....	4 s.h.
GEOG 2010	
Physical Geography .....	3 s.h.
HIST 2110	
Twentieth Century Global History .....	4 s.h.
HIST 2161	
An American Nation: Beginnings to 1877 .....	4 s.h.
HIST 2162	
An American Nation: 1877 to the Present .....	4 s.h.
PSCI 2010	
United States Government .....	4 s.h.
PSCI 2020	
World Politics .....	4 s.h.
PSCI 3500	
Comparative Politics .....	4 s.h.
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
PSCI 3710	
Ancient Political Thought (4 s.h.)	
PSCI 3720	
Modern Political Thought (4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
HIST 3000	
The Professional Historian: Historical Study and Writing (4 s.h.)	
HIST 4001	
History Seminar (4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
HIST 3110	
Age of Revolutions: Europe 1789-1914 (4 s.h.)	
HIST 3120	
Europe, 1914 to the Present (4 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
SAIS 3250	
Politics and History of China (4 s.h.)	
HIST 3650	
A Survey of Modern African History (4 s.h.)	
PSCI or HIST	
Elective at the 3000 or 4000 level (4 s.h.)	

**Secondary Education Minor**

EDUC 2030	
Introduction to Teaching, Grades K-12 .....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum, Grades PreK-12 .....	1 s.h.
EDUC 2100	
Survey of Exceptional Children .....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction .....	3 s.h.

EDUC 2900	
Foundations of Education .....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3390*	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590*	
Content Area Reading .....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
EDUC 4490*	
Student Teaching, Grades 6-10.....	5 s.h.
EDUC 4500*	
Student Teaching, Grades 9-12.....	5 s.h.
EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4950*	
Capstone Seminar, Grades K-12 .....	2 s.h.
PSCI 2120	
Cultural Diversity in America .....	4 s.h.
PSYC 3320	
Adolescent Development.....	4 s.h.
EDUC 4990	
Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense) .....	0 s.h.

\*Requires admittance to the Teacher Education Program

**Summary of Total Credits for History + Government 6-12 Licensure**

Core Curriculum .....	42 s.h.
Major Requirements.....	55 s.h.
Secondary Education Minor.....	45 s.h.
<b>Minimum to Complete BA History+Government w/Licensure.....</b>	<b>142 s.h.</b>





**History Minor**

American History.....	<i>at least 4 s.h.</i>
European History .....	<i>at least 4 s.h.</i>
Non-Western History .....	<i>at least 4 s.h.</i>
Electives at 3000-level or above .....	<u>8</u> s.h.
<b>Total Minor Requirements.....</b>	<b>20 s.h.</b>



**Program Coordinator: M. Dotterweich**

The B.S. in History taken online at King University will correlate in many ways to the traditional program and is designed for students who would like to complete a bachelor’s degree through the online platform. The online courses composing the B.S. program are not appropriate, in most cases, for traditional face-to-face students in the History program at King to take. The online history courses in the program should be taken only by students enrolled in the BS program or by students enrolled in King’s other GPS programs. The online program is offered in a series of 5-week courses, 3 per semester, and is designed to cover American, European, and World History, and includes courses focusing on historiography, methods, and writing. Each semester of offerings has a thematic focus, and students can enter either at the (A) or the (B) block (first or second 5-week sessions) during a semester.

At the end of the online history program, students will be equipped to:

1. Demonstrate broad knowledge of Western and non-Western history
2. Approach historical materials critically, analyzing and synthesizing information to answer or produce arguments and counter-arguments within the field
3. Communicate effectively in writing

**Online History BS Requirements**

HIST 3730	
The Civil War .....	4 s.h.
HIST 2161	
An American Nation: Beginnings to 1877 .....	4 s.h.
HIST 2162	
An American Nation: 1877 to the Present .....	4 s.h.
HIST 3030	
Cultures in Contact: The Atlantic World, 1440-1888.....	4 s.h.
HIST 3010	
Cultures in Contact: The Middles Ages.....	4 s.h.
HIST 3650	
Cultures in Contact: Islam, Christianity and Colonialism in Africa.....	4 s.h.
HIST 3120	
Europe and the Great Wars.....	4 s.h.
HIST 3775	
The Cold War .....	4 s.h.
HIST 3770	
Science in Culture: Inquiry in the Laboratory and Field .....	4 s.h.
HIST 3001	
Public History .....	4 s.h.
HIST 3000	
Professional Historian: Methods and Historiography.....	4 s.h.

HIST 4001	
History Seminar .....	4 s.h.
HIST 4990	
Comprehensive Assessment. ....	<u>0</u> s.h.
<b>Total</b> .....	<b>48 s.h.</b>



**Information Technology  
Bachelor of Science  
Communication, Information, & Design  
GPS/Online**

**Program Coordinator: N. Edwards**

The Bachelor of Science in Information Technology (BSIT) curriculum for the GPS/Online BSIT program is built upon the Association of Computing Machinery (ACM) Curricular Model and embodies the goals and outcomes as articulated by the ACM.

Each student elects a four-course track in one of the following areas: Cybersecurity, Network Management, or Information Systems. The track occurs within the last two semesters of the program. Upon acceptance to the program, students are required to submit their choices for the three tracks, in order of preference. Tracks are offered dependent upon student demand; every effort will be made to honor a student's first choice.

The various courses of study provide graduates with the skills and knowledge to fill appropriate professional positions or to pursue graduate study. Courses offer theoretical knowledge and hands-on skill development.

**Technology Requirements**

Laptop computer, with minimum of Microsoft Office 2010 or newer (including Microsoft Access), wireless capability, and webcam required. Please note that Microsoft Access is not currently compatible with the Apple operating system.

**Student Learning Outcomes**

Through the BSIT program's student learning outcomes, students are prepared to fulfill King's mission to build meaningful lives of achievement and cultural transformation in classes that focus on ethical computing practices with an emphasis on the protection of sensitive data.

Students will demonstrate the following skills upon graduation:

1. Graduates will demonstrate general knowledge of information technology.
2. Graduates will demonstrate specialized knowledge of track area (Cybersecurity, Network Management, or Information Systems).
3. Graduates will communicate effectively with all stakeholders (academic and workplace).
4. Graduates will recognize the importance of privacy and security in the information technology environment.

**Comprehensive Assessment in BSIT**

All candidates for a degree from King are required to demonstrate competency in their major field. Comprehensive assessment in the Information Technology program allows students to demonstrate competency in information technology theory and practice by means of a portfolio that is presented to department faculty. The portfolio presentation is submitted online during ITEC 3780 at the end of the semester in which the student intends to graduate. Any student who does not satisfy the requirements of the portfolio will not graduate until the requirements have been met.

## Information Technology Core Major Requirements

ITEC 2000	
Computer Concepts .....	4 s.h.
ITEC 2020	
Introduction to Programming .....	4 s.h.
TCOM 2420	
Professional Writing for Information Technology .....	4 s.h.
ITEC 2700	
Foundations of Information Technology .....	4 s.h.
ITEC 3450	
Database Management.....	4 s.h.
ITEC 3460	
Systems Analysis.....	4 s.h.
ITEC 3655	
Introduction to Internet Programming .....	4 s.h.
ITEC 3710	
Cloud Computing .....	4 s.h.
ITEC 3755	
Current Issues in Technology .....	2 s.h.
ITEC 3780	
Final Portfolio Presentation and Assessment .....	2 s.h.
ITEC 4990	
Comprehensive Assessment .....	0 s.h.

**NOTE:** ITEC 2700 Foundations of Information Technology is offered to students who do not have prior information technology (IT) or who desire to update current fundamental IT skills. ITEC 2700 is not required for the BSIT degree and is offered online in a 15-week format.

## Track Requirements

Students will choose a track in Cybersecurity, Network Management, or Information Systems.

### Cybersecurity Track

ITEC 3760	
Introduction to Cybersecurity.....	4 s.h.
ITEC 3761	
Cybersecurity Policy .....	4 s.h.
ITEC 3762	
Computer Forensics.....	4 s.h.
ITEC 3763	
Cybersecurity for Mobile Devices.....	4 s.h.
<b>Track Total</b> .....	<b>16 s.h.</b>

**Network Management Track**

ITEC 3500	
Network Management .....	4 s.h.
ITEC 3510	
Wireless Network Management .....	4 s.h.
ITEC 3520	
Mobile Network Management.....	4 s.h.
ITEC 3530	
Enterprise & Wide Area Networks.....	<u>4</u> s.h.
<b>Track Total .....</b>	<b>16 s.h</b>

**Information Systems Track**

ITEC 3500	
Network Management .....	4 s.h.
ITEC 3760	
Introduction to Cybersecurity.....	4 s.h.
<i>Choose from the following courses.....</i>	<u>8</u> s.h.
ITEC 3510	
Wireless Network Management (4 s.h.)	
ITEC 3520	
Mobile Network Management (4 s.h.)	
ITEC 3530	
Enterprise & Wide Area Networks (4 s.h.)	
ITEC 3761	
Cybersecurity Policy (4 s.h.)	
ITEC 3762	
Computer Forensics (4 s.h.)	
ITEC 3763	
Cybersecurity for Mobile Devices (4 s.h.)	
<b>Track Total .....</b>	<b>16 s.h.</b>

**Summary of Total Credits for Information Technology**

General Education for GPs/Online .....	30 s.h.
Core Major Requirement.....	32 s.h.
Track Requirements.....	16 s.h.
Total Major Requirements .....	48 s.h.
Electives/Minor/Second Major .....	<u>46</u> s.h.
<b>Total for Bachelor of Science in Information Technology .....</b>	<b>124 s.h.</b>



**Intercultural Studies  
Minor  
Peeke School of Christian Mission**

**Program Coordinator: D. Kreiss**

Intercultural Studies is an interdisciplinary program designed to equip students to interact effectively in an increasingly interdependent and culturally-diverse world. With its focus on global competencies in language and culture, world affairs, and service, the program challenges students to think critically about western and non-western cultures, to develop global self-awareness, and to consider the ethical implications of decisions that affect their lives and the lives of others, both locally and globally.

Because of its emphasis on skills vital to cross-cultural life, work, and service, the minor complements a variety of majors and gives students a competitive edge in seeking employment in businesses, communication, education, global health, history and politics, nonprofit organizations, ministries, and government agencies serving culturally diverse communities. Students completing a minor in Intercultural Studies position themselves for maximum impact in a culturally-diverse world.

**Intercultural Studies Minor Requirements**

- ICST 2310
  - Introduction to Cultural Anthropology ..... 4 s.h.
- Choose from the following courses* ..... 4 s.h.
  - ICST 2100
    - The World Christian Movement (4 s.h.)
  - IDST 2100
    - Cultural Identity (4 s.h.)
  - PSCI 2020
    - World Politics (4 s.h.)
  - RELG 2430
    - Encountering the World’s Religions (4 s.h.)
- Choose from the following courses* ..... 4 s.h.
  - ENGL 3370
    - Post-Colonial Literature (4 s.h.)
  - ENGL 3690
    - Special Topics: Ethnic-American Literature (4 s.h.)
  - FREN Elective
    - Any 3000-level French Course (4 s.h.)
  - PHIL 2400
    - Asian Philosophy (4 s.h.)
  - PHIL 2430
    - Classic Islamic Philosophy (4 s.h.)
  - PHIL 3760
    - Aesthetics: The Philosophy of Art, Beauty, and Culture (4 s.h.)
  - SPAN Elective
    - Any 3000-level Spanish Course (4 s.h.)

*Choose from the following courses* ..... 4 s.h.

- ECON 3270  
Intermediate Macroeconomic Theory (4 s.h.)
- ENGL 3370  
Post-Colonial Literature (4 s.h.)
- HIST 3550  
War and Peace in the Modern Middle East (4 s.h.)
- HIST 3650  
Cultures in Contact: Islam, Christianity, and  
Colonialism in Africa (4 s.h.)
- PSCI 3292  
Religion and Politics (4 s.h.)
- PSCI 3500  
Comparative Politics (4 s.h.)

*Choose from the following courses* ..... 4 s.h.

- ENGL 2920  
Advanced Composition: Rhetorical and  
Narrative Patterns (4 s.h.)
- LEAD 2400  
Mentoring (4 s.h.)
- SOWK 3420  
Human Diversity and Ethical Issue (4 s.h.)
- YTMN  
Youth Ministry in Varied Contexts (4 s.h.)

**Total** ..... **20 s.h.**





**Interdisciplinary Studies  
Bachelor of Science  
Bachelor of Arts  
Traditional**

**Contact: K. Vande Brake**

The Interdisciplinary Studies program allows students to pursue a combination of academic coursework not available through a traditional major. Through Interdisciplinary Studies, students are provided opportunities to develop knowledge and skills in disciplines of special interest. This “major” combines courses that are currently available across disciplines and organizes them into distinctive individualized programs of study. This option allows for creation of programs that best suit a student’s needs, interests, and career objectives. A student’s Interdisciplinary major will be either a B.A. or a B.S. depending on the academic content of the program of study.

**Academic Advising for the Interdisciplinary Studies Program**

Students interested in the Interdisciplinary Studies Program should contact Dr. Katherine Vande Brake, the advisor for IDST. Together student and advisor will develop a plan of study that will be used to determine compliance for degree requirements and sequence of courses. The plan will be approved by Dr. Vande Brake and also by the program coordinators in the identified academic disciplines before it is filed with the Office of Registration and Records.

To qualify for admission to the program, an applicant will submit:

1. A résumé and a statement outlining academic or professional aspirations and rationale for a specialized program to Dr. Katherine Vande Brake
2. A proposal that lists the academic disciplines the student wants to pursue.

**Interdisciplinary Studies Major Requirements**

1. Completion of pre-approved coursework in two or three academic disciplines:
  - a. A major shall consist of a minimum of 48 hours with no less than 24 hours in one discipline and remaining hours in another discipline or disciplines.
  - b. The remainder of hours required for graduation will be completed in pre-approved courses that are categorized as general education, a minor, a concentration, or electives.
2. At least 28 hours from the academic disciplines in the major must be taken at or above the 3000 level.
3. At least 30 hours of coursework in the Interdisciplinary Studies program must be completed at King following admission to the program.
4. Seventy-five percent of each discipline must be completed at King.
5. A student cannot minor in either the primary or secondary discipline.

**Student Learning Outcomes for Interdisciplinary Studies**

1. Students’ comprehensive assessment portfolio discipline-specific artifacts will demonstrate impeccable citation and documentation of sources in academic writing formats appropriate to their chosen disciplines.
2. Students’ *Cultural Transformation Essays* in their comprehensive assessment portfolios will demonstrate their ability to articulate how their studies at King

University have enabled them to both write about and enact the connections of their academic work to the King missions statement’s emphasis on “transformation of culture in Christ.”

**Comprehensive Assessment for Interdisciplinary Studies**

Students will complete a portfolio to demonstrate their knowledge and skills before graduation. Program coordinators in the academic disciplines can designate readers who are subject-matter experts to evaluate the portfolio. The IDST Program Coordinator communicates results to the Office of Registration and Records.

**Summary of Total Credits for Traditional Students**

Core Curriculum .....	42 s.h.
Major Requirements .....	48 s.h.
Electives/Minor/Second Major:.....	<u>34 s.h.</u>
<b>Minimum to Earn Bachelor of Arts or Bachelor of Science.....</b>	<b>124 s.h.</b>



Students pursuing the Leadership minor will experience a program consisting of a core of leadership courses, an interdisciplinary curriculum of carefully selected elective courses, and leadership experience.

Students will develop core knowledge about leadership through course content and practical experience involving the following broad areas: (a) faith, ethics, and values; (b) communication and group dynamics; (c) organizational structure and social science; and (d) multiculturalism.

**Electives for Leadership Minor**

Each student pursuing the leadership minor will, upon declaration, meet with the leadership program coordinator to develop a plan of study that identifies the appropriate number of elective courses.

These courses, which should be selected based on the student’s vocational goals, should further equip the student for leadership by providing them with additional skills, knowledge, and abilities. Normally, these elective courses may NOT overlap with courses required by either the core curriculum or the student’s major.

The plan of study, when completed, will be submitted to the Office of Registration and Records for use in the degree audit. Changes to the plan of study must be approved by the program coordinator.

**LEAD Course Rotation Schedule**

All LEAD courses, with the exception of LEAD 2200, are taught both face-to-face and online in a rotation such that students can complete all required courses in a maximum of four semesters.

	LEAD 2100 <i>Introduction to Leadership</i>	LEAD 2200 <i>The 7 Habits of Highly Effective People</i>	LEAD 2400 <i>Mentoring</i>	LEAD 3000 <i>Leadership Theory</i>	LEAD 3500 <i>Great Texts</i>	Lead 3810 <i>Leadership Experience</i>
Even Fall		Online	Online			On Demand
Odd Spring	Face-to-Face	Online			Online	On Demand
Odd Summer	Online	Online		Online		
Odd Fall		Online	Online			On Demand
Even Spring	Face-to-Face	Online		Online		On Demand
Even Summer	Online	Online	Online			

**Leadership Minor**

TCOM 1000	
Speech Fundamentals .....	2 s.h.
(Students desiring an online option may substitute TCOM 1010)	
LEAD 2100	
Introduction to Leadership.....	2 s.h.
LEAD 2400	
Mentoring .....	2 s.h.
LEAD 3000	
Leadership Theory .....	2 s.h.
LEAD 3500	
Great Texts in Leadership.....	2 s.h.
LEAD 3810	
Leadership Experience .....	2 s.h.
Electives (pre-approved).....	<u>8</u> s.h.
<b>Total Minor Requirements .....</b>	<b>20 s.h.</b>



**Mathematics  
Bachelor of Science  
Arts & Sciences  
Traditional**

**Program Coordinator: W. Linderman**

The B.S. in Mathematics covers a wide variety of concepts and theories in mathematics. It develops the ability to think critically, analytically, and logically, and it examines applications of mathematics across the disciplines. The mission of the Mathematics program is to produce graduates with outstanding problem-solving skills and the ability to reason and communicate mathematical ideas in order to build meaningful lives of achievement for careers in business, education, engineering, statistics, actuarial science, and many other areas.

**Student Learning Outcomes**

1. Students will be able to utilize the techniques of undergraduate mathematics to solve problems.
2. Students will be able to construct proofs from a given set of mathematical hypotheses.
3. Students will be able to share their mathematical insights effectively with others in academic setting.

The Mathematics major at King requires fewer semester hours than most other majors, which makes it an ideal choice to combine with and enhance another major. Recent students' choices of double majors, in addition to Mathematics, have been Business, Biology, Chemistry, Physics, History, Security and Intelligence Studies, and Political Science.

Computer resources are available through campus computer labs. King has a site license for the computer algebra system *Mathematica*, giving students the opportunity to implement a wide variety of algorithms studied in their coursework.

All candidates for a B.S. in Mathematics are required to demonstrate competency in mathematics by either earning a passing grade on the Major Field Achievement Test in mathematics or on the PRAXIS, if they are pursuing secondary education licensure. MATH 4930 Mathematics Capstone is an optional one credit hour course designed specifically to help students prepare for these tests.

**Core Curriculum Requirements**

Mathematics majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalog for additional details.

**Quantitative Literacy**

MATH 2350

Calculus I..... 4 s.h.

### Mathematics Major Requirements

MATH 2360	
Calculus II.....	4 s.h.
MATH 2370	
Vector Calculus .....	4 s.h.
MATH 2410	
Discrete Mathematics .....	4 s.h.
MATH 2450	
Linear Algebra.....	4 s.h.
MATH 2480	
History of Mathematics .....	2 s.h.
MATH 4930	
Mathematics Capstone ( <i>optional</i> )	
MATH 4990	
Comprehensive Assessment .....	0 s.h.

### Track Requirements for a B.S. in Mathematics

Students will choose either the General Track or the Research Track.  
(Students who have an interest in attending graduate school in mathematics are highly encouraged to pursue the Research Track.)

### General Mathematics Track

*Choose one from the following courses* ..... 4 s.h.

- MATH 3510  
    Abstract Algebra (4 s.h.)
- MATH 3610  
    Analysis (4 s.h.)

*Choose additional electives from the following* ..... 8 s.h.

- MATH 2100  
    Programming with Graphics, Symbols, and Text (2 s.h.)
- MATH 3100  
    Graph Theory (4 s.h.)
- MATH 3110  
    Combinatorics (2-4 s.h.)
- MATH 3120  
    Number Theory (2 s.h.)
- MATH 3150  
    Mathematical Statistics (4 s.h.)
- MATH 3250  
    Geometry (4 s.h.)
- MATH 3430  
    Differential Equations (4 s.h.)
- MATH 3510  
    Abstract Algebra (4 s.h.)
- MATH 3520  
    Further Studies in Abstract Algebra (2 s.h.)
- MATH 3610  
    Analysis (4 s.h.)
- MATH 3620  
    Further Studies in Analysis (2 s.h.)

Additional Math or Natural Science Electives at or above 2100 level ..... 6 s.h.

**Research Mathematics Track**

MATH 3510	
Abstract Algebra.....	4 s.h.
MATH 3520	
Further Studies in Abstract Algebra .....	2 s.h.
MATH 3610	
Analysis .....	4 s.h.
MATH 3620	
Further Studies in Analysis.....	2 s.h.
MATH 4800	
Research in Mathematics.....	2 s.h.
Additional Math or Natural Science Electives at or above 2100 level .....	4 s.h.

**Summary of Total Credits**

Core Curriculum .....	42 s.h.
Major Requirements.....	36 s.h.
Electives/Minor/Second Major .....	46 s.h.
<b>Minimum to Earn Bachelor of Science in Mathematics.....</b>	<b>124 s.h.</b>

**Mathematics and Physics Double Major**

The B.S. in Mathematics and Physics is a double major that satisfies all of the requirements for both majors. Please see the Student Learning Outcomes listed with each major.

**Core Curriculum Requirements**

Mathematics and Physics double majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalog for additional details.

**Quantitative Literacy**

MATH 2350	
Calculus I.....	4 s.h.

**Science**

CHEM 1110	
General Chemistry I.....	4 s.h.

**Mathematics and Physics Double Major Requirements**

MATH 2360	
Calculus II.....	4 s.h.
MATH 2370	
Vector Calculus .....	4 s.h.
MATH 2410	
Discrete Mathematics .....	4 s.h.
MATH 2450	
Linear Algebra.....	4 s.h.
MATH 2480	
History of Mathematics .....	2 s.h.
MATH 3430	
Differential Equations.....	4 s.h.

<i>Choose from the following courses</i> .....	4 s.h.
MATH 3510	
Abstract Algebra (4 s.h.)	
MATH 3610	
Analysis (4 s.h.)	
PHYS 2210	
General Physics I .....	4 s.h.
PHYS 2220	
General Physics II .....	4 s.h.
PHYS 3010	
Theoretical Mechanics .....	4 s.h.
PHYS 3030	
Electricity and Magnetism .....	4 s.h.
PHYS 3060	
Introduction to Modern Physics .....	4 s.h.
PHYS 3502	
Experimental Methods .....	2 s.h.
PHYS 4201	
Advanced Topics .....	2 s.h.
PHYS 4080	
Quantum Mechanics .....	4 s.h.
<i>Choose additional electives from the following</i> .....	8 s.h.
CHEM 4000	
Physical Chemistry I (5 s.h.)	
MATH 2100	
Programming with Graphics, Symbols, and Text (2 s.h.)	
MATH 3100	
Graph Theory (4 s.h.)	
MATH 3110	
Combinatorics (2-4 s.h.)	
MATH 3120	
Number Theory (2 s.h.)	
MATH 3150	
Mathematical Statistics (4 s.h.)	
MATH 3250	
Geometry (4 s.h.)	
MATH 3470	
Applied Mathematics (2-4 s.h.)	
MATH 3510	
Algebra (4 s.h.)	
MATH 3520	
Studies in Abstract Algebra (2 s.h.)	
MATH 3610	
Analysis (4 s.h.)	
MATH 3620	
Further Studies in Analysis (2 s.h.)	
PHYS 3052	
Optics (4 s.h.)	
PHYS 3072	
Heat and Thermodynamics (4 s.h.)	



PHYS 3401	
Medical Physics (4 s.h.)	
PHYS 3500	
Computational Physics (4 s.h.)	
IDST 4500	
Interdepartmental Math and Science Seminar .....	2 s.h.
MATH 4930	
Mathematics Capstone ( <i>optional</i> )	
MATH 4990	
Comprehensive Assessment .....	0 s.h.
PHYS 4990	
Comprehensive Assessment .....	0 s.h.

**Summary of Total Credits for Mathematics and Physics (Double)**

Core Curriculum .....	42 s.h.
Major Requirements.....	64 s.h.
Electives/Minor/Second Major: .....	18 s.h.
<b>Minimum for Bachelor of Science in Mathematics and Physics...</b>	<b>124 s.h.</b>

**Teacher Education - MATHEMATICS**

The B.S. in Mathematics with Tennessee teaching licensure (Grades 6-12) is available with modifications to the Mathematics major and the King Core Curriculum as well as successful completion of the Secondary Education minor. Licensed teachers in secondary education are in great demand in all fifty states, and the areas of science and mathematics are considered critical need areas in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the “Admission to the Teacher Education Program” section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timeliness.

**Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for Mathematics, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

### Core Curriculum Requirement

Mathematics majors seeking teaching licensure should fulfill Quantitative Literacy in the King Core Curriculum by taking the course indicated below. “The Core Curriculum” section of the catalog for has additional details on fulfillment of other categories of the Core.

#### Quantitative Literacy

MATH 2350	
Calculus I .....	4 s.h.

### BS in Mathematics Major Requirements for Teaching Licensure

MATH 2100	
Programming with Graphics, Symbols, and Text.....	2 s.h.
MATH 2360	
Calculus II.....	4 s.h.
MATH 2410	
Discrete Mathematics .....	4 s.h.
MATH 2450	
Linear Algebra .....	4 s.h.
MATH 3120	
Number Theory.....	2 s.h.
MATH 3150	
Mathematical Statistics.....	4 s.h.
MATH 3250	
Geometry .....	4 s.h.
<i>Choose from the following courses</i> .....	4 s.h.
MATH 2370	
Vector Calculus (4 s.h.)	
MATH 3430	
Differential Equations (4 s.h.)	
MATH 3470	
Applied Mathematics (4 s.h.)	
MATH 3510	
Abstract Algebra (4 s.h.)	
MATH 3610	
Analysis (4 s.h.)	
Math or Natural Science Elective at or above 2100 level.....	4 s.h.

### Secondary Education Minor

EDUC 2030	
Introduction to Teaching: Grades K-12 .....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum: Grades PreK-12 .....	1 s.h.
EDUC 2100	
Survey of Exceptional Children .....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	
Foundations of Education .....	3 s.h.
EDUC 2950	
Technology for Teachers.....	2 s.h.

EDUC 3390*	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590*	
Content Area Reading .....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
EDUC 4490*	
Student Teaching: Grades 6-10 .....	5 s.h.
EDUC 4500*	
Student Teaching: Grades 9-12 .....	5 s.h.
EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12 .....	2 s.h.
PSCI 2120	
Cultural Diversity in America .....	4 s.h.
PSYC 3320	
Adolescent Development.....	4 s.h.
EDUC 4990*	
Comprehensive Assessment (passing state-required Praxis II, successful portfolio completion, successful portfolio defense) .....	0 s.h.

\*Requires admittance to the Teacher Education Program

**Summary of Total Credits for Secondary Licensure in Mathematics**

Core Curriculum .....	42 s.h.
Major Requirements.....	32 s.h.
Secondary Education Minor.....	45 s.h.
Electives .....	<u>6 s.h.</u>
<b>Minimum to Complete BS in Math with Licensure.....</b>	<b>125 s.h.</b>



**Mathematics  
Minor  
Arts & Sciences  
Traditional**

**Mathematics Minor**

MATH 2350	
Calculus I.....	4 s.h.
MATH 2360	
Calculus II .....	4 s.h.
<i>Choose from the following courses</i> .....	4 s.h.
MATH 2370	
Vector Calculus (4 s.h.)	
MATH 2410	
Discrete Mathematics (4 s.h.)	
MATH 2450	
Linear Algebra (4 s.h.)	
MATH 3430	
Differential Equations (4 s.h.)	
<i>Choose from the following courses</i> .....	<u>  8  </u> s.h.
BIOL 3250	
Bioinformatics (4 s.h.) – <i>Non-Bioinformatics majors only</i>	
Mathematics electives at or above 2100 level (4-8 s.h.)	
<b>Total Minor Requirements</b> .....	<b>20 s.h.</b>



**Arts & Sciences  
Music and Music Education  
Bachelor of Arts  
Traditional**

**Program Coordinator: P. Flannagan**

The B.A. in Music is designed to educate students in all areas of musical arts in an academically rigorous and pre-professional environment that integrates Christian faith, scholarship, service, and career to create distinctive performances and to encourage exploration of our culture through the performance of thought-provoking, challenging, as well as entertaining music.

Our vision is to grow continually as a comprehensive music program, with pre-professional training opportunities, that builds lives for achievement in music and cultural transformation in Christ. Music majors are prepared to pursue careers in performance, music education, and/or music ministry. All students graduating from King University with a major in music may be suitable candidates for graduate schools offering advanced degrees in music.

Music students must choose one Track within the music program: Applied Music, Music Education Vocal/General, Music Education Instrumental/General. Music Education students can choose to add K-12 Licensure in order to be prepared to teach in public schools.

The music department produces six major concerts each year and numerous smaller programs in churches, schools, and civic clubs. The department encourages student participation in national conferences and festivals and prepares students for internships with music professionals in the community. Participation in some ensembles and in concerts is open to all students by audition, regardless of major.

**Performance Requirements**

Music majors and music minors are expected to be involved in several concerts each year members of a musical ensemble. In addition, all Music and Music Education majors are required to complete a keyboard proficiency exam and to perform a solo recital in their primary instrument (voice, piano, organ, band instrument) during their senior year.

**Applied Music (APMU)**

Weekly one-hour private lessons in brass, harpsichord, organ, percussion, piano, voice, and woodwinds are offered for credit. For one credit hour the student is expected to practice at least six hours per week.

Upon beginning the study of applied music, the instructor will place the student at the proper level (elementary, intermediate, advanced), which is indicated by the first digit in the course number. The second digit indicates the area of study, and the third digit indicates the number of semesters a student has on one level of competency.

There is no limit to the number of semesters a student may spend at one level. Advancement from one level to another is accomplished through performance juries and is a decision made by the faculty of the music program.

**Elementary Level:**

MUSC 1210, 1220 .....	Piano
MUSC 1310, 1320 .....	Organ
MUSC 1410, 1420 .....	Voice
MUSC 1510, 1520 .....	Harpichord
MUSC 1610, 1620 .....	Woodwinds
MUSC 1710, 1720 .....	Brass
MUSC 1810, 1820 .....	Percussion

**Intermediate Level:**

MUSC 2210, 2220 .....	Piano
MUSC 2310, 2320 .....	Organ
MUSC 2410, 2420 .....	Voice
MUSC 2510, 2520 .....	Harpichord
MUSC 2610, 2620 .....	Woodwinds
MUSC 2710, 2720 .....	Brass
MUSC 2810, 2820 .....	Percussion

**Advanced Level:**

MUSC 3210, 3220 .....	Piano
MUSC 3310, 3320 .....	Organ
MUSC 3410, 3420 .....	Voice
MUSC 3510, 3520 .....	Harpichord
MUSC 3610, 3620 .....	Woodwinds
MUSC 3720, 3720 .....	Brass
MUSC 3810, 3820 .....	Percussion

**Core Curriculum Requirements for all Music Students**

It is recommended that Music and Music Education majors choose from the following list for the Humanities category of the Core Curriculum and to take the courses designated below in other Core Curriculum categories.

**Humanities**

*Choose from the following courses* ..... 4 s.h.

- MUSC 1110  
Symphonic Choir (1 s.h. can be repeated up to 4 s.h.)
- MUSC 1130  
Jazz Gospel Choir (1 s.h. can be repeated up to 4 s.h.)
- MUSC 1140  
Men’s Ensemble (1 s.h. can be repeated up to 4 s.h.)
- MUSC 1150  
Symphonic Band (1 s.h. can be repeated up to 4 s.h.)
- MUSC 1160  
Women’s Ensemble (1 s.h. can be repeated up to 4 s.h.)
- MUSC 3110  
Collegium Musicum (1 s.h. can be repeated up to 4 s.h.)
- MUSC 3181  
History of Jazz (4 s.h.)

**US and Global Citizenship**

- IDST 2100  
Cultural Identity ..... 4 s.h.

### Requirements for all Music Majors

MUSC 1010	
Music Theory I .....	4 s.h.
MUSC 1011	
Aural Skills I.....	0 s.h.
MUSC 1020	
Music Theory II .....	4 s.h.
MUSC 1021	
Aural Skills II.....	0 s.h.
MUSC 2000	
Music in Context .....	4 s.h.
MUSC 2010	
Harmony and Basic Composition I .....	4 s.h.
MUSC 2011	
Aural Skills III .....	0 s.h.
MUSC 2020	
Harmony and Basic Composition II.....	4 s.h.
MUSC 2021	
Aural Skills IV .....	0 s.h.
MUSC 3620	
Conducting I .....	2 s.h.
MUSC 3291	
Keyboard Proficiency Exam.....	0 s.h.
MUSC 3880.	
Senior Recital .....	0 s.h.
MUSC 4900	
Comprehensive Assessment (standardized MFT) .....	0 s.h.
Applied Music (Private Lessons).....	6 s.h.
Ensemble Participation .....	<u>8</u> s.h.
<b>Total Music Requirements for All Music Majors.....</b>	<b>36 s.h.</b>

### Applied Music Track

Students who major in music at King (without completing Music Education) will demonstrate knowledge of musical heritage and its role in world civilizations, demonstrate knowledge of principles of musical arts in the community, and demonstrate an ability to evaluate music from the perspectives of performer, practitioner, and patron.

MUSC 1500	
Introduction to Music Research.....	2 s.h.
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
MUSC 3010	
Counterpoint (2 s.h.)	
MUSC 3020	
Form and Analysis (2 s.h.)	
MUSC 3030	
Orchestration/Arranging (2 s.h.)	
MUSC 3040	
Post-tonal Music Theory (2 s.h.)	
<i>Choose from the following courses .....</i>	<i>8 s.h.</i>
MUSC 3150	
Medieval and Renaissance Music (4 s.h.)	

- MUSC 3160  
Baroque and Classical Music (4 s.h.)
- MUSC 3170  
Romanticism in Music (4 s.h.)
- MUSC 3180  
The Modern Era of Music (4 s.h.)
- MUSC 3181  
The History of Jazz (4 s.h.)

*Choose from the following courses* ..... 4 s.h.

- MUSC 3910  
Piano Literature (4 s.h.)
- MUSC 3920  
Organ Literature (4 s.h.)
- MUSC 3930  
Vocal Literature (4 s.h.)
- MUSC 3940  
Choral Literature (4 s.h.)
- MUSC 3950  
Band Literature (4 s.h.)

**Total Applied Music Track Requirements**..... **18 s.h.**

**Summary of Total Credits for Applied Music**

Core Curriculum .....	42 s.h.
Major Requirements all Music Majors (36 s.h.)	
Applied Music Track (18 s.h.)	
Total Applied Music .....	54 s.h.
Electives/Minor .....	<u>28 s.h.</u>
<b>Minimum to Earn Bachelor of Arts in Music</b> .....	<b>124 s.h.</b>

**Music Education Track with K-12 Licensure**

The Music Education degree is designed to prepare highly qualified, entry-level professional music educators. Graduates will exhibit academic and technical competence and an appreciation of diverse abilities and cultures in school, community, and professional settings. Because of the broad scope of music education, this major provides two choices for specialized training in Music Education: vocal/general track and instrumental/general track.

The department frequently invites guest artists to campus for performances and student workshops to enhance students' growth as musicians and music educators.

All students graduating from King with a major in music education may be suitable candidates for graduate school offering an advanced degree in music education. Music education majors are prepared to pursue careers in teaching music, performance, and/or music ministry.

Students who major in music education at King will demonstrate a basic knowledge of music theory through the correct application and analysis of four part writing in an original composition, demonstrate knowledge of Western musical heritage as interrelated to the development of western civilization, display competency as a performer and conductor, and demonstrate preparation for future leadership in music in various educational and musical settings.



NOTE: All Music Education majors must advance through performance juries to the Applied Music, Intermediate level of their major instrument (voice, piano, band instrument).

**Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for Music, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Music Education Major Requirements**

MUSC 2950	
Music Technology .....	2 s.h.
<i>Choose from the following courses</i> .....	4 s.h.
MUSC 3150	
Medieval and Renaissance Music (4 s.h.)	
MUSC 3160	
Baroque and Classical Music (4 s.h.)	
MUSC 3170	
Romanticism in Music (4 s.h.)	
MUSC 3180	
The Modern Era of Music (4 s.h.)	
MUSC 3181	
History of Jazz (4 s.h.)	

**Tracks within Music Education (Choose One Track)**

**Vocal/General**

MUSC 1110	
Symphonic Choir (min. of 2 semesters) .....	2 s.h.
MUSC 2110	
Introduction to Instrumental Music .....	3 s.h.
MUSC 2700	
Diction for the Singer .....	2 s.h.
MUSC 3020	
Form and Analysis .....	2 s.h.
MUSC 3630	
Conducting II: Choral .....	2 s.h.
MUSC 3950	
Public School Music Literature .....	4 s.h.

EDUC 3542*	
Secondary Music Methods.....	3 s.h.
EDUC 3393*	
Content Specific Practicum, Secondary Music Education .....	<u>1</u> s.h.
<b>Total Vocal/General Track .....</b>	<b>25 s.h.</b>

**Instrumental/General**

MUSC 1150	
Symphonic Band (min. 2 semesters) .....	2 s.h.
MUSC 3030	
Arranging/Orchestration .....	2 s.h.
MUSC 3500	
Instrumental Methods and Techniques I.....	4 s.h.
MUSC 3510	
Instrumental Methods and Techniques II .....	4 s.h.
MUSC 3631	
Conducting III: Instrumental .....	2 s.h.
MUSC 3960	
Band Literature .....	4 s.h.
EDUC 3543	
Secondary Instrumental Music Methods .....	3 s.h.
EDUC 3394	
Content Specific Practicum .....	<u>1</u> s.h.
<b>Total Instrumental/General Track.....</b>	<b>28 s.h.</b>

**Education Minor for K-12 Licensure for Music in Public Education**

Students wishing to be licensed to teach in public schools must complete the Music Major Core requirements, additional requirements for all Music Education majors, and either the vocal/general or the instrumental/general track. This coursework is preparation for the addition of the professional education minor for K-12 Licensure.

**K-12 Licensure (Education Minor) Requirements**

EDUC 2030, 2031	
Introduction to Teaching: Grades K-12.....	3 s.h.
EDUC 2100	
Survey of Exceptional Children.....	4 s.h.
EDUC 2900	
Foundations of Education .....	3 s.h.
<i>Choose from the following courses .....</i>	<i>3-4 s.h.</i>
ENGL 3170*	
Literacy Development and Reading Instruction in the Elementary and Middle Grades (4 s.h.)	
EDUC 3590*	
Content Area Reading (3 s.h.)	
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
PSYC 3310	
Child Development (4 s.h.)	
PSYC 3320	
Adolescent Development (4 s.h.)	

**Professional Education Courses\***

PSCI 2120	
Cultural Diversity in America.....	4 s.h.
EDUC 3541	
Elementary Music Methods.....	3 s.h.
EDUC 3392	
Content Specific Practicum: Elementary Music Education.....	1 s.h.
EDUC 3600	
Assessment and Evaluation .....	3 s.h.
EDUC 4470/4480**	
Student Teaching: Grades K-5.....	5 s.h.
EDUC 4490/4500**	
Student Teaching: Grades 6-12.....	5 s.h.
EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4950**	
Capstone Seminar Grades K-12.....	2 s.h.
EDUC 4990*	
Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense).....	0 s.h.
<b>Total Education Minor K-12 Licensure.....</b>	<b>41-42 s.h.</b>

The Teacher Education Program Diversity Component must be fulfilled.

\* Admission into the Teacher Education Program is required prior to enrolling in any professional education course.

\*\* Praxis II Content Area Examinations #0114 Music: Content and Instruction must be completed with a passing score before teacher candidate’s application to student teach will be approved. Attaining a TN passing score for all applicable Praxis I and Praxis II examinations for each licensure area is required for licensure recommendation.

Written proof of current First Aid and CPR certification is required for approval for professional clinical experience (student teaching/internship). Certification can be attained via PHED 1620: CPR and PHED 1630: First Aid or through outside training from the American Red Cross or other licensed providers.

**Summary of Total Credits Music Education K-12:**

**Vocal/General Track**

Core Curriculum .....	42 s.h.
Major Requirements.....	61 s.h.
K-12 Licensure Program (Minor) .....	41-42 s.h.
<b>Minimum to Earn Bachelor of Arts in Vocal Music.....</b>	<b>144-145 s.h.</b>

**Summary of Total Credits Music Education K-12:**

**Instrumental/General Track**

Core Curriculum .....	42 s.h.
Major Requirements.....	64 s.h.
K-12 Licensure Program (Minor) .....	41-42 s.h.
<b>Minimum to Earn Bachelor of Arts Instrumental Music .....</b>	<b>147-148 s.h.</b>



**Music  
Minor  
Arts & Sciences  
Traditional**

**Music Minor**

MUSC 1010	
Music Theory I .....	4 s.h.
MUSC 1020	
Music Theory II .....	4 s.h.
MUSC 1011	
Aural Skills I .....	0 s.h.
MUSC 1021	
Aural Skills II .....	0 s.h.
MUSC 1500	
Introduction to Music Research.....	2 s.h.
MUSC 3620	
Conducting I .....	2 s.h.
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
MUSC 3150	
Medieval and Renaissance Music (4 s.h.)	
MUSC 3160	
Baroque and Classical Music (4 s.h.)	
MUSC 3170	
Romanticism in Music (4 s.h.)	
MUSC 3180	
The Modern Era of Music (4 s.h.)	
MUSC 3181	
The History of Jazz (4 s.h.)	
Applied Music.....	2 s.h.
Ensemble.....	<u>2</u> s.h.
<b>Total Minor Requirements .....</b>	<b>20 s.h.</b>



## Bachelor of Science in Nursing Nursing

### **Program Coordinator: T. Slempp**

The Bachelor of Science in Nursing (BSN) program offers a baccalaureate degree to pre-licensed nursing students. King University's BSN program supports the mission of the University by preparing its graduates to assume professional health care roles through integrating evidence-based practice, leadership, spiritually and culturally competent care, citizenship, and service into a career focused on achieving meaningful lives with a pursuit of transforming culture in Christ.

### **Student Learning Outcomes**

These outcomes address what students should know or be able to do upon completion of the academic program:

1. Students will demonstrate readiness to practice professional nursing at the baccalaureate level, as evidenced by achievement of essential baccalaureate-level program learning outcomes.
2. Students will be able to perform a comprehensive health assessment in order to identify actual and potential health risks.
3. Students will be able to analyze evidence presented in research literature in order to identify best nursing care practices.

### **Program Outcomes**

King nursing graduates are prepared, at the beginning level of practice, to meet the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008). Following completion of the program, all graduates are eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). However, the decision to grant a license is determined by the appropriate state board of nursing in the state where the graduate intends to practice.

Upon successful completion of the King University Nursing program and licensure, all graduates are prepared as generalists ready to assume professional nursing roles in a variety of hospital or community settings and all have been provided with an adequate foundation for graduate study. The AACN Essentials of Baccalaureate Education for Professional Nursing Practice are these:

1. Liberal Education for Baccalaureate Generalist Nursing Practice
2. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
3. Scholarship for Evidence-Based Practice
4. Information Management and Application of Patient Care Technology
5. Healthcare Policy, Finance and Regulatory Environments
6. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
7. Clinical Prevention and Population Health
8. Professionalism and Professional Values
9. Baccalaureate Generalist Nursing Practice

### **Nursing Program Admission/Progression**

Before considering an applicant for the nursing major, King must first approve the student for admission. Once a King student identifies his/her intent to major in nursing by completion of the “Change of Advisor” form, a nursing advisor will review the student’s academic record.

Students enrolling from a nursing program at another institution must demonstrate knowledge and skill competency equal to that expected of King students and may be required to review the assessment skills checklist and demonstrate mastery of skills to a nursing faculty in clinical simulation laboratory as well as demonstrate proficiency on a standardized exam related to the course under scrutiny before credit will be transferred for NURS major courses.

Transfer students wishing to apply to the Traditional BSN program must meet with a Nursing Enrollment Counselor in the Office of Admissions to complete a School of Nursing BSN Program Application, review their transcripts, and discuss completion of the all required prerequisites. Transfer applicants who have previously failed two or more nursing classes at another institution are not allowed to apply to the BSN program. All science prerequisites must be completed within five years of applying to the nursing program. Students will be accepted based on meeting the King University School of Nursing admission criteria. Applications and deadlines may be obtained through the Admissions Office. Criteria for admission to the School of Nursing:

- Cumulative GPA of 3.0 or above for all coursework that has been taken at all colleges
- Completion of Nursing Entrance Exam with scores that meet the current scoring benchmarks set at the time of admission
- A grade of “C” or better in all natural science courses, developmental psychology, and the required mathematics course
- No more than 8 s.h. in general education and/or prerequisites for nursing remaining to be completed before admission. Outstanding credits must be completed prior to the start of the third clinical semester (senior year).

Students reapplying must complete a new School of Nursing BSN Program Application with their current GPA calculation and submit new Nursing Entrance Exam scores. Students may apply to the traditional BSN program only twice.

Special requirements for progression and retention in nursing are influenced by the student’s ability to provide evidence of satisfactory physical, emotional, and mental well-being. Remaining in the program may be contingent upon this evidence.

In addition, prior to the beginning of the first clinical rotation (and annually thereafter), each student must present evidence of good health and freedom from communicable disease. (This requires a physical examination and immunizations.) Other requirements prior to a clinical rotation include demonstrated competency related to standard precautions, and American Heart Association CPR certification.

The clinical agencies utilized by King require all students meet standards relating to criminal background. This policy affects all students enrolled in clinical nursing courses at King. This is to ensure a safe clinical environment for both students and the public and to meet the contractual requirements of area healthcare facilities. Students must clear a criminal background check before admission to the clinical settings utilized by King. Failure to

undergo the background check will result in dismissal from the nursing program. All students must comply with the King School of Nursing Criminal Background check policy. All background checks must be completed through the King Security Department. Students assigned to certain clinical sites may be required to submit to drug screening per clinical agency policy.

All students in the traditional nursing curriculum are expected to be full-time students and to complete the program within eight semesters of study. Transfer students who have met all pre-requisites usually complete requirements in four semesters. Additional summer study may be needed to meet all program requirements. The nursing program is designed for full-time study. All nursing students are expected to maintain full-time student status, and work hours should be limited.

Students must achieve a grade of B- or higher in all nursing major courses (NURS) and maintain a cumulative grade point average of 3.00 on a 4.00 scale. Students who do not maintain the average GPA of 3.00 will be placed on academic warning from the School of Nursing for one semester, during which time the GPA must be brought up to the minimum of 3.00.

If a student fails to obtain a B- or better in a single nursing course, his/her designated place on the class roster may be lost and the student will be required to repeat the course. If a grade of B- or below is recorded for two or more nursing courses or a grade of B- or below is recorded for a nursing course that is repeated, the student will be dismissed from the nursing major.

If a student withdraws from the nursing program, the student must complete a new application, and meet all admission/progression requirements in place at the time of re-application to the program. Students may reapply one time only. Nursing courses may be repeated only once on a space-available basis.

### **Comprehensive Assessment**

All candidates for a degree from King are required to demonstrate competency in their major field. Prior to graduation, seniors in the traditional nursing program are required to successfully pass a standardized proctored comprehensive assessment to help determine the students' preparedness for the NCLEX. Failure to achieve at least 95% predictability of passing the NCLEX on a proctored standardized comprehensive predictor will result in a grade of "F" in the capstone course.

### **LPN Advanced Placement**

For LPN Advanced Placement, **a maximum of 7 credits (Foundations and Basic Medical Terminology and Math for Medication Administration)** may be awarded; these credits will be placed on the student's permanent academic record after the student has completed 12 or more semester hours of academic work in nursing at King with a grade of B- or better in all nursing courses. A grade of **pass (P)** will be assigned to credit earned through this advanced standing policy. *These courses/credits will not apply to the institution's residency requirement, and they will not be used in the calculation of the grade point average.*

### **Clinical Competency**

All clinical experiences associated with nursing courses are graded on a Pass/Fail basis. A Clinical Performance Evaluation (CPE) will be completed by the student and assigned clinical instructor at mid-term and on completion of the clinical schedule.

***Failure in either the theory component or the clinical component of a clinical course results in failure of the course.***

NOTE: Nursing students are required to adhere to department policies as outlined in the Nursing Student Handbook, a supplement to the King Student Handbook.

### **Technology Requirements**

Laptop computer with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required

King University School of Nursing students are required to have a personal laptop computer with a webcam to access educational materials, reference material, standardized testing and email for communication with faculty, staff, and other students. If students already own a computer they wish to use for school, ideally, it should be no older than three years, with sufficient processing power and memory to run current versions of Microsoft Office, and possibly more demanding applications such as standardized testing software. Faculty may require students to use a personal laptop for course related work, so students should be prepared to bring the laptop to class fully charged. A few rooms where nursing classes are taught are equipped with power, but not all. The university supports a high-speed wireless network with coverage throughout all of the campus buildings. Students are responsible for supporting their own computers and the recommended software and hardware components.

### **Recommended Minimum Hardware Requirements**

If students need to purchase a new computer, recommended minimum requirements are listed below:

- Intel i5 Processor
- 4GB RAM
- DVD-ROM, either embedded or detached
- 128 GB hard drive storage minimum; 256 GB or greater hard drive storage is preferred
- Screen Size: 13” or bigger with resolution of at least 1024 x 768
- Graphics Card: 512 MB minimum
- 100 MB/1 GB NIC and/or 802.11 b/g/n Wireless Network Card
- Laptop Operating System: Windows 7 Home Premium or better (32 or 64 Bit)

NOTE: Chromebooks and many tablets will NOT meet the minimum requirements for the School of Nursing programs. These include iPads, Android tablets, Windows RT tablets (Surface, although Surface Pro is fine), and all Chromebooks. Students should choose a laptop that runs either the full version of Windows 7 or later (excluding Windows RT), or Mac OSX (Yosemite recommended).

### **Recommended Minimum Software Requirements**

- Microsoft Office - latest version
- Internet Web Browser: Various browsers may be required for different software packages used by the School of Nursing. We recommend installing the latest versions of Internet Explorer, Google Chrome, and Mozilla Firefox.
- Anti-Virus Software
- A Personal Firewall Software/Internet Security package to protect the computer from unauthorized access via the Internet is suggested



## Core Curriculum Requirements

Nursing majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalog for additional details.

### Science

<i>Choose from the following</i> .....	4 s.h.
CHEM 1010	
Introduction to Chemistry (4 s.h.)	
CHEM 1020 (recommended)	
Chemistry for the Health Sciences (4 s.h.)	

### Quantitative Literacy

MATH 1560	
Introduction to Statistics (4 s.h.)	

## Nursing Major Requirements

BIOL 1010	
Human Anatomy and Physiology I .....	4 s.h.
BIOL 1020	
Human Anatomy and Physiology II .....	4 s.h.
BIOL 2500	
Microbiology/Immunology .....	4 s.h.
PSYC 3050	
Lifespan Human Development .....	4 s.h.
NURS 3000	
Pathophysiology .....	4 s.h.
NURS 3004	
Basic Medical Terminology and Math for Medications Administration.....	2 s.h.
NURS 3015	
Foundations of Contemporary Nursing Practice .....	5 s.h.
NURS 3020	
Health Assessment.....	4 s.h.
NURS 3115	
Nursing in Adult Health Care I.....	6 s.h.
NURS 3130	
Pharmacology I.....	2 s.h.
NURS 3140	
Nursing Research .....	3 s.h.
NURS 3165	
Nursing in Women’s Health/Newborn Care.....	4 s.h.
NURS 4000	
Professional Nursing in Contemporary Society .....	2 s.h.
NURS 4020	
Community/Public Health Nursing .....	4 s.h.
NURS 4100	
Nursing in Child and Family Health Care .....	4 s.h.
NURS 4110	
Nursing in Mental Health Care.....	5 s.h.
NURS 4115	
Nursing in Adult Health Care II. ....	6 s.h.

NURS 4120	
Nursing Leadership and Management .....	3 s.h.
NURS 4130	
Pharmacology II .....	2 s.h.
NURS 4200	
Capstone for Nursing Practice .....	4 s.h.
NURS 4990	
Comprehensive Assessment .....	0 s.h.

**Summary of Total Credits**

Core Curriculum .....	42 s.h.
Major Requirements.....	76 s.h.
Electives/Minor/Second Major: .....	6 s.h.
<b>Minimum to Earn Bachelor of Science in Nursing .....</b>	<b>124 s.h.</b>

*All nursing courses are designed to meet the standards outlined in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008); Nursing Scope & Standards of Practice (ANA, 2010); Code of Ethics for Nurses with Interpretive Statements (2010, rev.), and the Laws Governing the Practice of Nursing and Health Professions in General Code of Virginia (2016).*



**Bachelor of Science in Nursing  
for Registered Nurses  
RN-BSN  
GPS/Online  
Nursing**

**Program Coordinator: M. Cash**

The Bachelor of Science in Nursing (RN-BSN) for Registered Nurses provides a unique alternative to the traditional method of pursuing a Bachelor's degree. This program is a transformational learning experience leading to personal and professional skill development designed specifically to meet the needs of adult learners.

The King Nursing faculty believes nursing serves society through the competent and compassionate delivery of direct and indirect health care services to individuals, families, and communities, guided by Christian values. As a professional discipline, nursing for the registered nurse student (RN-BSN) is based on a strong foundation of knowledge from the humanities, arts and sciences, and from nursing and health-related disciplines, which integrate academic and practice components. The program uses a cohort structure, accelerated pace; it features applied learning and participative methodology.

**Student Learning Outcomes**

These outcomes address what students should know or be able to do upon completion of the academic program.

1. Students will demonstrate readiness to practice professional nursing at the baccalaureate level, as evidenced by achievement of essential baccalaureate-level program learning outcomes.
2. Students will be able to perform a comprehensive health assessment in order to identify actual and potential health risks.
3. Students will be able to analyze evidence presented in research literature in order to identify best nursing care practices.

**Program Outcomes**

Upon successful completion of the program, all graduates are prepared for professional nursing practice in a variety of hospital or community settings, and they have been provided with an adequate foundation for graduate study. In the RN-BSN program, the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) serve as the program outcomes. The AACN Essentials of Baccalaureate Education for Professional Nursing Practice are these:

1. Liberal Education for Baccalaureate Generalist Nursing Practice
2. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
3. Scholarship for Evidence-Based Practice
4. Information Management and Application of Patient Care Technology
5. Healthcare Policy, Finance and Regulatory Environments
6. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
7. Clinical Prevention and Population Health
8. Professionalism and Professional Values
9. Baccalaureate Generalist Nursing Practice

King University's RN-BSN program prepares graduates to assume professional healthcare roles through integrating evidence-based practice, leadership, spiritual and culturally competent care, citizenship, and service into a career focused on achieving meaningful lives with a pursuit of transforming culture in Christ.

The total number of hours required at King to complete the RN-BSN degree is a minimum of 48 semester hours; the total hours depends on a student's prior academic experience. The program is full-time and is designed so that a transfer student with 76 credit hours completed at an approved institution will graduate in four semesters. The student's prior coursework must include all prerequisites for the RN-BSN program and King's minimum general education requirements.

On-ground nursing courses meet one night per week for four hours. The courses last for seven weeks. The RN-BSN program is also offered online; online courses are seven weeks long, also.

### **The Quest and Other Semester-Long Required Courses**

All RN-BSN students are required to take one 4 s.h. course each semester in addition to their nursing courses. These semester long courses are in "Quest" format of five 3-week long modules. Courses in the Quest format either meet online or face-to-face over the 15-week semester, once every 3 weeks. TCOM 2410 is taken in the student's first semester in the RN-BSN program. The other three courses can be taken in any order.

1. TCOM 2410 Writing for the Health Professions
2. One Quest course.  
Students choose one 4 s.h. Liberal Studies (LIBS) course
  - a. LIBS 3000 The Quest for Self-Knowledge\*
  - b. LIBS 3400 The Quest for Community and Ordered Society\*\*
  - c. LIBS 3600 The Quest for Stewardship and the Ethical Responsibility
  - d. LIBS 4000 The Quest for Career and Vocation

\* Satisfies the general education Humanities requirement.  
\*\* Satisfies the general education U.S. and Global Citizenship requirement

The Quest courses are interdisciplinary, each focusing on an essential theme in the Humanities. The goal is to examine the elements that figure in the development of character and to provoke students to more serious consideration of their own character and its impact on their vocations. Each course requires reading, writing, and class discussion. Professors are King faculty members from Humanities fields such as like English, history, or religion.

3. RELG 1001 Foundations of Christian Thought and Practice (4 s.h.).  
This course stresses understanding and articulating a Christian worldview through a survey of Christian ideas and practices, utilizing both Biblical texts and human witness in other writings.
4. NURS 3005 Pathophysiology (4 s.h.)  
This course examines disease processes through the human life span and alterations in body systems. The course also presents implications for nursing care when body systems are altered by disease.

### **RN-BSN Application Packet Requirements**

1. Submit a completed application.
2. Submit official transcripts from all prior colleges or diploma programs attended.
  - a. Applicants with less than a cumulative 2.75 undergraduate GPA on a 4.0 scale may be considered on a conditional basis.
3. Submit a copy of current unencumbered license as a Registered Nurse from the Tennessee Board of Nursing or a compact Multi-State license. Applicant should not be on probation and must report any past or current disciplinary action taken by a State Board. If a student fails to pass the licensure exam but he/she has already been admitted into the nursing program, he/she will be allowed to continue in non-nursing courses, but must receive a passing grade on the NCLEXRN in order to continue in nursing courses.
4. Submit current American Heart Association BCLS (CPR) certification (adult, child, and infant).

### **Transfer Credit**

Students wishing to transfer a nursing course(s) completed at another college or university, as a substitute for a King University required course, must provide a course syllabus to be evaluated by the nursing faculty for equivalence in theoretical and clinical content. The Dean of the School of Nursing has the final decision on the equivalence of a course. Transfer courses are seldom evaluated for substitution of NURS or LIBS courses, since the RN-BSN curriculum is specifically designed to fulfill the 48 semester hours needed to meet residency requirements for a Bachelor's Degree.

### **Clinical Learning**

Nursing practice requires a broad array of essential competencies. The RN-BSN program requires lab practice in physical assessment, clinical change projects, community teaching, and service learning activities. Clinical learning activities that meet essential competencies are embedded in courses throughout the plan of study. Students individually and supportively participate in therapeutic communication, assessment, change theory, process improvement, leadership, delegation, and time management exercises. Students engage in a reverse problem-based learning pedagogy that fosters critical thinking as they identify problems, conceptualize improvement processes, and develop possible solutions. Clinical experiences promote care delivery to individuals, families, and populations across the human lifespan that is holistic, culturally competent, spiritually astute, fiscally responsible, and ethically sound.

### **Latest Technology**

Contemporary technology enhances the educational experience and preparation for meaningful and successful careers. The faculty encourages the use of web-enhanced activities to influence and promote learning for those receiving and providing healthcare. Experience with beginning level informatics competency is embedded in several nursing courses.

### **Technology Requirements**

Laptop computer with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required

### **Degree Requirements**

If students transfer fewer than 76 semester hours, additional courses will be required to complete 124 total semester hours in order to graduate with a Bachelor of Science in Nursing degree. King requires that 48 semester hours be completed at King, to include at least 32

semester hours of the major subject, in order to receive a degree from King (students may transfer up to 16 s.h. of their major courses). The additional courses may be taken prior to, during, or following the completion of course work for the BSN degree. An advanced placement option consisting of standardized achievement tests is available; students should check with their Student Success Specialists about this possibility.

All students who graduate from King University must have completed 30 semester hours of general education in the liberal arts and sciences. Students must have at least one course in each of the following categories:

- Citizenship (history, political science)
- Written communication (first-year English composition)
- College level mathematics (MATH 1560 Introduction to Statistics preferred)
- Human Culture (intermediate-level foreign language, psychology, sociology, religion, biblical studies, or anthropology)—This category is satisfied by the required course RELG 1001 Foundations of Christian Thought and Practice.
- Humanities (literature, art history, music history, theater history, film studies, photography, studio art, theater, vocal music, instrumental music)
- Science with laboratory

Once these categories are fulfilled, the remainder of the required 30 semester hours in general education can be electives in the liberal arts and sciences.

All nursing courses are designed to meet the standards as outlined in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008); *Nursing Scope & Standards of Practice* (ANA 2010); *Code of Ethics for Nurses with Interpretive Statements* (ANA, 2008); *TN Law Regulating the Practice of Nursing* (June 2010, rev.) & the *Laws Governing the Practice of Nursing and Health Professions in General Code of Virginia* (Dec. 2011).

### **RN-BSN Advanced Placement**

In an attempt to minimize barriers to entry into the baccalaureate level of education for registered nurses, and with the intent to encourage educational mobility for the diploma or associate degree nurse, the King School of Nursing offers an opportunity to validate demonstrated competence beyond that which has been verified through previous academic achievement.

Awarding academic credit is accomplished through successful completion of a validation process which will be offered each fall and spring semester. To be eligible for the advanced placement credit, the student's file must show evidence of:

1. Graduation from an NLNAC accredited diploma or associate degree program,
2. Completed nursing courses with a "C" grade or higher,
3. Current, valid, and unencumbered Tennessee or compact license as a registered nurse,
4. Current work experience as a registered nurse (résumé),
5. Validation of clinical competency (current employer performance evaluation), and
6. Two letters of reference documenting the potential to succeed in the RN-BSN program. One must be from a professor who has taught the applicant.

Validation consists of successfully passing a series of Comprehensive exams that validate general nursing knowledge. The exams are offered through NLN. Advanced notification of exam details will be posted. Students should contact their Student Success Specialists for

further information. If the cut-off score is not achieved, exams may be repeated one time only.

RN students who do not choose to earn credit through the exams are encouraged to take courses at King, particularly MATH 1560 Introduction to Statistics.

### **BSN Student Handbook**

RN-BSN students are required to follow School of Nursing policies set forth in the BSN Student Handbook and outlined on course syllabi. All RN-BSN students are required to read and follow university policies relative to appeals and grievances listed in the Student Handbook.

### **Grade Requirements**

A grade of C+ or higher is required in all nursing courses and a C- in all other required program courses. If a failing grade is earned, students must repeat the course. If more than two grades of 2.3 (C-) or lower are earned, despite the student maintaining a 2.75 GPA, the student will be dismissed from the program. RN-BSN students may reapply one time only.

### **Comprehensive Competency Assessment**

All students graduating from King University, regardless of major, must demonstrate competency in their major field prior to graduation. To fulfill this university-mandated graduation requirement, the School of Nursing has chosen to have RN-BSN students address, in a reflection paper and portfolio, the standards found in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) and the School of Nursing Professional Pillars. The specific assignment parameters are thoroughly delineated in the “Demonstrating Achievement of Core Competencies for the Registered Nurse” document.

Students will use self-reflection to describe specific moments in clinical practice that were enhanced by the learning experience in the nursing, religion, or Quest courses and link these descriptions to the Essentials and Professional Pillars. The portfolio will include exemplary assignments and activities demonstrating achievement of competency for each outcome.

The completed paper and portfolio are due by the end of week three of the Capstone course. Capstone faculty will review the paper and portfolio against the grading rubric, then forward results to the School of Nursing. The rating will not affect the Capstone course grade but will be the grade for NURS 4990. The completed paper and portfolio are graduation requirements.

### **RN-BSN Major Requirements**

NURS 3005	
The Science of Human Pathophysiology.....	4 s.h.
NURS 3310	
Dimensions of Professional Nursing .....	4 s.h.
NURS 3315	
Introduction to Healthcare Informatics.....	4 s.h.
NURS 3330	
Introduction to Evidence-Based Practice.....	4 s.h.
NURS 3410	
Health and Physical Assessment .....	4 s.h.
NURS 3420	
Spiritual and Cultural Considerations in Nursing.....	4 s.h.

NURS 4310	
Nursing Ethics .....	4 s.h.
NURS 4410	
Principles of Leadership and Management.....	4 s.h.
NURS 4420	
Capstone for Registered Nurses .....	4 s.h.
<i>Choose from the following courses</i> .....	4 s.h.
LIBS 3000	
The Quest for Self-Knowledge (4 s.h.)	
LIBS 3400	
The Quest for Community and an Ordered Society (4 s.h.)	
LIBS 3600	
The Quest for Stewardship and Ethical Responsibility (4 s.h.)	
LIBS 4000	
The Quest for Career and Vocation (4 s.h.)	
RELG 1001	
Foundations of Christian Thought and Practice .....	4 s.h.
TCOM 2410	
Writing for the Health Professions .....	4 s.h.
(Co-requisite NURS 3310)	
NURS 4990	
Comprehensive Assessment .....	<u>0</u> s.h.
<b>Total</b> .....	<b>48 s.h.</b>





**Master of Science in Nursing  
MSN  
NE & NA: Hybrid/Online  
APN & FNP: Face-to-Face/Blended  
PNP: Hybrid**

**Program Coordinator: Amber Roaché**

The Master of Science in Nursing degree (MSN) at King is designed to prepare professional nurses for specialty roles in advanced professional nursing.

Specialty concentrations currently available at King are: Master of Science in Nursing Administration, Family Nurse Practitioner (FNP), Pediatric Nurse Practitioner (PNP), and Nurse Educator (NE).

The graduate nursing curriculum consists of courses in three areas of study:

1. The advanced practice nursing core (required of all students)
2. The advanced practice direct patient care core
3. The advanced practice functional area content: clinical and didactic experiences.

Although there are 15 semester hours (s.h.) of “core” courses required of all MSN students, each MSN specialty concentration has different course requirements, clinical/practicum requirements, and curricular variations. To meet the requirements for a desired concentration, students and their advisors will formulate a concentration-specific plan of study. All clinical hours require direct supervision by a clinical preceptor with faculty oversight, approved by the course instructor.

The Master of Science in Nursing curriculum in all concentrations is inclusive of theoretical concepts from sciences and humanities, organizational and leadership theories, quality improvement frameworks, informatics, and advanced-level nursing skills development.

**Student Learning Outcomes**

These outcomes address what students should know or be able to do upon completion of the academic program:

1. Students will be able to utilize information technology to drive health care decisions and evaluate outcomes.
2. Students will be able to evaluate health care policy and will be able to advocate/influence changes for improvement.
3. Students will be able to analyze and utilize best practices and evidence-based research to optimize knowledge development for outcomes achievements.
4. The Nurse Administrator MSN graduate will demonstrate competency in performing an organization assessment for outcomes improvement.
5. The Nurse Educator MSN graduate will demonstrate competency in the process of curriculum assessment for program outcomes improvement.
6. The Advanced Practice Nursing graduate will pass the national certification examination for licensing as an advanced practice nurse in the relevant population focus.

The mission of King University, to build meaningful lives of achievement and cultural transformation in Christ, is upheld in the Master of Science in Nursing Program, as the

program is based on Judeo-Christian principles and seeks to instill in every student, respect for integrity, valuing of each person, and developing a commitment of service to others.

### **MSN Application Packet Criteria**

1. Submit a completed application
2. Submit evidence of graduation from an accredited baccalaureate nursing program with a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale prior to enrolling.
3. Submit evidence of satisfactory completion of the following undergraduate courses: Statistics, Nursing Research, and Health Assessment (as separate courses or integrated concept) with a course grade of C or better. Pathophysiology is highly recommended for the family nurse practitioner, pediatric nurse practitioner, and nurse educator concentrations.
4. Submit official transcripts from all prior colleges/universities.
5. Submit a copy of current unencumbered license as a Registered Nurse from the Tennessee Board of Nursing or a compact Multi-State license. Applicant should not be on probation and must report any past or current disciplinary action taken by a State Board.
6. Submit a current American Heart Association CPR or BLS certification (Adult, child and infant).
7. Submit a research-based writing sample in current APA format (topic provided).
8. Complete an interview with the MSN Admissions Committee, if applicable.
9. Submit a current curriculum vitae demonstrating professional endeavors and accomplishments, education, career, experience, professional memberships, community service/volunteer/military experience. FNP and PNP applicants must demonstrate a minimum of one (1) year of professional work experience as a practicing Registered Nurse.

All students should be computer literate with ability to send and download attachments, conduct database searches, and possess competence in word processing, spreadsheets, presentation software with voice-over and/or screencasting ability.

An applicant who lacks one or more of the admission criteria will be reviewed by the MSN Admissions Committee on an individual basis, and may be considered for admission with conditional status.

The selection process for those applying to the family nurse practitioner (FNP), the pediatric nurse practitioner (PNP), and the nurse educator concentrations is a two-step process. The MSN Admissions committee will select the eligible applicants from file review of applications. Selected eligible applicants will be invited for a face-to-face interview with the Committee and will complete an impromptu writing sample at the time of the interview. Final selection of family nurse practitioner, pediatric nurse practitioner, and nurse educator applicants is based on competitiveness of the application file and quality of the face-to-face interview and writing sample.

### **Conditional Acceptance**

Students who do not meet the minimum GPA requirements, but who appear to be capable of performing well in the program, may be conditionally accepted at the discretion of the MSN Graduate Admissions Committee.

### **Graduate Transfer Credit**

MSN students may transfer up to **6 credits** of graduate study from another program to be credited toward requirements at King, but only if the courses are applicable to the requirements, and are approved by the specialty area faculty and the Dean of the School of Nursing.

Courses being transferred must have been assigned a grade of B or higher and must have covered content which is required for a particular core course or specialty program concentration. Students will be required to submit a course syllabus from the course being transferred to allow for comparability of expected outcomes.

### **Mandatory Fees**

#### **Health Assessment Course Materials Fee**

A course materials fee of \$300 is charged to Family Nurse Practitioner students for the NURS 5004 Advanced Health Assessment course.

The Nurse Educator and Pediatric Nurse Practitioner students are charged an equipment fee of \$200 for the NURS 5004 Advanced Health Assessment course.

#### **Background Check**

Prior to clinical experience, a criminal background check is required. All fees for criminal background checks and drug screening (if required by clinical facility) are charged to the MSN student. A \$65 fee is charged to each student enrolled in the MSN to complete initial fingerprinting and background check.

#### **Liability Insurance for Nursing Students**

King University has a professional liability insurance policy that covers all nursing students while they are enrolled in a King University nursing program. The cost to the student is as follows: \$65 for Nurse Practitioner Students (FNP and PNP) and \$40 for Nurse Educator and Nurse Administrator Students. These fees are charged upon enrollment into the program. The insurance covers the student only for activities directly related to King University. It does not cover an accidental injury to the student that may occur before, during, or after classroom activities. The policy also does not cover the registered nurse or the nursing student while working at his/her employment setting. Students may carry additional liability insurance at their own expense, but this will not replace the coverage provided through the University.

### **Technology Requirements**

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and a webcam

NOTE: Chromebooks and many tablets will NOT meet the minimum requirements for the SON programs. These include iPads, Android tablets, Windows RT tablets (Surface, although Surface Pro is fine), and all Chromebooks. Students should choose a laptop that runs either the full version of Windows 7 or later (excluding Windows RT), or Macintosh OSX (Yosemite recommended).

### **Grade Requirements**

All graduate students are required to maintain a 3.0 average or better. A grade of B- or higher is required in all MSN clinical nursing courses and a grade of C+ or higher is required in all MSN non-clinical nursing courses.

If more than two grades of 2.3 (C+) or lower are earned, despite the student maintaining a 3.0 GPA, the student will be dismissed from the program. A grade of C+ or lower is a failing

grade for MSN clinical/practicum courses. Failed courses must be repeated prior to progression; students are only allowed to repeat ONE course during the MSN program.

### **Clinical Requirements**

Clinical hours consistent with certification specialty are required for the education and administrative roles. The minimum clinical requirement for the Family Nurse Practitioner and Pediatric Nurse Practitioner roles is 600 hours. These clinical experiences are accomplished under the guidance of a faculty member and a preceptor in field study and practicum courses. All preceptors MUST hold a minimum preparation at the master's level, and hold national certification in an APN role, with one year of practice experience for the PNP/FNP students. Students will be responsible for locating and securing their own preceptors throughout the program. Whereas faculty are available to assist and guide in the process, the student ultimately must make contact with practice professionals in the specialty area and provide the appropriate documentation to nursing faculty prior to beginning clinical practicum. The minimum clinical requirement for Nurse Educator is 420 hours, and it is 395 hours for Nursing Administration.

### **Graduation Requirements**

1. Completion of all required courses with a minimum cumulative GPA of 3.0 on a 4.0 scale.
2. Complete clinical practica with a minimum number of hours as determined for the specialty.
3. Complete NURS 5990 Final Comprehensive Competency Demonstration


### **Comprehensive Assessment**

#### **NURS 5990: Final Comprehensive Competency Demonstration**

All candidates for a degree from King University are required to demonstrate competency in their major field of study. Final comprehensive competency demonstration in the MSN program consists of the graduating student's ability to meet the expected outcomes as set forth by the American Association of Colleges of Nursing (AACN) Essentials of Masters Education in Nursing. Completion of a final competency portfolio, which encompasses the core knowledge and skills outlined in the AACN Essentials document, serves as demonstration of the MSN student's mastery of the required competencies. The final competency portfolio is begun during the first semester of study in the program and is continued throughout the program of study. The final competency portfolio is faculty directed and rubric guided. The final competency portfolio is submitted during the last semester of study prior to graduation to the student's academic adviser. Students are required to pass according to the minimum requirement of the School of Nursing. Any student who does not meet the requirement (pass) of the comprehensive assessment of the major field will not graduate until the requirement is met.

### **MSN Student Handbook**

MSN students are required to follow policies set forth in the MSN Student Handbook, posted on the Blackboard Resource site at the start of each Fall semester. All MSN students are required to read and follow university policies relative to appeals and grievances listed in the Student Handbook.

 <p><b>KING</b> UNIVERSITY ESTABLISHED IN 1867</p>	<p><b>Master of Science in Nursing Administration Concentration MSN Nursing Online/Hybrid</b></p>
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**Program Coordinator: D. Fraysier**

This concentration focuses on the application of specialized knowledge and skills in nursing administration, to prepare the graduate to be successful in mid-level and upper-level management positions. It is offered in a part-time format over five semesters, with courses offered in a hybrid format or an all online format.

Concepts and theories related to financial and economic aspects of health care, health care policy, nursing delivery systems, human and resource management, program evaluation, and organizational leadership are applied, with an emphasis on the interpersonal and visionary attributes of the nurse leader. Selected clinical, administrative and research experiences provide the students with the opportunity to function as a nurse executive.

**Student Learning Outcomes**

These outcomes address what students should know or be able to do upon completion of the academic program:

1. Students will be able to utilize information technology to drive health care decisions and evaluate outcomes.
2. Students will be able to evaluate health care policy and will be able to advocate/influence changes for improvement.
3. Students will be able to analyze and utilize best practices and evidence-based research to optimize knowledge development for outcomes achievements.
4. The NA MSN graduate will demonstrate competency in performing an organizational assessment for outcomes improvement.

**Nursing Administration Concentration Objectives**

1. Develop strategies to achieve quality outcomes in care delivery with respect to fiscal and human resources.
2. Apply management theory in the design and implementation of services in a health care system.

**MSN Core Requirements**

NURS 5000	
Theoretical Basis of Nursing Practice .....	3 s.h.
NURS 5001	
Research Designs in Nursing.....	3 s.h.
NURS 5010	
Social, Cultural, & Political Perspectives on Healthcare and Delivery Systems .....	3 s.h.
NURS 5012	
Global Health Awareness .....	3 s.h.

NURS 5014  
Healthcare Informatics ..... 3 s.h.

**Nursing Administration Concentration Requirements**

NURS 5050  
Visionary Leadership in Nursing..... 3 s.h.

NURS 5054  
Financial/Accounting Issues for Nurse Managers ..... 3 s.h.

NURS 5056  
Continuous Quality Improvement and Outcomes Management..... 3 s.h.

NURS 5058  
Transformational Strategies: Practicum I ..... 3 s.h.

NURS 5059  
Transformational Strategies: Practicum II..... 5 s.h.

NURS 5060  
Transformational Strategies: Practicum III ..... 3 s.h.

NURS 5990  
Comprehensive Assessment ..... 0 s.h.

**Total ..... 35 s.h.**

**Program Coordinator: R. Foreman**

The nursing education concentration in the MSN program prepares professional nurses to function as nurse educators. This work may be in the areas of staff development, health education, or preparation of nursing students. This concentration focuses on the application of specialized knowledge and skills related to theories and principles of teaching, conceptual learning, curriculum design, assessment and evaluation of education programs and practice, and leadership to promote educational outcomes.

Selected teaching and research experiences in clinical and classroom settings provide the student with the opportunity to function as a nurse educator. Practica must be completed in a clinical and a nursing education setting.

**Student Learning Outcomes**

These outcomes address what students should know or be able to do upon completion of the academic program:

1. Students will be able to utilize information technology to drive health care decisions and evaluate outcomes.
2. Students will be able to evaluate health care policy and will be able to advocate/influence changes for improvement.
3. Students will be able to analyze and utilize best practices and evidence-based research to optimize knowledge development for outcomes achievements.
4. The NE MSN graduate will demonstrate competency in the process of curriculum assessment for program outcomes improvement.

**Concentration Objectives**

1. Develop educational strategies to promote holistic learning in individuals and groups with diverse backgrounds and developmental levels.
2. Apply teaching and learning theory to the design, implementation, and evaluation of learning processes.

**MSN Core Requirements**

NURS 5000	
Theoretical Basis of Nursing Practice .....	3 s.h.
NURS 5001	
Research Designs in Nursing .....	3 s.h.
NURS 5010	
Social, Cultural, & Political Perspectives on Healthcare and Delivery Systems .....	3 s.h.
NURS 5012	
Global Health Awareness .....	3 s.h.
NURS 5014	
Healthcare Informatics .....	3 s.h.

### **Nursing Education Concentration Requirements**

NURS 5002	
Advanced Pathophysiology .....	3 s.h.
NURS 5004	
Advanced Physical Assessment & Health Promotion .....	3 s.h.
NURS 5006	
Advanced Pharmacology .....	3 s.h.
NURS 5030	
Principles of Teaching and Learning .....	3 s.h.
NURS 5032	
Curriculum Development & Implementation in Nursing Education .....	3 s.h.
NURS 5035	
Focused Clinical Seminar and Practicum .....	5 s.h.
NURS 5036	
Nursing Education Practicum .....	4 s.h.
NURS 5990	
Comprehensive Assessment .....	<u>0</u> s.h.
<b>Total .....</b>	<b>39 s.h.</b>





**Master of Science in Nursing  
Family Nurse Practitioner  
Concentration  
Nursing  
Face-to-Face/Hybrid**

**Program Coordinator: A. Roaché**

This Master of Science in Nursing program with the concentration of Family Nurse Practitioner is a five-semester course of study that builds on and expands baccalaureate nursing knowledge with preparation for advanced practice roles specializing in primary care. The focus is advanced theoretical knowledge and practice skills needed to function in increasingly complex care settings. Emphasis is placed on evidence-based practice, outcomes management, clinical research, and advanced clinical decision-making.

Graduates are prepared to assume the role of advanced practice nurse in primary care across the human lifespan. At completion of the FNP course of study, graduates are eligible to take the national certifying examination and may apply for an advanced practice nurse license as appropriate in their legal state of practice.

**Student Learning Outcomes**

These outcomes address what students should know or be able to do upon completion of the academic program:

1. Students will be able to utilize information technology to drive health care decisions and evaluate outcomes.
2. Students will be able to evaluate health care policy and will be able to advocate/influence changes for improvement.
3. Students will be able to analyze and utilize best practices and evidence-based research to optimize knowledge development for outcomes achievements.
4. The APN graduate will pass the national certification examination for licensing as an advanced practice nurse in the relevant population focus.

**Concentration Objectives**

1. Provide health maintenance and health promotion services to individuals and families across the lifespan.
2. Diagnose and treat a variety of common health problems (actual and potential) commonly encountered in primary care settings.
3. Utilize advanced practice nursing knowledge and clinical skills to help patients to achieve and/or maintain optimal health or to manage chronic conditions.
4. Demonstrate critical thinking and analysis in the provision of safe, patient-centered, effective, and evidence-based primary care services.
5. Provide knowledgeable and sensitive services to multicultural and diverse patient groups across the lifespan.
6. Provide holistic care and serve as a patient advocate in accordance with the Christian belief in the dignity and worth of the individual and family.

**Clinical Requirements**

A minimum of 600 clinical practicum hours are required for the advanced practice role as a family nurse practitioner. Students will gain experience in primary care across the lifespan

within settings focusing on Pediatrics, Women’s Health, and Care of Geriatric and Adult Populations.

These clinical experiences are accomplished under the guidance of a faculty member and a community-based faculty approved preceptor.

The graduate nursing curriculum consists of courses in three areas of study:

1. The advanced practice nursing core (required of all students)
2. The advanced practice direct patient care core
3. The advanced practice functional area content: clinical and didactic experiences.

**MSN Core Requirements**

NURS 5000	
Theoretical Basis of Nursing Practice .....	3 s.h.
NURS 5001	
Research Designs in Nursing .....	3 s.h.
NURS 5010	
Social, Cultural, and Political Perspectives on Healthcare and Delivery Systems .....	3 s.h.
NURS 5012	
Global Health Awareness .....	3 s.h.
NURS 5014	
Healthcare Informatics.....	3 s.h.

NOTE: Core courses are offered in an online delivery format for the blended option.

**Family Nurse Practitioner Concentration Requirements**

NURS 5002	
Advanced Pathophysiology .....	3 s.h.
NURS 5004	
Advanced Physical Assessment and Health Promotion .....	3 s.h.
NURS 5006	
Advanced Pharmacology .....	3 s.h.
NURS 5018	
FNP I: Care of Women and Families .....	3 s.h.
NURS 5019	
FNP II: Care of Geriatric and Adult Populations .....	6 s.h.
NURS 5023	
FNP III: Care of Pediatric Population .....	3 s.h.
NURS 5024	
FNP IV: Seminar and Intensive Practicum.....	6 s.h.
NURS 5026	
Practice Management and Advanced Role Development .....	3 s.h.
NURS 5990	
Comprehensive Assessment .....	0 s.h.
<b>Total .....</b>	<b>45 s.h.</b>



**Master of Science in Nursing  
Pediatric Nurse Practitioner  
Concentration  
Nursing  
Hybrid**

**Program Coordinator: P. Neal**

The Masters of Science in Nursing with a concentration in Pediatric Nurse Practitioner is a five-semester course of study that builds on and expands baccalaureate nursing knowledge with preparation for advanced practice roles specializing in pediatric primary care. The focus is advanced theoretical knowledge and practice skills needed to function in increasingly complex care settings. Emphasis is placed on evidence-based practice, outcomes management, clinical research, and advanced clinical decision-making.

Graduates are prepared to assume the role of advanced practice nurse in pediatric primary care from birth through adolescence. At completion of the PNP course of study, graduates are eligible to take the national certifying examination and may apply for an advanced practice nurse license, as appropriate in their legal state of practice.

**Student Learning Outcomes**

These outcomes address what students should know or be able to do upon completion of the academic program:

1. Students will be able to utilize information technology to drive health care decisions and evaluate outcomes.
2. Students will be able to evaluate health care policy and will be able to advocate/influence changes for improvement.
3. Students will be able to analyze and utilize best practices and evidence-based research to optimize knowledge development for outcomes achievements.
4. The APN graduate will pass the national certification examination for licensing as an advanced practice nurse in the relevant population focus.

**Concentration Objectives**

1. Provide health maintenance and health promotion services to individuals and families.
2. Diagnose and treat a variety of common health problems (actual and potential) commonly encountered in primary care settings.
3. Utilize advanced practice nursing knowledge and clinical skills to help patients achieve and/or maintain optimal health or to manage chronic conditions.
4. Demonstrate critical thinking and analysis in the provision of safe, patient-centered, effective, and evidence-based primary care services.
5. Provide knowledgeable and sensitive services to multicultural and diverse patient groups and families.
6. Provide holistic care and serve as a patient advocate in accordance with the Christian belief in the dignity and worth of the individual and family.

### **Clinical Requirements**

A minimum of 600 clinical practicum hours are required for the advanced practice role as a pediatric nurse practitioner. Students will gain experience in pediatric primary care within settings focusing on Pediatrics and Women's Health.

These clinical experiences are accomplished under the guidance of a faculty member and a community-based faculty approved preceptor.

The graduate nursing curriculum consists of courses in three areas of study:

1. The advanced practice nursing core (required of all students)
2. The advanced practice direct patient care core
3. The advanced practice functional area content: clinical and didactic experiences.


### **MSN Core Requirements\***

NURS 5000	
Theoretical Basis of Nursing Practice .....	3 s.h.
NURS 5001	
Research Designs in Nursing.....	3 s.h.
NURS 5010	
Social, Cultural, and Political Perspectives on Healthcare and Delivery Systems.....	3 s.h.
NURS 5012	
Global Health Awareness .....	3 s.h.
NURS 5014	
Healthcare Informatics.....	3 s.h.

\*Core Courses are offered in an online delivery format.

### **Pediatric Nurse Practitioner Concentration Requirements**

NURS 5002	
Advanced Pathophysiology .....	3 s.h.
NURS 5004	
Advanced Physical Assessment and Health Promotion .....	3 s.h.
NURS 5006	
Advanced Pharmacology .....	3 s.h.
NURS 5018	
FNP I: Care of Women and Families.....	3 s.h.
NURS 5021	
Pediatric Growth and Development/Health Promotion and Illness Prevention.....	6 s.h.
NURS 5023	
FNP III: Care of Pediatric Population.....	3 s.h.
NURS 5025	
Seminar and Intensive Practicum: Pediatric Acute Illness and Chronic Disease Management .....	6 s.h.
NURS 5026	
Practice Management and Advanced Role Development.....	3 s.h.
NURS 5990	
Comprehensive Assessment .....	0 s.h.
<b>Total .....</b>	<b>45 s.h.</b>

 <p><b>KING</b> UNIVERSITY ESTABLISHED IN 1867</p>	<p><b>Family Nurse Practitioner Postmaster's Certificate Nursing Face-to-Face/Hybrid</b></p>
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**Program Coordinator: A. Roaché**

The Post-Masters Certificate program for the Family Nurse Practitioner (FNP) will serve students seeking post-master's preparation in the FNP role. Applicants must have completed a MSN from an NLNAC or CCNE accredited program. This program, in addition to the student's previous MSN education, will prepare for the advanced practice role specializing in primary care utilizing advanced theoretical knowledge and practice skills needed in complex care settings.

Applicants to the post-master's certificate program will be accepted on a space-available basis. A gap analysis (National Task Force on Quality Nurse Practitioner Education, 2008) will be performed to evaluate each prospective student's academic history. An individualized plan of study will be developed based on the student's transcript evidence of completed coursework for the MSN and the gap analysis.

Applicants who have not completed course equivalents to King University's MSN Core will be required to do so. See MSN Family Nurse Practitioner Concentration for a list of MSN core courses.

Students in the Post-Master Certificate for FNP program are not eligible for Title IV Aid. This means that no Federal Aid, such as Federal Pell Grants or Direct Stafford Loans, can be received for this certificate program.

Total semester hours will typically range from 18-36, and students will typically be required to attain 600 hours of clinical practice. Students will gain experience in primary care across the lifespan, within settings specializing in Pediatrics, Women's Health, and Care of Adult and Geriatric populations. Clinical experiences are accomplished under the guidance of a faculty member and an approved community-based preceptor. Upon successful completion of the program, post-master's certificate students will be eligible to take a national certification exam and may apply for an advanced practice nurse license in their legal state of practice.

**Student Learning Outcome**

This outcome addresses what students should know or be able to do upon completion of the academic program:

1. The APN graduate will pass the national certification examination for licensing as an advanced practice nurse in the relevant population focus.

**Certificate Program Requirements**

NURS 5002	
Advanced Pathophysiology .....	3 s.h.

NURS 5004	
Advanced Physical Assessment and Health Promotion .....	3 s.h.
NURS 5006	
Advanced Pharmacology .....	3 s.h.
NURS 5018	
FNP I Care of Women and Families.....	3 s.h.
NURS 5019	
FNP II Care of Adult and Geriatric Populations .....	6 s.h.
NURS 5023	
FNP III Care of Pediatric Population.....	3 s.h.
NURS 5024	
FNP IV Seminar and Intensive Practicum.....	6 s.h.
NURS 5026	
Practice Management and Advanced Role Development.....	3 s.h.
NURS 5990	
Comprehensive Assessment .....	0 s.h.
<b>Total.....</b>	<b>30 s.h.</b>



## **Doctor of Nursing Practice DNP Nursing Hybrid**

### **Program Coordinator: A. Roaché**

The Doctor of Nursing Practice (DNP) degree at King is designed for nurses seeking a terminal degree in nursing practice. The DNP offers an alternative to the research-focused terminal degree in nursing and prepares professional nurses to assume advanced roles in practice, executive function, quality and safety, informatics and other positions of leadership in nursing and health care. The DNP student will pursue study based on theoretical frameworks, evidence, practice, research, and application and will develop sophisticated skills in the following highly desired areas:

- Leadership of teams and organizations
- Strategic planning and resource utilization
- Critical evaluation and application of current research and best practice
- Team building and inter-professional collaboration
- Measurement and analysis of health care outcomes
- Development and management of quality improvement initiatives
- Quantitative data management
- Information management and utilization in decision-making

Cohorts begin each fall and meet at the Knoxville Hardin Valley Campus one time each academic year for a two or three-day colloquium. The balance of the program is delivered in an online format. The 36-hour credit program is completed on a part-time basis, with degree completion typically in 2 calendar years (18 credits per year). The culminating learning experience in the DNP curriculum is the development, implementation and evaluation of a translational research project, with emphasis on dissemination of new knowledge for outcomes improvement.

### **Student Learning Outcomes**

These outcomes address what students should know or be able to do upon completion of the academic program:

1. Students will be able to translate research findings to improve health care outcomes
2. Students will be able to lead inter-professional teams to change health care delivery to meet current and future health care needs
3. Students will be able to influence systems and communities through Christian principles, services, scholarship, and population-based care

The student learning outcomes of the DNP program support the mission of the university by equipping students with the academic underpinnings to translate research into practice, integrate knowledge to improve patient outcomes, advance health policy, and assume leadership roles to influence the ever-changing demands of healthcare. King University's DNP program prepares graduates to assume healthcare leadership roles and to integrate scholarship and service into a career focused on achieving meaningful lives with a pursuit of transforming culture in Christ.

## **DNP Application Packet Requirements**

1. Submit a completed application.
2. Submit a \$125 non-refundable application fee.
3. Submit official transcripts of all academic work.
  - a. A baccalaureate and master's degree in nursing with a GPA of 3.25 or higher from a Master's degree program accredited by the Accreditation Commission for Nursing Education (ACNE) or the Commission on Collegiate Nursing Education (CCNE) is required.
4. Submit a 300 word essay describing the reason for seeking a DNP completed in current APA format.
5. Submit a narrative description of past and current clinical practice.
6. Submit a 500-750 word proposal identifying an evidence-based practice problem—this may be a practice improvement issue, a clinical management problem, or an area of clinical research that the applicant will address while in the program. The essay must identify key resources necessary to complete the project and completed in current APA format.
7. Submit a current curriculum vitae demonstrating professional endeavors and accomplishments, education, career, experience, professional memberships, community service/volunteer/military experience and professional scholarly accomplishments.
8. Submit a copy of current unencumbered license as a Registered Nurse from the Tennessee Board of Nursing or a compact Multi-State license. Applicant should not be on probation and must report any past or current disciplinary action taken by a State Board.
9. Submit a current American Heart Association CPR or BLS certification (Adult, child and infant).
10. Submit a copy of advanced practice nursing license and specialty certification, if applicable.
11. Submit verification of Post-Baccalaureate Clinical and Practice Hours Document completed by the candidate's graduate nurse program.
12. Admission exam is not required, but GRE scores may be submitted
13. Provide the names and email addresses of three recommenders. At least one should be from a former dean or academic faculty and one from a current or former supervisor.
14. Participate in a face-to-face or electronic interview with nursing faculty, which will include an impromptu writing sample.
15. It is highly recommended, but not required, to provide evidence of the successful completion of a graduate level statistics course within 5 years prior to program matriculation.

All students should be computer literate, with the ability to send and download attachments, conduct database searches, and possess competence in word processing, spreadsheets, and presentation software with voiceover and/or screencasting ability.

## **International Students**

King encourages application from students who are interested in pursuing a degree program. International students applying to King are required to submit a completed King International Student Application form along with a non-refundable \$50.00 application fee. This application is available from the King Office of Admissions and is also available at <http://admissions.king.edu>. Any international student demonstrating a TOEFL score of 600 (paper) or 100 (Internet) may be admitted directly into the DNP curriculum. International



students desiring F-1 student status are required by the United States Citizen and Immigration Services (USCIS) to provide to the institution:

- A completed and notarized Sponsor's Statement of Financial Support along with financial documents proving financial ability;
- Original official transcripts of all high school and college/university grades and courses;
- Official TOEFL test scores;
- Official English translations of education transcripts and other documents (e.g. bank statements) related to the admissions process; and
- Each applicant must provide an official descriptive explanation of the grading system used for education transcripts.

When all of the documents described have been received, the application will be processed. Accepted applicants must make an enrollment deposit equivalent to the cost of tuition, fees, and health insurance for one year. Upon receipt of the deposit, the students will be issued an I-20, Certificate of Eligibility for Nonimmigrant (F-1) Student Status.

### **The Application Process**

Applications for admission will be accepted starting January 1 and will continue through **June 1** prior to the desired fall semester start date. Early application is encouraged in order to qualify for financial aid.

The DNP Admissions Committee will review all complete applications, select the candidates who meet the set criteria and rank them based on their ability to successfully complete the program. After evaluation of the candidates' files, the DNP Admissions Committee will schedule interviews and administer timed writing samples with the candidates. Once interviews and writing samples are complete, the DNP admissions committee will assign one of the following four admission status:

1. **Admitted**  
The student meets or exceeds all required admissions criteria and, therefore, is fully admitted to the DNP program without any conditions.
2. **Provisionally Admitted**  
The Committee may grant provisional admittance to applicants who do not yet meet all of the admission requirements (anticipated completion of a final semester of a degree program or a single course) but have been able to demonstrate they have been academically successful in the past. The DNP Admissions Committee will work with such students to develop an action plan and timeline for achieving the admitted status.
3. **Conditionally Admitted**  
The student does not meet the minimum grade point average admission requirement; however, the DNP Admissions Committee will permit the candidate to enter the program as long as the agreed upon conditions are satisfactory met by the student. A signed learning contract is required for this level of acceptance.
4. **Admission Denied** – the DNP Admissions Committee believes the applicant is not likely to succeed in the DNP program; therefore, the committee will deny acceptance.

The DNP Admissions Committee typically makes its decision within two weeks after the application submission deadline. The Admissions Office will notify applicants of the status of the DNP Admissions Committee review in writing or by e-mail.

The DNP program is an academically rigorous program developed to prepare nursing leaders who integrate Christian faith, scholarship, service, and career into their daily lives. King University seeks students who desire lifelong learning in a Christian environment. Admission to the DNP program is competitive but does not focus on a single factor to determine the best candidates. Decisions for admission will be based on demonstrated academic achievements, work history and performance, leadership ability, community involvement, writing ability, and the ability to successfully develop, implement and evaluate a translational research project.

### **DNP Transfer Credit**

Upon acceptance to the DNP program, a student wishing to transfer courses from other institutions for credit may request that completed doctoral course work be considered for transfer. A maximum of 6 semester credit hours may be transferred in. To be considered for transfer credit, a course must have been taken for doctoral credit and must carry a grade of “B” or better. Courses considered for transfer credit must be from an accredited college or university program. Clinical coursework and courses graded as “pass/fail” cannot transfer.

The student must submit a completed course substitution form and a course syllabus which must show evidence that the completed course content and scope can be considered current and equivalent to a comparable King University course in the School of Nursing. The faculty currently teaching the King University course will evaluate the materials related to the course the student desires to transfer in to King and make a recommendation to the Dean of Nursing regarding the course equivalency. The Dean of the School of Nursing must approve all transfer credit to the DNP program and the decision of the Dean will be final.

### **Fees**

There is a \$100 technology fee per course for courses delivered in an all online format.

### **Background Check**

DNP students are responsible for following clinical agency protocol for background checks. Students may contact the King University Security Department (423-652-4333) with questions. Students are responsible for all costs associated with the criminal background check. Students are required to meet all clinical agency requirements for background checks, immunizations, safety, confidentiality, drug screening, and licensure/certification.

### **Religious Objections**

A student has the right to refuse immunizations due to religious objections. If you select this option we do ask that you provide an official clergy statement and affirm your reason under the penalties of perjury.

### **Professional Liability Insurance**

King University has a professional liability insurance policy that covers all nursing students while enrolled in a King University nursing program. The cost to the DNP student is \$65, charged upon enrollment into the program. The insurance covers the student only for activities directly related to King University. It does not cover an accidental injury to the student that may occur before, during, or after classroom activities. The policy also does not cover the registered nurse or the nursing student while working at their employment setting. Students may carry additional liability insurance at their own expense, but this will not replace the coverage purchased through the University.

The fees are included in the DNP student fees. No additional cost at this time to the students.

### **Technology Requirements**

Baseline computer requirements for the DNP program include: laptop computer with minimum of Microsoft Office 2010 or later, wireless capability, and a webcam.

### **Grade Requirements**

The school of nursing calculates grades as A, A-, B+, B, B-, C+, C, C-, D, or F. Doctoral nursing majors must earn a “B” or higher in all NURS courses to maintain an overall GPA of 3.00 on a 4.00 scale. In the DNP program a grade of “B-” or below is failing. If more than two grades of “B-” or lower are earned the student will be dismissed from the DNP program. A failed course must be repeated; a student is only allowed to repeat one course during the DNP program.

### **Clinical Experiential Learning Hours**

All DNP students are required to complete clinical experiential learning hours (residency hours) in order to meet the requirements for the DNP degree. A minimum of 1000 hours of post-baccalaureate clinical practicum hours is required for completion of the DNP program and graduation. Specific hour requirements may vary for each student based on the number of practicum hours completed in his or her master’s program. The King DNP curriculum includes a total of 640 clinical experiential learning hours and offers students the opportunity to take additional semester hours of study to fulfill the required 1000 post-baccalaureate clinical experiential learning hours.

### **Comprehensive Competency Assessment (NURS 7990)**

All candidates for a degree from King University are required to demonstrate competency in their major field of study. DNP students will demonstrate satisfactory completion of the competencies outlined in the AACN’s *The Essentials of Doctoral Nursing Education for Advanced Nursing Practice*, in addition to the DNP student outcomes. These competencies are demonstrated by successful completion of the translational research project, and are validated and documented during the final full translational research committee meeting in the last semester of study prior to graduation.

### **Graduation Requirements**

- **Time to Completion/Graduation Standard**

Students in the DNP program must complete all degree requirements within six (6) years from time of entry or first enrollment semester as a degree student. No additional time is given to students electing a Leave of Absence.

- **Degree Completion Requirements**

1. Completion of all required courses with a minimum cumulative GPA of 3.00 on a 4.00 scale
2. Completion of all required clinical experiential learning hours for a minimum total of 1000 post-baccalaureate hours
3. Completion of a culminating translational research project
4. Demonstration of competency in major field (successful completion of competencies in NURS 7990: Comprehensive Competency Assessment)

### **DNP Student Handbook**

DNP students are required to follow policies set forth in the DNP Student Handbook, posted on the Blackboard Resource site after the start of each fall semester. All DNP students are required to read and follow university policies relative to appeals and grievances listed in the

Student Handbook. All students must abide by relevant academic policies in the King University Catalog.

**Doctorate of Nursing Practice Requirements**

NURS 7000	
Theoretical and Philosophical Foundations of Nursing Practice .....	3 s.h.
NURS 7001	
Nursing Informatics .....	3 s.h.
NURS 7005	
Applied Statistics for Evidence-Based Practice.....	3 s.h.
NURS 7006	
Evidence-Based Practice and Translational Research .....	3 s.h.
NURS 7011	
Population Health Epidemiology and Data Analysis .....	3 s.h.
NURS 7012	
Translational Research Project Development.....	3 s.h.
NURS 7016	
Leadership of Complex Healthcare Systems and Organizations.....	3 s.h.
NURS 7017	
Healthcare Policy and Advocacy .....	3 s.h.
NURS 7022	
Ethical Issues in Advanced Nursing Practice .....	3 s.h.
NURS 7023	
Translational Research Project Implementation.....	3 s.h.
NURS 7032	
Translational Research Project Evaluation .....	3 s.h.
<i>Choose one of the following courses.....</i>	<i>3 s.h.</i>
NURS 7027	
Theoretical Foundations of Knowledge Development (3 s.h.)	
NURS 7028	
Transforming Healthcare Performance through Information Technology (3 s.h.)	

***The two courses below are for students who need to fulfill additional experiential learning hours:***

NURS 7007*	
Clinical Experiential Learning I	
NURS 7018*	
Clinical Experiential Learning II	

\*As needed to fulfill post-baccalaureate clinical hours

NURS 7990	
Comprehensive Assessment .....	<u>  0  </u> s.h.
<b>Total .....</b>	<b>36 s.h.</b>



**Philosophy  
Bachelor of Arts  
Arts & Sciences  
Traditional**

**Program Coordinator: W.C. Streetman**

The B.S. in Philosophy at King University celebrates the human love of wisdom and ancient quest for meaning. We provide a supportive environment in which philosophy majors and minors participate in this quest and conduct earnest enquiry into life’s most fundamental issues, such as the nature of reality; what we can know and how this knowledge is acquired; the nature of truth and beauty; how we can judge between right and wrong; and how we ought to live. Philosophy majors are also given the opportunity to examine the theoretical underpinnings of other sciences and academic disciplines through a wide array of electives.

Students completing a degree in philosophy are prepared to enter law school or pursue graduate study in theology, philosophy, or religion. The degree is also useful for careers in medicine, bioethics, journalism, management, business, and government. All in all, irrespective of their career paths, philosophy majors and minors acquire a skillset that enables them to think in an organized way about important and controversial issues, along with some measure of insight into the more fundamental mysteries of human life.

**Student Learning Outcomes**

1. General knowledge: Students will demonstrate knowledge of the terminology, theories, and ideas within the discipline of philosophy.
2. Critical thinking: Students will demonstrate ability to identify different types of argumentation, discern good arguments from bad, compose good arguments of their own, and compare divergent theories and worldviews.
3. Self-understanding and communication: Students will demonstrate the ability to articulate their own worldview and corresponding values.

**Philosophy Major Requirements**

PHIL 2020	
Logic and Critical Thinking .....	4 s.h.
PHIL 2720	
Ethics .....	2 s.h.
PHIL 2510	
History of Philosophy I: Ancient and Medieval Philosophy .....	4 s.h.
PHIL 2520	
History of Philosophy II: Modern Philosophy .....	4 s.h.
PHIL 2530	
History of Philosophy III: 19 <sup>th</sup> and 20 <sup>th</sup> Century Philosophy .....	4 s.h.
<i>Choose from the following courses</i> .....	
4 s.h.	
PSCI 3710	
Ancient Political Thought (4 s.h.)	
PSCI 3720	
Modern Political Thought (4 s.h.)	

<i>Choose from the following courses</i> .....	8 s.h.
PHIL 2420	
Christian Philosophy (4 s.h.)	
PHIL 2430	
Classic Islamic Philosophy (4 s.h.)	
PHIL 2440	
Asian Philosophy (4 s.h.)	
<i>Choose from the following courses</i> .....	8 s.h.
PHIL 2410	
Philosophy of Religion (4 s.h.)	
PHIL 2730	
Biomedical Moral Dilemmas (2 s.h)	
PHIL 3750	
Philosophy Seminar: The Meaning of Life (4 s.h.)	
PHIL 3760	
Aesthetics: The Philosophy of Art, Beauty, and Culture (4 s.h.)	
PHIL 3780	
Philosophy of Mind and Consciousness (4 s.h.)	
PHIL 3790	
Environmental Ethics (4 s.h.)	
PHIL 3810	
Death, Dying, and Quality of Life (4 s.h.)	
PHIL 3820	
Philosophy of Human Nature (4 s.h.)	
PHIL 3830	
Individual and Society (4 s.h.)	
PHIL 3900	
Special Topics in Philosophy (4 s.h.)	
PHIL 4000	
Capstone Project .....	2 s.h.
PHIL 4990	
Comprehensive Assessment .....	0 s.h.

**Summary of Total Credits**

Core Curriculum .....	42 s.h.
Major Requirements.....	40 s.h.
Electives/Minor/2 <sup>nd</sup> Major .....	42 s.h.
<b>Minimum to Earn Bachelor of Arts</b> .....	<b>124 s.h.</b>



**Philosophy Minor**

<i>Choose from the following courses</i> .....	4 s.h.
PHIL 2510	
History of Philosophy I: Ancient and Medieval Philosophy (4 s.h.)	
PHIL 2520	
History of Philosophy II: Modern Philosophy (4 s.h.)	
PHIL 2530	
History of Philosophy III: 19 <sup>th</sup> and 20 <sup>th</sup> Century Philosophy (4 s.h.)	
PHIL 2720	
Ethics .....	2 s.h.
<i>Choose from the following courses</i> .....	<u>12</u> s.h.
PHIL 2020	
Logic and Critical Thinking (4 s.h.)	
PHIL 2410	
Philosophy of Religion (4 s.h.)	
PHIL 2420	
Christian Philosophy (4 s.h.)	
PHIL 2430	
Classical Islamic Philosophy (4 s.h.)	
PHIL 2440	
Asian Philosophy (4 s.h.)	
PHIL 3750	
Philosophy Seminar: The Meaning of Life (4 s.h.)	
<b>Total Minor Requirements</b> .....	<b>18 s.h.</b>



**Program Coordinator: K. Kothapalli**

The Physics major is offered as either a Bachelor of Science or Bachelor of Arts degree. The laws of physics established by our Creator make the discipline of physics relevant to all the natural sciences and bring understanding of nature as well as faith issues.

**Student Learning Outcomes**

1. Students will be able to solve quantitative physics problems.
2. Students will have a basic knowledge of key areas of physics: mechanics, electricity and magnetism, modern physics, optics, nuclear and atomic physics.
3. Students will demonstrate the ability to communicate scientific content orally and in writing.
4. Students will have command of basic experimental techniques, including data analysis.

At the end of the program of study, all students majoring in Physics will be required to pass a comprehensive assessment administered during PHYS 4900.

**Bachelor of Science Degree in Physics with a Minor in Mathematics**

The Bachelor of Science Degree in Physics prepares students for graduate study in physics and related fields, such as medical physics, astrophysics, applied mathematics, and engineering. It also prepares students for any career field that requires rigorous analytical and mathematical thinking. Students will be able to solve quantitative problems, have a basic knowledge of the major areas of physics, be able to express themselves in a professional manner, and understand experimental techniques and data analysis.

Physics is the study of the physical world, including all matter and energy. The Bachelor of Science degree is a rigorous program, consisting of 50 semester hours of science and mathematics in addition to Core Curriculum courses. It includes enough hours in in Mathematics for a minor and leaves 32 elective hours available to the student for another major or minor. Alternatively, the student can double major in Physics and Mathematics. Students are encouraged to spend one summer doing research and may be published authors before graduation. Academic credit is usually available for internship or research efforts.

**Core Curriculum Requirements**

Physics majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalog for additional details.

**Science**

CHEM 1110

General Chemistry I.....4 s.h.



**Quantitative Literacy**

MATH 2350  
Calculus I..... 4 s.h.

**Physics BS Major Requirements**

PHYS 2210  
General Physics I..... 4 s.h.  
PHYS 2220  
General Physics II..... 4 s.h.  
PHYS 3010  
Theoretical Mechanics..... 4 s.h.  
PHYS 3030  
Electricity and Magnetism..... 4 s.h.  
PHYS 3060  
Introduction to Modern Physics..... 4 s.h.  
PHYS 3502  
Experimental Methods..... 2 s.h.  
PHYS 4201  
Advanced Topics ..... 2 s.h.  
PHYS 4080  
Introductory Quantum Mechanics ..... 4 s.h.

*Choose from the following courses* ..... 4 s.h.

- CHEM 4000  
Physical Chemistry I (5 s.h.)
- PHYS 3052  
Optics (4 s.h.)
- PHYS 3072  
Heat and Thermodynamics (4 s.h.)
- PHYS 3401  
Medical Physics (4 s.h.)
- PHYS 3500  
Computational Physics (4 s.h.)

MATH 2360  
Calculus II ..... 4 s.h.  
MATH 2370  
Vector Calculus ..... 4 s.h.  
MATH 3430  
Differential Equations..... 4 s.h.

*Choose from the following courses* ..... 4 s.h.

- MATH 2450  
Linear Algebra (4 s.h.)
- MATH Elective  
3000 or 4000 level (4 s.h.)

IDST 4500  
Interdepartmental Math and Science Seminar ..... 2 s.h.  
PHYS 4990  
Comprehensive Assessment ..... 0 s.h.

### Summary of Total Credits

Core Curriculum .....	42 s.h.
Major Requirements*.....	50 s.h.
Electives/Minor/2 <sup>nd</sup> Major** .....	32 s.h.
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>

\* This includes the minor in Mathematics.

\*\* A double major in Physics and Mathematics allows for 16 s.h. of electives or another minor.

### Bachelor of Arts Degree in Physics

The Bachelor of Arts Degree in Physics is ideal preparation for many technical careers, especially those that require rigorous analytical and quantitative thinking. It is also appropriate for a student desiring to become a teacher at the middle and senior high school level (with licensure). Students will be able to solve quantitative problems, have a basic knowledge of the major areas of physics, be able to express themselves in a professional major, and understand experimental techniques and data analysis.

Students frequently spend one summer doing research or internships and may be published authors before graduation. Academic credit is usually available for research and internship efforts.

Physics is the study of the physical world, including all matter and energy. The Bachelor of Arts degree is a rigorous program consisting of 46 semester hours of science and mathematics beyond the core requirements.

Students frequently spend one summer doing research or internships and may be published authors before graduation. Academic credit is usually available for research and internship efforts.

### Physics BA Major Requirements

PHYS 2210	
General Physics I.....	4 s.h.
PHYS 2220	
General Physics II.....	4 s.h.
PHYS 3010 (Co-Requisite MATH 3430 Differential Equations)	
Theoretical Mechanics.....	4 s.h.
PHYS 3030 (Co-Requisite MATH 2370 Vector Calculus)	
Electricity and Magnetism.....	4 s.h.
PHYS 3060	
Introduction to Modern Physics .....	4 s.h.
PHYS 3502	
Experimental Methods.....	2 s.h.
PHYS 4201	
Advanced Topics .....	2 s.h.
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
MATH 1500	
Cryptography: The Science of Secret Writing (4 s.h.)	
MATH 2100	
Programming with Graphics, Symbols, and Text (2 s.h.)	
MATH 2480	
History of Mathematics (2 s.h.)	

MATH 3120	
Number Theory (2 s.h.)	
BIOL 2110	
General Biology I .....	4 s.h.
MATH 2360	
Calculus II .....	4 s.h.
MATH 2370	
Vector Calculus .....	4 s.h.
MATH 3430	
Differential Equations.....	4 s.h.
IDST 4500	
Interdepartmental Science and Math Seminar .....	2 s.h.
PHYS 4990	
Comprehensive Assessment .....	0 s.h.

**Summary of Total Credits**

Core Curriculum .....	42 s.h.
Major Requirements.....	46 s.h.
Second Major/minors/Electives .....	36 s.h.
<b>Minimum to Earn Bachelor of Arts in Physics .....</b>	<b>124 s.h.</b>

**Teacher Education – PHYSICS**

The B.S. in Physics with Tennessee teaching licensure (Grades 6-12) is available with modifications to the BA in Physics and the King Core Curriculum, as well as successful completion of the Secondary Education minor. Licensed teachers in secondary education are in great demand in all fifty states, and the areas of science and mathematics are considered critical need areas in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking secondary teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the “Admission to the Teacher Education Program” section of this catalog or contact the Administrative Assistant in School of Education for eligibility criteria, admissions procedures, and timelines.

**Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for Physics, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

### Core Curriculum Requirements

Physics majors seeking teaching licensure should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalog for additional details on fulfilling other categories in the Core.

#### Science

CHEM 1110  
General Chemistry I..... 4 s.h.

#### Quantitative Literacy

MATH 2350  
Calculus I ..... 4 s.h.

### BA in Physics Major Requirements for Teaching Licensure

PHYS 2210 and 2220  
General Physics I ..... 4 s.h.

PHYS 2220  
General Physics II..... 4 s.h.

PHYS 3010 (Co-Requisite MATH 3430 Differential Equations)  
Theoretical Mechanics ..... 4 s.h.

PHYS 3030 (Co-Requisite MATH 2370 Vector Calculus)  
Electricity and Magnetism..... 4 s.h.

PHYS 3060  
Introduction to Modern Physics..... 4 s.h.

PHYS 3502  
Experimental Methods..... 2 s.h.

PHYS 4201  
Advanced Topics ..... 2 s.h.

*Choose from the following courses* ..... 4 s.h.

BIOL 2110  
General Biology I (4 s.h.)

BIOL 2120  
General Biology II (4 s.h.)

*Choose from the following courses* ..... 4 s.h.

ITEC 2010  
Programming for STEM (4 s.h.)

MATH 1500  
Cryptography: The Science of Secret Writing (4 s.h.)

MATH 2100  
Programming with Graphics, Symbols, & Text (2 s.h.)

MATH 2480  
History of Mathematics (2 s.h.)

MATH 3120  
Number Theory (2 s.h.)

MATH 2360  
Calculus II ..... 4 s.h.

MATH 2370  
Vector Calculus ..... 4 s.h.

MATH 3430  
Differential Equations..... 4 s.h.

IDST 4500  
 Interdepartmental Science and Math seminar..... 2 s.h.

**Total Science Credits Required .....46 s.h.**

**Secondary Education Minor**

EDUC 2030  
 Introduction to Teaching: Grades K-12 ..... 2 s.h.  
 EDUC 2031  
 Introduction to Teaching Practicum: Grades PreK-12 ..... 1 s.h.  
 EDUC 2100  
 Survey of Exceptional Children ..... 4 s.h.  
 EDUC 2370  
 Reflective Teaching: Planning for Classroom Instruction..... 3 s.h.  
 EDUC 2900  
 Foundations of Education ..... 3 s.h.  
 EDUC 2950  
 Technology for Teachers ..... 2 s.h.  
 EDUC 3390\*  
 Secondary Curriculum and Methods ..... 3 s.h.  
 EDUC 3590\*  
 Content Area Reading ..... 3 s.h.  
 EDUC 3600\*  
 Assessment and Evaluation ..... 3 s.h.  
 EDUC 4490\*  
 Student Teaching: Grades 6-10 ..... 5 s.h.  
 EDUC 4500\*  
 Student Teaching: Grades 9-12 ..... 5 s.h.  
 EDUC 4940  
 Introduction to edTPA ..... 1 s.h.  
 EDUC 4950\*  
 Capstone Seminar: Grades K-12 ..... 2 s.h.  
 PSCI 2120  
 Cultural Diversity in America ..... 0-4 s.h.  
 PSYC 3320  
 Adolescent Development..... 4 s.h.  
 EDUC 4990\*  
 Comprehensive Assessment (passing state-required Praxis II exams,  
 successful portfolio completion, successful portfolio defense) ..... 0 s.h.

\*Requires admittance to the Teacher Education Program

**Summary of Total Credits for BA in Physics with Licensure**

Core Curriculum ..... 42 s.h.  
 Major Requirements..... 46 s.h.  
 Secondary Education Minor..... 45 s.h.  
**Minimum to Complete 6-12 Licensure Program in Physics ..... 133 s.h.**



**Physics Minor**

**Core Curriculum Requirement for Mathematics: a Prerequisite**

MATH 2350  
 Calculus I ..... 4 s.h.

**Physics Minor Requirements**

PHYS 2210  
 General Physics I..... 4 s.h.  
 PHYS 2220  
 General Physics II..... 4 s.h.

*Choose from the following courses* ..... 8 s.h.

- PHYS 3010  
 Theoretical Mechanics (4 s.h.)
- PHYS 3030  
 Electricity and Magnetism (4 s.h.)
- PHYS 3060  
 Modern Physics (4 s.h.)
- PHYS 3500  
 Computational Physics (4 s.h.)
- PHYS 4080  
 Introductory Quantum Mechanics (4 s.h.)

MATH 2360  
 Calculus II ..... 4 s.h.

**Total Minor Requirements** ..... **20 s.h.**



**Political Science/History  
Bachelor of Arts  
Arts & Sciences  
Traditional**

**Program Coordinator: G. Helt**

The B.A. in Political Science/History offers students a broad-based education in both Political Science and History. Students will gain knowledge of American Government, the United States Constitution, World Politics, Comparative Politics, and the History of Political Thought, both ancient and modern. Furthermore, majors study American and European history, and are encouraged to take courses in the American Legal System and in non-Western topics.

This major offers good preparation for a wide range of careers in law, public service on the federal, state and local levels, international relations, intelligence work, public safety (ranging from the F.B.I. to local law enforcement), political campaign management, journalism, business (domestic and international), and many other areas. A particular area of strength in Political Science at King is intelligence studies, in both historical and contemporary geopolitical contexts.

**Student Learning Outcomes**

The mission of the department is to offer an excellent, broad-based introduction to Political Science and History within the tradition of a Christian liberal arts education, which prepares the students for a lifetime of learning and service. This academic program supports the following broad university goals: it is intellectually proficient and disciplined; it produces life-long learners; and it integrates faith and learning.

1. Students will demonstrate good knowledge of American Political Science.
2. Students will demonstrate good knowledge of World Politics or International Relations.
3. Students will demonstrate good knowledge of Comparative Politics.
4. Students will demonstrate good knowledge of Political Theory.

NOTE: Students majoring in Political Science and History may *not* also major in History.

**Technology Requirements**

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam

**Political Science/History Major Requirements**

PSCI 2010	
United States Government.....	4 s.h.
PSCI 2020	
World Politics .....	4 s.h.
PSCI 3500	
Comparative Politics.....	4 s.h.
PSCI 3710	
Ancient Political Thought.....	4 s.h.

PSCI 3720	
Modern Political Thought.....	4 s.h.
PSCI or HIST	
3000-level or above in either discipline.....	4 s.h.
HIST 3000	
The Professional Historian: Historical Study and Writing.....	4 s.h.
<i>Choose from the following courses</i> .....	8 s.h.
HIST 2161	
An American Nation: Beginnings to 1877 (4 s.h.)	
HIST 2162	
An American Nation: 1877 to the Present (4 s.h.)	
HIST 2710	
The Cold War: History and Politics (4 s.h.)	
HIST 3150	
African-American Experience Since 1895 (4 s.h.)	
HIST 3300	
Intellectual and Cultural History of the United States (4 s.h.)	
<i>Choose from the following courses</i> .....	8 s.h.
HIST 3110	
The Age of Revolutions: Europe 1789 to 1914 (4 s.h.)	
HIST 3120	
Europe, 1914 to the Present (4 s.h.)	
HIST 3440	
The European Mind since the Enlightenment (4 s.h.)	
HIST 3650	
Cultures in Contact: Islam, Christianity, and Colonialism in Africa (4 s.h.)	
HIST 4930	
History Capstone .....	1 s.h.
PSCI 4990	
Comprehensive Assessment .....	0 s.h.

Recommended Elective: Students planning graduate study in Political Science should consider taking PSYC 3100 Statistics for the Social Sciences.

**Summary of Total Credits**

Core Curriculum .....	42 s.h.
Major Requirements.....	45 s.h.
Electives/Minor/Second Major .....	37 s.h.
<b>Minimum to Earn Bachelor of Arts in Political Science/History ...</b>	<b>124 s.h.</b>

**Teacher Education - HISTORY WITH GOVERNMENT**

The B.A. in History and Government with Tennessee teaching licensure (dual licensure in History and Government, Grades 6-12) is available with modifications to the Political Science/History major and the King Core Curriculum as well as successful completion of the Secondary Education minor. An endorsement in geography may also be added to the history license. Licensed teachers in secondary education are in great demand in all fifty states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of both the bachelor’s degree and licensure requirements. Students seeking



teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the “Admission to the Teacher Education Program” section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

**Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for History and/or Political Science/History, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Core Curriculum Requirements**

Political Science/History majors seeking teaching licensure should fulfill the U.S. and Global Citizenship category of the King Core Curriculum by taking the course indicated below. See the “The Core Curriculum” section of the catalog for additional details on fulfilling other categories of the Core.

**U.S. and Global Citizenship**

IDST 2100  
 Cultural Identity..... 4 s.h.

**BA in History with Government Major Requirements for 6-12 Teaching Licensure**

ECON 2000  
 Introduction to Economic Principles ..... 4 s.h.  
 GEOG 2010  
 Physical Geography ..... 3 s.h.  
 HIST 2110  
 Twentieth Century Global History ..... 4 s.h.  
 HIST 2161  
 An American Nation: Beginnings to 1877 ..... 4 s.h.  
 HIST 2162  
 An American Nation: 1877 to the Present..... 4 s.h.  
 PSCI 2010  
 United States Government..... 4 s.h.  
 PSCI 2020  
 World Politics ..... 4 s.h.  
 PSCI 3500  
 Comparative Politics..... 4 s.h.  
*Choose from the following courses* ..... 4 s.h.  
 PSCI 3710  
 Ancient Political Thought (4 s.h.)

PSCI 3720	
Modern Political Thought (4 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
HIST 3000	
The Professional Historian: Historical Study and Writing (4 s.h.)	
HIST 4001	
History Seminar (4 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
HIST 3110	
Age of Revolutions: Europe 1789-1914 (4 s.h.)	
HIST 3120	
Europe, 1914 to the Present (4 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
PSCI 3250	
Politics and History of China (4 s.h.)	
HIST 3650	
A Survey of Modern African History (4 s.h.)	
PSCI or HIST	
Elective at the 3000 or 4000 level (4 s.h.)	

**Secondary Education Minor**

EDUC 2030	
Introduction to Teaching: Grades K-12 .....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum: Grades PreK-12 .....	1 s.h.
EDUC 2100	
Survey of Exceptional Children .....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	
Foundations of Education .....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3390*	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590*	
Content Area Reading .....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
EDUC 4490*	
Student Teaching: Grades 6-10 .....	5 s.h.
EDUC 4500*	
Student Teaching: Grades 9-12 .....	5 s.h.
EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12 .....	2 s.h.
PSCI 2120	
Cultural Diversity in America .....	4 s.h.
PSYC 3320	
Adolescent Development.....	4 s.h.

EDUC 4990

Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense)..... 0 s.h.

\*Requires admittance to the Teacher Education Program

**Summary of Total Credits for History + Government 6-12 Licensure**

Core Curriculum ..... 42 s.h.

Major Requirements..... 55 s.h.

Secondary Education Minor..... 45 s.h.

**Minimum to Complete BA History+Government w/Licensure..... 142 s.h.**



**Political Science  
Minor  
Arts & Sciences  
Traditional**

**Political Science Minor**

PSCI 2010	
United States Government.....	4 s.h.
PSCI 2020	
World Politics .....	4 s.h.
PSCI 3500	
Comparative Politics.....	4 s.h.
PSCI 3710	
Ancient Political Thought.....	4 s.h.
PSCI 3720	
Modern Political Thought.....	4 s.h.
<b>Total Minor Requirements .....</b>	<b>20 s.h.</b>



**Psychology  
Bachelor of Science  
Behavioral & Health Sciences  
Traditional**

**Program Coordinator: J. K. DeFord**

The Bachelor of Science degree in Psychology provides unique blends of action with reflection and of Christian spirituality with broad intellectual growth. Psychology, as the crossroad science of the cultural mind, individual behavior, and the organic brain, prepares students for a wide variety of careers. Psychology at King is a program in which students will conduct their own original research projects, be encouraged to participate in internships that serve the community with which they hope to work, and make first-hand observations of family life, children, and/or adolescents.

Combined with traditional classroom activities, hands-on learning experiences let students develop a unique view of human beings: one that is critically aware of the limitations and biases in current knowledge, one that is constructively able to seek out new approaches to understanding others, and one that knows how to observe, record, analyze, discuss, interpret, and explain what humans do and why.

Such knowledge has proven useful to our graduates who have succeeded (1) in careers that do not require further study, such as youth workers, case workers in social welfare programs, child care workers, technicians or trainees in state institutions, personnel officers, government specialists, business managers, and other people-oriented careers. (2) in graduate school in all types of psychology (child, clinical, educational, experimental, industrial, personnel, social, and several types of counseling and social work); and (3) in graduate programs in medicine, law, ministry, education, special education, and other fields where further study is required.

**Psychology and King University's Mission**

The Bachelor of Science degree in psychology is designed to provide students with converging viewpoints addressing the diversity of psychology, the integration of faith and psychology, and practical experiences to enhance skills appropriate for graduate study or an immediate career.

**Student Learning Outcomes**

1. Graduates will demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Graduates will demonstrate understanding and apply research methods in psychology, including research design, data analysis, and interpretation.
3. Graduates will demonstrate understanding and apply psychological principles to personal, social, or organizational issues.
4. Graduates will identify and develop skills and experience related to desired career goals.

**Comprehensive Assessment (PSYC 4990)**

All candidates for the psychology degree from King are required to demonstrate competency by completing the Major Field Achievement Test (MFAT). The MFAT will be administered

to all students in the semester that they complete program requirements. The test will cover four broad areas of psychology. The areas are cognition, clinical/abnormal, perception/physiology, and social/developmental. Any student who does not meet this requirement will not graduate until the requirement has been met.

**Technology Requirements**

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required

**Core Curriculum Requirements**

Psychology majors should fulfill the Science category of the King Core Curriculum by taking the course indicated below. See the “The Core Curriculum” section of the catalog for additional details and options for other categories.

**Science**

BIOL 1010	
Human Anatomy and Physiology I.....	4 s.h.

**Psychology Major Requirements**

PSYC 1520	
General Psychology.....	4 s.h.
BIOL 1020	
Human Anatomy and Physiology II.....	4 s.h.
PSYC 3000	
Social Psychology.....	4 s.h.
PSYC 3040	
Cognitive Psychology.....	4 s.h.
PSYC 3100	
Statistics for the Social Sciences.....	4 s.h.
PSYC 3150	
Research Methods and Measurement in Psychology.....	4 s.h.
PSYC 3200	
Individual Research Project.....	2 s.h.
PSYC 4050	
Abnormal Psychology.....	4 s.h.
<i>Choose from the following courses.....</i>	<i>4 s.h.</i>
PSYC 3050	
Lifespan Human Development (4 s.h.)	
PSYC 3310	
Child Development (4 s.h.)	
PSYC 3320	
Adolescent Development (4 s.h.)	
PSYC	
Electives.....	10 s.h.
PSYC 4990	
Comprehensive Assessment.....	0 s.h.

**Summary of Total Credits**

Core Curriculum.....	42 s.h.
Major Requirements.....	44 s.h.
Electives/Minor/2 <sup>nd</sup> Major.....	38 s.h.
<b>Minimum to Earn Bachelor of Science in Psychology.....</b>	<b>124 s.h.</b>



**Psychology  
Minor  
Behavioral & Health Sciences  
Traditional**

**Psychology Minor**

PSYC 1520	
General Psychology .....	4 s.h.
<i>Choose from the following courses</i> .....	4 s.h.
PSYC 3000	
Social Psychology (4 s.h.)	
PSYC 3040	
Cognitive Psychology (4 s.h.)	
PSYC 3050	
Lifespan Human Development .....	4 s.h.
PSYC 4050	
Abnormal Psychology .....	4 s.h.
PSYC	
Additional Psychology Electives .....	<u>4</u> s.h.
<b>Total</b> .....	<b>20 s.h.</b>



**Psychology**  
**Bachelor of Science**  
**Behavioral & Health Sciences**  
**GPS/Online**

**Program Coordinators: J. Sapp, GPS; G. Mears, Online**

The B.S. in Psychology at King provides unique blends of action with reflection and Christian spirituality with broad intellectual growth. This level of integration is possible because Psychology is the crossroad science of the cultural mind, individual behavior, and the organic brain, and thus prepares students for a wide variety of careers.

Students in the GPS/online Psychology program will become familiar with the research process, the community with which they hope to work, and the processes of family life, child development, and/or adolescent development.

The program offers learning experiences that let students develop a unique view of human beings: one that is critically aware of the limitations and biases in current knowledge, one that is constructively able to seek out new approaches to understanding others, and one that knows how to observe, record, analyze, discuss, interpret, and explain to others what humans do and why.

Such knowledge is useful for students seeking graduate studies in psychology (clinical, counseling, experimental, and social work), graduate studies in related areas (medicine, law, ministry, and education), and careers that do not require further study (case workers in social welfare programs, health services, juvenile justice services, social services director, promotional program director).

General Psychology (PSYC 1520) is a required course in the Psychology program. It is recommended that students take General Psychology prior to entering the program. If a student intending to major in Psychology has not completed General Psychology prior to matriculation or prior to entering the Psychology major, he/she is required to complete it within the first two semesters of enrollment in the major. King offers the course online in “Quest” format (5 learning modules spread over the entire 15-week semester), so the course can be taken in addition to the three specified Psychology courses for the major.

**Student Learning Outcomes**

The B.S. degree in Psychology actively seeks to live out King University’s mission. It is designed to provide students with converging viewpoints addressing the diversity of psychology, the integration of faith and psychology, and practical experiences to enhance skills appropriate for graduate study or an immediate career. Specifically, the Student Learning Outcomes for this program are:

1. Graduates will demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Graduates will demonstrate understanding and apply research methods in psychology, including research design, data analysis, and interpretation.
3. Graduates will demonstrate understanding and apply psychological principles to personal, social, or organizational issues.



4. Graduates will identify and develop skills and experience related to desired career goals.

**Comprehensive Assessment (PSYC 4990)**

All candidates for the psychology degree from King are required to demonstrate competency by completing the Major Field Achievement Test (MFAT). The MFAT will be administered online to all students in the semester that they complete program requirements. The test will cover four broad areas of psychology. The areas are cognition, clinical/abnormal, perception/physiology, and social/ developmental. Any student who does not meet this requirement will not graduate until the requirement has been met.

**Technology Requirements**

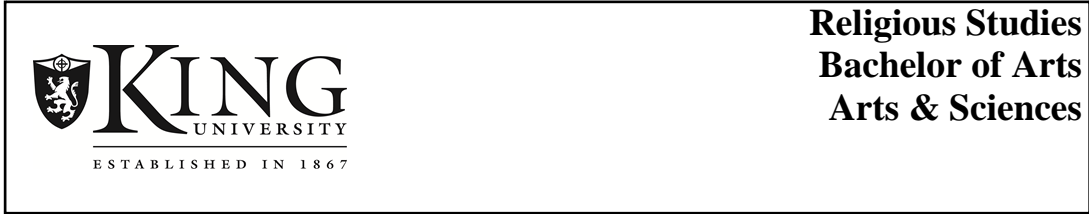
Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required.

**Psychology Major Requirements**

PSYC 3000	
Social Psychology.....	4 s.h.
PSYC 3040	
Cognitive Psychology.....	4 s.h.
PSYC 3050	
Lifespan Human Development.....	4 s.h.
PSYC 3100	
Statistics for the Social Sciences .....	4 s.h.
PSYC 3150	
Research Methods and Measurement in Psychology .....	4 s.h.
PSYC 3200	
Individual Research Project.....	4 s.h.
PSYC 4000	
Theories of Personality.....	4 s.h.
PSYC 4050	
Abnormal Psychology .....	4 s.h.
PSYC 4100	
Theories of Counseling.....	4 s.h.
PSYC 4150	
Group Dynamics.....	4 s.h.
PSYC 4200	
Introduction to Christian Counseling.....	4 s.h.
PSYC 4250	
Applied Psychology.....	4 s.h.
PSYC 4990	
Comprehensive Assessment .....	<u>0</u> s.h.
<b>Total .....</b>	<b>48 s.h.</b>

**Summary of Total Credits**

General Education Minimum Requirements (must include General Psychology).....	30 s.h.
Major Requirements.....	48 s.h.
Electives/Minor/2 <sup>nd</sup> Major .....	<u>46</u> s.h.
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>



**Program Coordinator: D. Hudson**

The B.S. in Religious Studies prepares students to enter theological seminaries or graduate schools of religion and philosophy in preparation for careers in the pastoral ministry, teaching, mission, or social work. Many graduates also enter fields of law, business, the social sciences, and education. The Religious Studies major focuses on the study of religion, both theory and method, and religions of the world. The purpose of the major is not only to educate students in the Christian religion, but also to explore the nature and function of the religious impulse.

The minors in Biblical Studies and Religious Studies are excellent supplemental programs, enhancing many other majors. These minors enable students to pursue advanced biblical and theological study and thereby integrate faith into their chosen field of interest.

**Affiliations**

Tel Azekah Archaeological Expedition Tel Aviv University, Society of Biblical Literature, American Academy of Religion, and American Society of Oriental Religion

**Student Learning Outcomes**

1. Students will demonstrate a general knowledge of the basic content, history, and ideas of the Biblical canon.
2. Students will demonstrate general knowledge of theological and religious matters pertaining to the study of Christianity and other world religions.
3. Students will acquire and apply critical thinking skills which include analyzing Biblical texts, comparing divergent views of reading, and demonstrating a working knowledge of hermeneutics.

**Computer Requirements:** Microsoft Word, PowerPoint, Adobe, and media player capabilities

A comprehensive assessment covering the major in Religious Studies will be given the semester prior to graduation. The assessment is 240 questions and will be administered online via Blackboard one month prior to the graduation date.

**Core Curriculum Recommendations for Religious Studies**

It will be to the advantage of Religious Studies majors to take the following courses to fulfill some of the Core Curriculum requirements.

- ENGC 1110  
English Composition: Writing and Speech..... 4 s.h.
- ENGL 2480  
Oxford Christian Writers ..... 4 s.h.
- ENGL 2450  
Introduction to Film Studies ..... 4 s.h.

GREEK 2000	
Ancient Greek II .....	4 s.h.
(Greek 2000, and its pre-requisite Greek 1000, are recommended but not required.)	
HEBR 2000	
Ancient Hebrew II .....	4 s.h.
PSCI 2020	
World Politics .....	4 s.h.
RELG 1001	
Foundations of Christian Thought and Practice .....	4 s.h.

For additional course options and descriptions, please see “The Core Curriculum” section of the catalog.

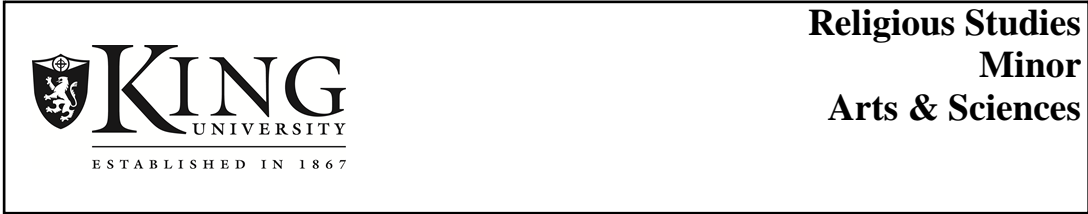
**Religious Studies Major Requirements**

BIBL 2251	
The Old Testament and Interpretation .....	4 s.h.
BIBL 2252	
The New Testament and Interpretation .....	4 s.h.
<i>Choose from the following courses</i> .....	4 s.h.
PHIL 2410	
Philosophy of Religion (4 s.h.)	
PHIL 2510	
History of Philosophy I: Ancient and Medieval Philosophy (4 s.h.)	
PHIL 2520	
History of Philosophy II: Modern Philosophy (4 s.h.)	
RELG 2430	
Encountering the World’s Religions.....	4 s.h.
RELG 3020	
Theory and Method in the Study of Religion .....	4 s.h.
RELG 3210	
Introduction to Theology .....	4 s.h.
RELG 3292	
Religion and Politics in a Global Context .....	4 s.h.
RELG 3800 or 3830	
Internship/Cooperative Education .....	2 s.h.
<i>Choose from the following courses</i> .....	4 s.h.
BIBL 3020	
Hebrew Prophetic Literature (4 s.h.)	
BIBL 4050	
Hebrew Wisdom Literature (4 s.h.)	
BIBL 3040	
The Life and Teaching of Jesus (4 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
RELG 3850	
History of the Christian Movement (4 s.h.)	
PHIL 2430	
Classical Islamic Philosophy (4 s.h.)	

RELG 4990  
Comprehensive Assessment ..... 0 s.h.

**Summary of Total Credits**

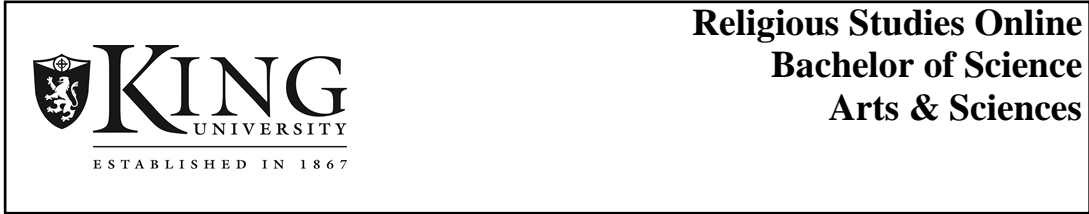
Core Curriculum ..... 42 s.h.  
Major..... 38 s.h.  
Electives/Minor/Second Major ..... 44 s.h.  
**Minimum to Earn Bachelor of Arts ..... 124 s.h.**



The minor in Religious Studies is an excellent supplemental program, enhancing many other majors. It enables students to pursue advanced biblical and theological study and thereby integrate faith into their chosen field of interest.

**Religious Studies Minor Requirements**

RELG 2430	
Encountering the World’s Religions .....	4 s.h.
<i>Choose from the following courses .....</i>	<i>4 s.h.</i>
PHIL 2410	
Philosophy of Religion (4 s.h.)	
PHIL 2510	
History of Philosophy I: Ancient and Medieval Philosophy (4 s.h.)	
PHIL 2520	
History of Philosophy II: Modern Philosophy (4 s.h.)	
PHIL 3130	
Philosophy of Religion (4 s.h.)	
RELG 3020	
Theory and Method in the Study of Religion .....	4 s.h.
RELG 3292	
Religion and Politics in a Global Context .....	4 s.h.
<b>Total Minor Requirements .....</b>	<b>20 s.h.</b>



**Program Coordinator: D. Hudson**

The B.S. in Religious Studies prepares students to enter theological seminaries or graduate schools of religion and philosophy in preparation for careers in the pastoral ministry, teaching, missions, or social work. Many graduates also enter fields of law, business, the social sciences, and education. Many graduates also enter fields of law, business, the social sciences, and education. The Religious Studies major focuses on the study of religion, both theory and method, and the religions of the world. The purpose of the major is to not only educate students in the Christian religion but also to explore the nature and function of the religious impulse.

**Affiliations**

Tel Azekah Archaeological Expedition Tel Aviv University, Society of Biblical Literature, American Academy of Religion, and American Society of Oriental Religion

**Student Learning Outcomes**

1. Students will demonstrate a general knowledge of the basic content, history, and ideas of the Biblical canon.
2. Students will demonstrate general knowledge of theological and religious matters pertaining to the study of Christianity and other world religions.
3. Students will acquire and apply critical thinking skills which include analyzing Biblical texts, comparing divergent views of reading, and demonstrating a working knowledge of hermeneutics.

**Computer Requirements:** Microsoft Word, PowerPoint, Adobe, and media player capabilities

A comprehensive assessment covering the major in Religious Studies will be given the semester prior to graduation. The assessment is 240 questions and will be administered online via Blackboard one month prior to the graduation date.

**Religious Studies Core Recommendations**

It will be to the advantage of Religious Studies majors to take the following courses to fulfill some of the Core Curriculum requirements.

- ENGC 1110  
English Composition: Writing and Speech..... 4 s.h.
- ENGL 2480  
Oxford Christian Writers ..... 4 s.h.
- ENGL 2450  
Introduction to Film Studies ..... 4 s.h.
- GREEK 2000  
Ancient Greek II ..... 4 s.h.  
(Greek 2000, and its pre-requisite Greek 1000, are recommended but not required.)

HEBR 2000	
Ancient Hebrew II .....	4 s.h.
PSCI 2020	
World Politics .....	4 s.h.
RELG 1001	
Foundations of Christian Thought and Practice .....	4 s.h.

For additional course options and descriptions, please see “The Core Curriculum” section of the catalog.

**Religious Studies Major Requirements**

BIBL 2250	
Bible Study That Matters.....	4 s.h.
BIBL 2251	
The Old Testament and Interpretation .....	4 s.h.
BIBL 2252	
The New Testament and Interpretation .....	4 s.h.
BIBL 3520	
Historical Geography and Archaeology of Israel. ....	4 s.h.
BIBL 4140	
Paul .....	4 s.h.
RELG 2430	
Encountering the World’s Religions.....	4 s.h.
RELG 3210	
Introduction to Theology .....	4 s.h.
RELG 3292	
Religion and Politics in a Global Context. ....	4 s.h.
RELG 2500	
Introduction to Islam.....	4 s.h.
PHIL 2410	
Philosophy of Religion .....	4 s.h.
<i>Choose from the following courses</i> .....	4 s.h.
BIBL 4030	
Pentateuch (4 s.h.)	
BIBLE 4050	
Hebrew Wisdom Literature (4 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
BIBL 3040	
Life and Teaching of Jesus (4 s.h.)	
BIBLE 4060	
The Gospel and Epistles of John (4 s.h.)	
RELG 4990	
Comprehensive Assessment .....	0 s.h.

**Summary of Total Credits**

Core Curriculum .....	30 s.h.
Major.....	48 s.h.
Electives/Minor/Second Major .....	46 s.h.
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>



**Security & Intelligence Studies**  
**Bachelor of Arts**  
**Arts & Sciences**  
**Traditional**

**Program Coordinator: G. Helt**

The Bachelor of Arts degree in Security and Intelligence Studies (SIS) aims to address the high demand for qualified security and intelligence professionals in the post-9/11 world. Employers are looking for university graduates who are curious about the world around them and can critically assess global events and trends. Students in the SIS program will explore 21<sup>st</sup> century security challenges, learn how to use structured techniques in their analyses, grapple with the ethical issues facing the national security community, and learn how the intelligence community works with policymakers to inform national security policy.

The SIS major is designed for students interested in careers in law enforcement, homeland security, military, intelligence, the diplomatic service, and national security law. Additionally, the SIS minor may complement the Business major, especially for students interested in careers in global investing and consulting, and the sciences (Biology, Forensic Science, Mathematics, Physics), as well as in Psychology.

The SIS program seeks to foster a Christian worldview while providing students with an empathetic view of other cultures, countries, and religions. We aim to graduate students who understand that each action undertaken in the name of national security will have an impact on other human beings who are also created in the image of God; therefore, we have an obligation to consider the long-term consequences of our actions.

**Student Learning Outcomes**

1. Understand how the intelligence community works and interacts with the policy-making community.
2. Develop critical thinking skills.
3. Understand pressing global security issues.

**Comprehensive Assessment**

Students in the SIS major will be expected to select an area of interest upon completing 20 semester hours of in-class instruction. Areas of interest will be selected from a pre-approved list consisting of a variety of relevant subject matters. These will include government agencies within or outside of the United States intelligence community, non-state militant groups, high-value countries, subjects in intelligence history, or area studies. Degree candidates will be required to submit the conclusions of their research on their area of interest in the form of a publishable academic paper to an appropriate journal or present the topic of their research to a panel of experts.

**Security and Intelligence Studies Major Requirements**

SAIS 2310	
Espionage and Intelligence .....	4 s.h.
SAIS 2330	
International Terrorism .....	4 s.h.



SAIS 2350	
Introduction to Intelligence Analysis.....	4 s.h.
HIST 3755	
Cold War: History and Politics.....	4 s.h.
SAIS 3310	
Covert Action: From Secrets to Policy.....	4 s.h.
PSCI 3250	
Politics and History of China.....	4 s.h.
SAIS 3350	
Advanced Intelligence Analysis.....	4 s.h.
SAIS 3380	
Counterterrorism: Concepts and Methods.....	4 s.h.
SAIS 3390	
Intelligence Ethics.....	4 s.h.
SAIS 3730	
American Foreign Policy.....	4 s.h.
SAIS 4310	
Advanced Topics in Geopolitics.....	4 s.h.
SAIS 4330	
Security Challenges in the 21 <sup>st</sup> Century.....	4 s.h.

**Summary of Total Credits in Security and Intelligence Studies**

Core Curriculum .....	42 s.h.
Major Requirements.....	48 s.h.
Electives/Minor/2 <sup>nd</sup> Major: .....	34 s.h.
<b>Minimum to Earn Bachelor of Arts in S.I.S.....</b>	<b>124 s.h.</b>

Since 9/11, Americans have been thrust into a volatile and unpredictable world. Employers are looking for university graduates who can demonstrate an understanding of contemporary security threats and challenges, both domestically and internationally. The Security and Intelligence Studies (SIS) minor aims to address the high demand for qualified security and intelligence professionals in the post-9/11 world. Courses offered in the SIS minor explore issues such as espionage and counterintelligence, international terrorism, intelligence ethics, geopolitics, and analysis.

The S.I.S. minor is a good complement for other programs of study: the Business major, especially for students interested in careers in global investing, consulting, and financial intelligence; the sciences (Biology, Forensic Science, Mathematics, Physics); and Psychology, particularly for those intending to work in classified areas of research.

**Security and Intelligence Studies Minor Requirements**

<i>Choose from the following courses</i> .....	8 s.h.
SAIS 2310	
Espionage and Intelligence (4 s.h.)	
SAIS 2330	
International Terrorism (4 s.h.)	
SAIS 2350	
Introduction to Intelligence Analysis (4 s.h.)	
HIST 3755	
Cold War: History and Politics (4 s.h.)	
<i>Choose from the following courses</i> .....	8 s.h.
SAIS 3310	
Covert Action: From Secrets to Policy (4 s.h.)	
SAIS 3350	
Advanced Intelligence Analysis (4 s.h.)	
SAIS 3380	
Counterterrorism: Concepts and Methods (4 s.h.)	
SAIS 3390	
Intelligence Ethics (4 s.h.)	
SAIS 3720	
American Foreign Policy (4 s.h.)	
PSCI 3250	
Politics and History of China (4 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
SAIS 4310	
Advanced Topics in Geopolitics (4 s.h.)	
SAIS 4330	
Security Challenges of the 21 <sup>st</sup> Century (4 s.h.)	
<b>Total Minor Requirements</b> .....	<b>20 s.h.</b>



## **Bachelor of Social Work Behavioral & Health Sciences GPS**

### **Program Coordinator: J. Helbert**

The Bachelor of Social Work (BSW) program provides students with a range of knowledge, skills, abilities, values, and ethics that effectively prepares them for generalist careers as professional social workers. Because graduates enjoy title protection as “social workers,” BSW graduates are highly in demand in the domestic and global job markets.

Professors of the King University BSW program are social workers themselves, with a minimum of a Masters of Social Work (MSW) degree. In addition to years of social work field experience, BSW professors are experienced administrators, practitioners, and educators who believe in nurturing students while challenging them to reach higher goals.

The social work program boasts four decades of proven academic success through its longstanding presence in the region and its continuously maintained accreditation with the Council on Social Work Education (CSWE). The program began at Virginia Intermont (V.I.) College and continued uninterrupted at King University when V.I. closed in 2014.

In the 40 years of the BSW program’s accredited existence, a stellar social work education has been provided to students from Northeast Tennessee, Southwest Virginia, and several states across the United States and abroad. In addition to membership with the CSWE, the BSW program is affiliated with the National Association of Social Workers (NASW), the National Association of Christian Social Workers (NACSW), International Federation of Social Workers (IFSW), International Consortium on Social Development (ICSD), the Association of Bachelor Program Directors (BPD), and Phi Alpha, a national social work honors society. The King University chapter of Phi Alpha is Chi Omega.

### **Bachelor of Social Work Application Packet Requirements**

1. Submit a completed application.
2. Submit official transcripts from all prior colleges and universities attended.
  - a. Applicants are required to have a minimum 2.5 cumulative GPA on a 4.0 scale. Students whose cumulative GPA falls below 2.5, but is 2.2 or higher, may be considered on a conditional basis. Students are expected to maintain a minimum GPA of 2.5 while in the program.
3. Submit a specific application to the Social Work program. This may be accessed at <http://www.king.edu/admissions/gps/programs/bsw/programapplication.aspx>
4. Complete the required self-assessment form. This may be accessed at <http://www.king.edu/admissions/gps/programs/bsw/programapplication.aspx>
5. Historical Foundations of Contemporary Issues (SOWK 3410) is a required course for the program. This course is an introduction to the discipline of Social Work. Students who took a similar course at another institution can petition for the course to transfer. Those who have not taken the course before entering must complete it during the first two semesters of enrollment in the program.
6. A highly recommended prerequisite course is Introduction to Statistics.

7. Write and submit a 500-750 word personal statement using the prompt on the Social Work application form.
8. Be willing to participate in an Interview with Program Committee (online or in person), if there are questions about your application packet.

Students who wish to declare a social work major must first complete an application to the BSW program, which includes an essay, a self-assessment, and a criminal background check completed prior to the field practicum component. An entrance interview may be required.

Students must have completed a minimum of 45 semester hours of applicable coursework to apply for admission to the Social Work program. In order for students to successfully complete the BSW program plan of study within the specified timeframe, completion of 60 semester hours is recommended before application to the BSW program. Students seeking admission to the program with fewer than 60 semester hours of applicable coursework must seek permission from the BSW Program Coordinator. All BSW students must adhere to the NASW Code of Ethics (see link below).

Each BSW student must access the NASW Code of Ethics information online at <https://www.socialworkers.org/pubs/code/default.asp>. This information is an essential part of each course in the major.

The BSW program has both academic and nonacademic requirements for retention and progression, which are detailed in the BSW student handbook.

Students who complete the BSW program successfully are well prepared for entry into an Advanced Standing Masters of Social Work (MSW) program and/or entry into the work force in professional social work practice. The Advanced Standing placement is designed for BSW students who excel academically, having maintained a GPA of 3.0 or higher. Advanced Standing placements enable social work students to complete a MSW degree in one academic year of full-time study.

Courses in the social work major begin in the junior year of study following completion of at least 45 s.h. of coursework including 30 s.h. of general education requirements and recommended electives. The program provides students with theoretical and practical skills required to work as professional social workers in addition to a generalist knowledge base that examines human behavior and complex social interactions. This generalist approach to preparation allows social workers to engage with individuals, families, groups, agencies, and communities to resolve problems and improve capacities for healthy social functioning.

### **Student Learning Outcomes**

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, restorative, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Assess, engage, intervene, and evaluate practice with individuals, families, groups, organizations, and communities

King University's mission is to build meaningful lives of achievement and cultural transformation in Christ. The BSW program supports this mission by utilizing a bio-psycho-social-spiritual framework toward addressing social and economic issues utilizing restorative justice components. Counseling and advocacy skills are also employed, which emphasize the

importance of addressing barriers that may be experienced by individuals, families, groups, communities, or organizations. The signature pedagogy of the BSW program is the incorporation of an extensive supervised professional fieldwork experience in one or more relevant social work settings.

BSW students are expected to follow a strict set of ethical guidelines that inform practice and professional conduct of social workers in the following ways:

1. Maintain continuous education regarding cultural competence and social diversity
2. Develop an ability to maintain respect for colleagues and unconditional positive regard of clients by honoring the dignity and worth of each person
3. Admonish discrimination, exploitation, and domination of any individual or group
4. Act to prevent injustices through social and political action
5. Develop and maintain strong boundaries
6. Maintain integrity
7. Elevate service to others above self-interests

These are the core values of the social work profession. These guidelines are clearly articulated in the 2008 National Association of Social Worker's Code of Ethics, as amended. Additionally, social work students should possess compassion, strong interpersonal skills, good listening skills, good organizational and time-management skills, and good problem-solving skills.

### **Comprehensive Assessment**

Students must enroll in SOWK 4990 Comprehensive Assessment during their final semester of BSW course work. This course consists of a one-day examination. Students must pass the BSW comprehensive examination, which is comprised of a 60-item questionnaire and a writing assessment with adherence to the latest standards of the APA style. This exam measures the student's learning and retention of the social work subject matter.

### **Technology Requirements**

PC with MS Office 2010 or later, Webcam, Microphone

### **General Education Recommendations**

It will be to the advantage of BSW majors to take the following courses to fulfill specified categories of the King University Core Curriculum requirements. Please refer to Section 3.04.010, The Core Curriculum, for additional details as well as course options and descriptions.

The following specific courses are *recommended*:

- MATH 1560 Introduction to Statistics (fulfills Mathematics requirement)
- ECON 2000 Introduction to Economic Principles or PSCI 2010 U.S. Government (one should be taken to fulfill the U.S. and Global Citizenship requirement; the other is a recommended elective)

The courses below are not part of the Core Curriculum, but are *strongly recommended* electives:

- PSYC 1520 General Psychology
- APAL 3110 Appalachian Culture

## GPS Bachelor of Social Work Major Requirements

Educational outcomes and competencies are attained through the combination of learning experiences (course work in theory and conceptual learning) and skills development in the field education component.

The content courses in the major can be completed in three semesters (one calendar year). Students are expected to enroll in SOWK 4800 Integrative Practice during their fourth semester in the program. SOWK 4800 is an intensive clinical experience of 400 on-site hours. Students will complete the clinical experience while attending a required seminar course during the 15-week semester. Outside employment during the clinical semester may hinder successful completion of the required practicum, thus delaying graduation.

SOWK 3180	
Social Work Research and Evaluation .....	4 s.h.
SOWK 3410*	
Historical Foundations and Contemporary Issues .....	4 s.h.
SOWK 3420	
Human Diversity and Ethical Issues.....	4 s.h.
RELG 1001	
Foundations of Christian Thought and Practice .....	4 s.h.
SOWK 3610	
Human Behavior and the Social Environment: Person in Environment Perspective .....	4 s.h.
SOWK 3620	
Human Behavior and the Social Environment: Life Course Perspective .....	4 s.h.
SOWK 3810	
Generalist Practice .....	4 s.h.
SOWK 3820	
Family and Group Practice .....	4 s.h.
SOWK 3830	
Community and Organizations Practice .....	4 s.h.
SOWK 4410	
Social Work Policy .....	4 s.h.
SOWK 4800	
Integrative Practice .....	12 s.h.
SOWK 4990	
Comprehensive Assessment .....	0 s.h.

\* SOWK 3410, Historical Foundations and Contemporary Issues (4 s.h.), must be taken *one time only* either prior to or during the student's 1<sup>st</sup> or 2<sup>nd</sup> semester of enrollment in the program. This course will be offered every semester in Quest Format (meets once every third week throughout the 15-week semester) and will be available both to Social Work majors and to any other King University students who wish to take it as an elective.

NOTE: SOWK 3840, Writing for Social Workers (4 s.h.), may be taken as an elective.

### Summary of Total Credits

Core Curriculum .....	30 s.h.
Major Requirements.....	52 s.h.
Electives and/or Minor .....	42 s.h.
<b>Minimum to Earn a BSW Degree.....</b>	<b>124 s.h.</b>

**BSW GPS/Online Two-Year Course Rotation**

<b>Bachelor of Social Work GPS/Online</b>			
<p>This is a team-based program. Students may enter in Module A or Module B of Semesters 1, 2, and 3. The final semester is a 12-s.h. practicum. <u>Students may find maintaining outside employment challenging during the practicum semester.</u></p> <p>All courses are 4-s.h. with the exception of SOWK 4800 (12-s.h.) and SOWK 4990 (0-s.h.). Students are permitted to transfer 16-s.h. of prior equivalent applicable courses in social work. <b><i>Recommendations</i></b> for Core: ECON 2000 Introduction to Economic Principles or PSCI 2010 U.S. Government (Citizenhip) and MATH 1560 Introduction to Statistics (Mathematics)</p>			
Semester 1	Module A	SOWK 3420	Human Diversity and Ethical Issues
	Module B	SOWK 3610	Human Behavior and the Social Environment: Person and Environment Perspective
	Module C	SOWK 3620	Human Behavior and the Social Environment: Life Course Perspective
	Quest Format Mod D (Online)	SOWK 3410	Historical Foundations and Contemporary Issues
Semester 2	Module A	SOWK 4410	Social Work Policy
	Module B	SOWK 3810	Generalist Practice
	Module C	SOWK 3820	Family and Group Practice
	Quest Format Mod D (Online)	<i>SOWK 3410</i>	<i>Historical Foundations and Contemporary Issues</i>
Semester 3	Module A (Online)	RELG 1001	Foundations of Christian Thought and Practice
	Module B	SOWK 3180	Social Work Research and Evaluation
	Module C	SOWK 3830	Community and Organizations Practice
	Quest Format Mod D (Online)	<i>SOWK 3410</i>	<i>Historical Foundations and Contemporary Issues</i>
Semester 4	Module D	SOWK 4800	Integrative Practice
		SOWK 4990	Comprehensive Assessment: BSW Comprehensive Exam

**NOTES:**

1. Semesters 1, 2, and 3 will be offered once a year.
2. Eventually, Semester 4, SOWK 4800, Integrative Practice, the final semester of clinical practice will be offered every semester as students finish their course work and need to complete the clinical work of 400 on-site hours and the associated seminar in order to finish the BSW program of study. Students may find maintaining outside employment challenging during the practicum semester.
3. SOWK 3410: Historical Foundations and Contemporary Issues, must be successfully completed *one time only* either during or prior to the first or second semester of enrollment in the program. This course will be offered every semester online in quest-

style format and will be available both to Social Work majors and to other King University students wishing to take it as an elective.

4. Other ***recommended*** preparatory courses: PSYC 1520 General Psychology, APAL 3110 Appalachian Culture. These are recommendations and NOT requirements.
5. Updated: 062917 jmh

*The layout of this document is valid for the 2017/2018 academic year.*





**Spanish  
Bachelor of Arts  
Arts & Sciences  
Traditional**

**Program Coordinator: B. H. Macione**

The Bachelor of Arts in Spanish seeks to nurture all of the major language skills: reading, writing, speaking, and listening comprehension. Through study of the languages, literatures and histories of other cultures, students gain a heightened sensitivity to the use of their native language and a greater appreciation for the world's diversity. Our majors are well-prepared to enter the global society of the 21st century and fulfill King's mission by leading students to integrate Christian faith, scholarship, service, and career using the Spanish language.

After completing SPAN 2000 or intermediate proficiency, students should begin their major/minor by enrolling in Advanced Spanish Skills I and II (3010 and 3020). Then, students may complete their degree requirements by taking a range of literature, civilization, and culture classes or by concentrating on the use of the language in a particular field, such as business or healthcare.

The major prepares students to communicate in Spanish in a wide variety of occupations. Spanish majors may choose to pursue licensure to teach through the School of Education or pursue careers in business, government services, intelligence, interpreting, and translation. An immersion experience in a Spanish-only environment is required and must be pre-approved by King University Language Department Program Coordinator and the Center for Study Abroad.

**Technology Requirements**

Students are required to have access to a computer or laptop, Microsoft Word, PowerPoint, Adobe Reader, and internet access in order to complete their course work and class projects.

**Support of King University Mission**

The Spanish program supports the mission of King University by promoting literacy and the effective use of language (scholarship), fostering knowledge of western cultural heritage (scholarship), and encouraging an enlarged vision of and appreciation for other peoples and cultures (service and faith). Graduates of this program should be able to "think critically about western and non-western cultures, to examine their own cultural captivities, to interact with diverse peoples" and hold respect for the global community.

**Student Learning Outcomes**

1. Comprehension skills (reading and listening) in the target language equivalent to the intermediate to advanced level of the American Council for the Teaching of Foreign Languages (ACTFL) guidelines
2. Production skills (oral and written) in the target language equivalent to the intermediate to advanced level of the American Council for the Teaching of Foreign Languages (ACTFL) guidelines

### **Comprehensive Assessment**

SPAN 4990 EXAM: Listening, Writing, Speaking, and Reading Assessments

### **Requirements for Admission to Upper-Level Courses**

Completion of SPAN 2000 or equivalent proficiency shall be considered a prerequisite for all courses numbered 3000 and above.

### **Studies in Spanish-Speaking Countries**

The institution endorses several study-abroad opportunities in Spanish speaking countries around the world. Contact the Department of Languages and Literatures and the Center for Study Abroad for more information.

### **Other Notes**

Completion of SPAN 2000 or demonstration of equivalent proficiency in Spanish shall constitute completion of the core language requirement.

### **Core Curriculum Requirements**

Spanish majors should fulfill the Human Culture category of the King Core Curriculum by taking the course indicated below. See the “The Core Curriculum” section of the catalog for additional details.

#### **Human Culture**

SPAN 2000

Intermediate Spanish ..... 4 s.h.

#### **Spanish Major Requirements**

SPAN 3010

Advanced Spanish Skills I..... 4 s.h.

SPAN 3020

Advanced Spanish Skills II..... 4 s.h.

*Choose from the following courses* ..... 4 s.h.

SPAN 2220

Business Spanish (4 s.h.)

SPAN 3300

Civilization of Spain (4 s.h.)

SPAN 3310

Civilization of Latin America (4 s.h.)

SPAN 3320

Civilizations of Spain and Latin America (4 s.h.)

*Choose from the following courses* ..... 4 s.h.

SPAN 4200

Spanish Literature: Medieval and Golden Age (4 s.h.)

SPAN 4210

Spanish Literature: 17<sup>th</sup> and 18<sup>th</sup> Centuries (4 s.h.)

SPAN 4220

Spanish Literature: 19<sup>th</sup> Century (4 s.h.)

SPAN 4230

Spanish Literature: 20<sup>th</sup> Century (4 s.h.)

SPAN 4240

Latin American Literature I (4 s.h.)

SPAN 4250	
Latin American Literature II (4 s.h.)	
SPAN 4260	
Latin American Literature III (4 s.h.)	
SPAN	
Electives at 3000 or 4000 level.....	12 s.h.
Spanish Immersion Experience.....	8 s.h.
SPAN 4990	
Comprehensive Assessment .....	0 s.h.

**Summary of Total Credits**

Core Curriculum .....	42 s.h.
Major Requirements.....	36 s.h.
Electives/Minor/2 <sup>nd</sup> Major: .....	46 s.h.
<b>Minimum to Earn Bachelor of Arts .....</b>	<b>124 s.h.</b>

**Teacher Education - SPANISH**

The B.A. in Spanish with Tennessee teaching licensure (Grades 6-12) is available with modifications to the Spanish major and the King Core Curriculum, and successful completion of the Secondary Education minor. Licensed teachers in secondary education are in great demand in all fifty states, and foreign languages are considered a critical need area in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the “Admission to the Teacher Education Program” section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

An immersion experience in a Spanish-only environment is required and must be pre-approved by King University Center for Study Abroad.

**Student Learning Outcomes for Teacher Education**

In addition to the discipline specific student learning outcomes for Spanish, teacher candidates will demonstrate mastery of the following Student Learning Outcomes, which are aligned with the both Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
2. The pre-service teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The pre-service teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**BA in Spanish Major Requirements for Grades 6-12 Teaching Licensure**

EDUC 3360	
Introduction to Linguistics.....	2 s.h.
SPAN 2000	
Intermediate Spanish (satisfies Core Human Culture Category) .....	4 s.h.
SPAN 3010	
Advanced Spanish Skills I.....	4 s.h.
SPAN 3020	
Advanced Spanish Skills II.....	4 s.h.
<i>Choose from the following courses</i> .....	4 s.h.
SPAN 2220	
Business Spanish (4 s.h.)	
SPAN 3300	
Civilization of Spain (4 s.h.)	
SPAN 3310	
Civilization of Latin American (4 s.h.)	
SPAN 3320	
Civilization of Spain and Latin America (4 s.h.)	
<i>Choose from the following courses</i> .....	4 s.h.
SPAN 4200-4260	
Spanish Literature (4 s.h.)	
SPAN	
Electives at the 3000-4000 level.....	8 s.h.
Spanish Language Immersion Experience.....	8 s.h.

\* ACTFL Proficiencies as listed in Matrix will be required for recommendation for licensure.

**Secondary Education Minor**

EDUC 2030	
Introduction to Teaching: Grades K-12.....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum: Grades PreK-12.....	1 s.h.
EDUC 2100	
Survey of Exceptional Children.....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction.....	3 s.h.
EDUC 2900	
Foundations of Education .....	3 s.h.
EDUC 2950	
Technology for Teachers .....	2 s.h.
EDUC 3390*	
Secondary Curriculum and Methods .....	3 s.h.
EDUC 3590*	
Content Area Reading.....	3 s.h.
EDUC 3600*	
Assessment and Evaluation .....	3 s.h.
EDUC 4490*	
Student Teaching: Grades 6-10.....	5 s.h.
EDUC 4500*	
Student Teaching: Grades 9-12.....	5 s.h.

EDUC 4940	
Introduction to edTPA .....	1 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12.....	2 s.h.
PSCI 2120	
Cultural Diversity in America.....	4 s.h.
PSYC 3320	
Adolescent Development.....	4 s.h.
EDUC 4990	
Comprehensive Assessment (passing state-required Praxis II exams, successful portfolio completion, successful portfolio defense, and meeting the ACTFL Proficiencies in the Matrix) .....	0 s.h.

\*Requires admittance to the Teacher Education Program

**Summary of Total Credits for Spanish with 6-12 Licensure**

Core Curriculum .....	42 s.h.
Major Requirements.....	38 s.h.
Secondary Education Minor.....	<u>45</u> s.h.
<b>Minimum to Complete Licensure Program in Spanish.....</b>	<b>125 s.h.</b>



**Spanish  
Minor  
Arts & Sciences  
Traditional**

**Spanish Minor**

SPAN 3010	
Advanced Spanish Skills I.....	4 s.h.
SPAN 3020	
Advanced Spanish Skills II.....	4 s.h.
SPAN	
Electives at 3000 or 4000 level.....	<u>8</u> s.h.
<b>Total Minor Requirements .....</b>	<b>16 s.h.</b>



**Theatre  
Bachelor of Arts  
Arts & Sciences  
Traditional**

**Program Coordinator: C. Slaughter**

The mission of the theatre program is to develop creative abilities and an understanding of the human experience through engaging in the transformative process of theatre. Our vision is to thrive as a pre-professional comprehensive theatre training program that engages our students and community members in theatrical art that encourages reflection, action, and stewardship in our community.

We seek to develop theatre artists who demonstrate competency in multiple areas such as theatre studies, performance, production, and theatre technology; who are sensitive to their personal calling and create theatre that shares this calling with their communities; who engage in reflection and evaluation of the human experience; and who are familiar with the realities of theatre as a business and can function within that reality. We seek to create productions which address questions of the human condition and encourage our students and community members to engage in reflection, action, and stewardship, and which explore a variety of theatrical styles and genres.

**Student Learning Outcomes**

Theatre majors will:

1. Demonstrate a familiarity with the development of theatrical practices and dramatic literature from the ancient civilizations to the present
2. Develop acting, directing, designing, management and technical skills, techniques, and methods through the production and performance of theatre
3. Analyze and evaluate theatrical practices
4. Self-assess and communicate their personal growth as artists

The theatre program strongly encourages student participation in national conferences and festivals and prepares students for internships with professional arts organizations. The program frequently hosts guest artists on campus for performances and workshops with students. Theatre students are prepared to pursue careers in performance, directing, design, management, theatre studies, and theatre technology, and to pursue graduate studies in theatre.

**Participation in Productions**

Participation in theatrical productions is open to all students, regardless of major, as well as to community members. Auditions and crew assignments are held at the beginning of the fall and spring semesters. Qualified majors or minors may earn the opportunity to direct, design, present a solo performance, or have an original play produced. Theatre majors and minors are required to participate in multiple areas of theatre production each semester.

Satisfying this requirement is achieved through completing cast assignments, crew assignments, and assigned class work on productions. Theatre majors and minors are required to register for the appropriate Theatre Practicum course for all productions unless they are granted an exemption from the Program Coordinator. Four semester hours (s.h.) of Theatre Practicum are required for the major. Students who are placed on academic

probation at the beginning of a semester many not be cast in large roles or hold a major crew position in a production for that semester. Theatre majors and minors should consult the department before appearing in any production outside of the department.

**Internship/Capstone Project**

All Theatre majors are required to satisfactorily complete either a professional internship for 2 s.h. or a capstone project in a chosen area for 2 s.h. Students must register for either THTR 3800 for internship or THTR 4910 for capstone. Students are expected to research their own internship possibilities, receive approval from the Program Coordinator for the internships, and follow procedures for applying for the internships. Students must also register their internship through the Career Services Office.

For capstone projects, students must propose the project to the Theatre faculty and receive approval the semester before the project will commence. Capstone projects include, but are not limited to, directing a production, designing for a production, writing a play, a solo performance, a major role in a production, a research paper, or dramaturgy for a production.

**Core Curriculum Requirements**

Theatre majors should fulfill the Humanities category of the King Core Curriculum by taking the course indicated below. See the “Core Curriculum” section of the catalog for additional details.

**Humanities**

THTR 1110

Acting I: Fundamentals of Acting and Play Analysis..... 4 s.h.

**Theatre Major Requirements**

THTR 2220

Introduction to Stagecraft ..... 4 s.h.

THTR 2230

Introduction to Lighting and Sound..... 4 s.h.

THTR 2400

Theatre Management ..... 4 s.h.

THTR 3011

Theatre History I..... 4 s.h.

THTR 3012

Theatre History II ..... 4 s.h.

THTR 3400

Directing I..... 4 s.h.

*Choose from the following courses* ..... 4 s.h.

THTR 1010 and 1011

Theatre Practicum: Acting I & II (2 s.h.)

THTR 1020 and 1021

Theatre Practicum: Technical (2 s.h.)

*Choose from the following courses* ..... 2 s.h.

THTR 3800

Internship (2 s.h.)

THTR 4910

Theatre Capstone Project (2 s.h.)

THTR

Electives..... 16 s.h.



THTR 4990  
Comprehensive Assessment ..... 0 s.h.

**Summary of Total Credits**

Core Curriculum ..... 42 s.h.  
Major Requirements..... 46 s.h.  
Electives/Minor/2<sup>nd</sup> Major ..... 36 s.h.  
**Minimum to Earn Bachelor of Arts in Theatre..... 124 s.h.**



**Theatre Minor**

For a minor in Theatre, the student elects a minimum of 18 hours of course work with no more than 4 hours of Theatre Practicum courses counting toward the minor.



**Youth Ministry  
Bachelor of Arts  
Arts & Sciences  
Traditional**

**Program Coordinator: D. Kreiss**

The B.A. in Youth Ministry is an interdisciplinary program incorporating courses in Psychology and Biblical Studies in addition to the required Youth Ministry courses. Youth Ministry majors are also strongly encouraged to work toward a second major in another field to enhance opportunities for employment and service upon graduation. This broad program thoroughly prepares the graduate to give oversight to Youth Ministry programs associated with the local church, community agencies, Christian youth organizations (Young Life, Youth for Christ, Urban Promise, etc.), and other related programs.

Course requirements include practical application as well as theoretical learning. Included in the degree requirements is 'Recreation & Adventure Based Learning' which is only offered during the first 5-week term of the Summer Semester. Tuition for this course is assessed at the summer rates. Internships provide needed experience in working with young people in a variety of settings. Those who pursue this major are mentored by professionals in the field and experience hands-on ministry while they are gaining academic credit. These opportunities may lead to employment, either on the internship site or another location. Because of the many opportunities for employment available in youth ministry, this degree gives the graduate an advantage over others without this level of education and training.

Prior to graduation all students must complete the comprehensive assessment and pass with a score of 75% or better. The comprehensive assessment is a program portfolio assignment and part of the YTMN 4110 course assessments.

**Student Learning Outcomes**

1. Students will employ the necessary skills and tasks to develop and carry out a youth ministry program.
2. Students will demonstrate the ability to train volunteers and others in leadership roles conducting youth ministries.
3. Students will comprehend the major psychological concepts and theories of adolescent development and the unique nature of adolescents as seen from a psychological perspective

**Youth Ministry Major Requirements\***

YTMN 1620	
Foundations of Youth Ministry .....	2 s.h.
YTMN 2220	
Youth Ministry in Varied Contexts .....	4 s.h.
YTMN 2450	
Recreation and Adventure-Based Learning .....	4 s.h.
YTMN 3210	
Developing a Practical Theology of Youth Ministry.....	4 s.h.

YTMN 3610	
Program Administration for Effective Youth Ministry .....	4 s.h.
YTMN 3800	
Internship .....	4 s.h.
YTMN 4110	
Senior Seminar for Ministry .....	2 s.h.
BIBL 2251	
The Old Testament and Interpretation .....	4 s.h.
BIBL 2252	
The New Testament and Interpretation .....	4 s.h.
PSYC 3010	
Spiritual Formation and the Book of James.....	2 s.h.
PSYC 3320	
Adolescent Development.....	4 s.h.
PSYC 4200	
Introduction to Christian Counseling.....	2 s.h.
<i>Choose from the following courses</i> .....	4 s.h.
BIBL 3040	
The Life and Teaching of Jesus (4 s.h.)	
BIBL 4060	
The Gospels and Epistles of John (4 s.h.)	
RELG 3210	
Introduction to Theology (4 s.h.)	
RELG 3850	
History of the Christian Movement (4 s.h.)	
YTMN 4990	
Comprehensive Assessment .....	0 s.h.

\* Students majoring in Youth Ministry are required to complete a minor in another area of study.

**Summary of Total Credits**

Core Curriculum .....	42 s.h.
Major Requirements.....	44 s.h.
Required Minor/Second Major .....	38 s.h.
<b>Minimum to Earn Bachelor of Arts in Youth Ministry .....</b>	<b>124 s.h.</b>

**Program Coordinator: D. Kreiss**

The minor in Youth Ministry provides students interested in impacting the lives of the next generation with theory and skills necessary to maximize this desire. The Youth Ministry minor can be a beneficial complement to any academic discipline but is particularly well paired with other programs of service, including Psychology, Biblical Studies, and Social Work.

The minor includes both theoretical insight and practical experience to fully equip students for future work with young people in a diverse array of contexts.

**Youth Ministry Minor Requirements**

YTMN 1620	
Foundations of Youth Ministry .....	2 s.h.
YTMN 2220	
Youth Ministry in Varied Contexts .....	4 s.h.
YTMN 2450	
Recreation & Adventure Based Learning .....	4 s.h.
YTMN 3210	
Practical Theology of Youth Ministry .....	4 s.h.
YTMN 3800	
Internship .....	2 s.h.
YTMN 4110	
Senior Seminar for Ministry .....	<u>2</u> s.h.
<b>Total Minor Requirements .....</b>	<b>18 s.h.</b>

**APAL 2120 Introduction to Appalachian Literature.** This course is designed to introduce students to the literature, history, and culture of the southern Appalachian region. The course will examine cultural identity, sense of place, regional and racial identity of Appalachian people found in current as well as past forms of regional literature and scholarship. The course will examine different genres of literature such as travelogues, poetry, local color writing, manuscripts, and novels. The course may also incorporate sociological, economical, and religious examinations as well. The course is designed particularly for Pathways students seeking to fulfill a core literature requirement. Although listed in the APAL department, it will not satisfy the requirements for the APAL minor ..... 4 s.h.

**APAL 3110 Appalachian Culture.** This course offering is an introduction to southern Appalachian history and culture beginning with the European settlement and continuing through the modern era. The course will examine cultural “otherness”, about how people perceive each other across cultural boundaries—specifically boundaries that correlate with social class ..... 4 s.h.

**APAL 3120 Appalachian Literature.** This course is designed to broaden students’ understanding of the literature, history, and culture of the southern Appalachian region. The course will examine cultural identity, sense of place, regional and racial identity of Appalachian people found in current as well as past forms of regional literature and scholarship. The course will examine different genres of literature such as travelogues, poetry, local color writing, manuscripts, and novels. The course will not be strictly limited to literature of the region, but may also incorporate sociological, economical, and religious examinations as well..... 4 s.h.

**APAL 3130 Introduction to Appalachian Music.** This course is designed to broaden students’ understanding of musical traditions of the southern Appalachian region. The course will examine the chronological history of music as an oral tradition in Appalachia, its origins, and its progression through modern times. The course will not be strictly limited to a particular type of music or oral tradition in the Appalachian region and will incorporate sociological, economical, and religious examinations of traditional music as well. The history and progression of traditional music from a communal, family entertainment to a consumer-fueled commodity for a mass-produced record industry will be discussed. The role of radio, its influence on traditional musicians, and its impact on southern culture will be addressed. Finally, the influence of ‘agents of change’ (railroads, rural postal service, and radio) and how these agents affected traditional musicians and their music will be discussed..... 4 s.h.

**APAL 3140 Appalachian Religion.** This course is designed to broaden students’ understanding of the origins, history, and cultural ethos of southern Appalachian religion. The course will examine cultural origins of Appalachian religion and more importantly, how Appalachian religion is viewed today. The course will not be strictly limited to religious doctrine or creed, but will examine why certain belief systems developed

in Appalachia. This class will look at the different Christian branches of religion in the region, but also may integrate sociological, economical, and spiritual examinations as well..... 4 s.h.

**APAL 3150 History of Appalachia.** This course is designed to introduce students to the history of the southern Appalachia and its inhabitants. The course will examine the chronological history of Appalachia from the 17<sup>th</sup> century to the modern era. The course focuses on the social, cultural, and political history of the southern Appalachian region. In addition to discussing and analyzing major events in the region's past, the course investigates major trends and themes which are vital to an understanding of the history of the region. The organization of the course is chronological, but within the chronology the course examines specific topics (e.g. slavery, coal mining, & activist movements) ..... 4 s.h.



**Course Descriptions**  
**Applied Music**  
**APMU**

Private one-hour lessons in brass, harpsichord, percussion, organ, piano, voice, and woodwinds are offered for credit. For one credit hour the student practices six hours a week.

Upon beginning the study of applied music at King, the instructor will place the student at the proper level (elementary, intermediate, advanced), which is indicated by the first digit in the course number. The middle digit indicates the area of study and the last digit indicates the number of semesters on one level of competency.

There is no limit to the number of semesters a student may study at one level. Advancement from one level is accomplished through performance juries. Moving from one level to another is a decision made by the faculty of the music program.

<b>APMU 1210, 1220 (F/S) Elementary Piano</b> .....	1 s.h.
<b>APMU 1310, 1320 (F/S) Elementary Organ</b> .....	1 s.h.
<b>APMU 1410, 1420 (F/S) Elementary Voice</b> .....	1 s.h.
<b>APMU 1510, 1520 (D) Elementary Harpsichord</b> .....	1 s.h.
<b>APMU 1610, 1620 (D) Elementary Woodwinds</b> .....	1 s.h.
<b>APMU 1710, 1720 (D) Elementary Brass</b> .....	1 s.h.
<b>APMU 1810, 1820 (D) Elementary Percussion</b> .....	1 s.h.
<b>APMU 2210, 2220 (F/S) Intermediate Piano</b> .....	1 s.h.
<b>APMU 2310, 2320 (F/S) Intermediate Organ</b> .....	1 s.h.
<b>APMU 2410, 2420 (F/S) Intermediate Voice</b> .....	1 s.h.
<b>APMU 2510, 2520 (D) Intermediate Harpsichord</b> .....	1 s.h.
<b>APMU 2610, 2620 (D) Intermediate Woodwinds</b> .....	1 s.h.
<b>APMU 2710, 2720 (D) Intermediate Brass</b> .....	1 s.h.
<b>APMU 2810, 2820 (D) Intermediate Percussion</b> .....	1 s.h.
<b>APMU 3210, 3220 (D) Advanced Piano</b> .....	1 s.h.
<b>APMU 3310, 3320 (D) Advanced Organ</b> .....	1 s.h.
<b>APMU 3410, 3420 (D) Advanced Voice</b> .....	1 s.h.



**APMU 3510, 3520 (D) Advanced Harpsichord ..... 1 s.h.**

**APMU 3610, 3620 (D) Advanced Woodwinds..... 1 s.h.**

**APMU 3710, 3720 (D) Advanced Brass ..... 1 s.h.**

**APMU 3810, 3820 (D) Advanced Percussion..... 1 s.h.**

**ATEP 2510 (F/S) Care and Prevention of Athletic Injuries.** Examines the incidence, causes, prevention, and treatment of sports-related injuries. Topics stressed are conditioning for sports, injury recognition, and evaluation, taping techniques, first-aid care, treatment, and reconditioning of athletic injuries. Required for Athletic Training Program admission ..... 4 s.h.

**ATEP 3010 (S) Methods of Research and Design in the Health Sciences.** This course focuses on the interaction of the components of the research process with application to the theory and practices of Healthcare. This course emphasizes the critical appraisal and utilization of health-related research including selected theories and ethical considerations. Critical and reflective thinking, as a health-care clinician who provides evidence-based practice, will be emphasized. This course is designed to prepare students to write their own case study or research project ..... 2 s.h.

**ATEP 3400 (F) Clinical Experience in Athletic Training I.** Students will receive clinical instruction in order to meet clinical competencies in athletic training. Class will also include coverage of athletic teams and events. Requires a minimum of 150 and maximum of 400 clinical hours ..... 2 s.h.  
Prerequisite: Acceptance into Athletic Training Program

**ATEP 3401 (S) Clinical Experience in Athletic Training II.** Students will receive clinical instruction in order to meet clinical competencies in athletic training. Class will also include coverage of athletic teams and events. Requires a minimum of 150 and maximum of 400 clinical hours ..... 2 s.h.  
Prerequisite: Acceptance into Athletic Training Program, ATEP 3400

**ATEP 3402 (F) Clinical Experience in Athletic Training III.** Students will receive clinical instruction in order to meet clinical competencies in athletic training. Class will also include coverage of athletic teams and events. Requires a minimum of 150 and maximum of 400 clinical hours ..... 2 s.h.  
Prerequisite: Acceptance into Athletic Training Program, ATEP 3401

**ATEP 3403 (S) Clinical Experience in Athletic Training IV.** Students will receive clinical instruction in order to meet clinical competencies in athletic training. Class will also include coverage of athletic teams and events. Requires a minimum of 150 and maximum of 400 clinical hours ..... 2 s.h.  
Prerequisite: Acceptance into Athletic training Program, ATEP 3402

**ATEP 3404 (F) Clinical Experience in Athletic Training V.** Students will receive clinical instruction in order to meet clinical competencies in athletic training. Class will also include coverage of athletic teams and events. Requires a minimum of 150 and maximum of 400 clinical hours ..... 2 s.h.  
Prerequisite: Acceptance into Athletic Training Program, ATEP 3403

**ATEP 3420 (F) Pathophysiology and Pharmacology in Athletic Training.** Advanced study in the pathophysiology and pharmacology involved in injuries and conditions commonly seen in the area of sports medicine. This will include a detailed macro and microscopic analysis of underlying pathophysiologies of sports-related injuries. In addition, this course will explore the interrelationship of current therapeutic pharmacological agents and their physiological effects on the body ..... 4 s.h.

Prerequisites: ATEP 2510; BIOL 1010, 1020; CHEM 1020 or 1110

**ATEP 3430 (F) Organization and Administration of Athletic Training.** Emphasis on the professional preparation of athletic trainers and their role in the athletic health care delivery system. Current issues and trends in athletic training and sports medicine including history, legal implications, stress management, and organization of sports medicine programs ..... 2 s.h.

Prerequisites: ATEP 2510

**ATEP 3440 (S) Rehabilitation of Athletic Injuries I.** Principles in planning and implementation of rehabilitation programs for injured athletes with emphasis on contemporary therapeutic exercise techniques for lower extremity injuries ..... 2 s.h.

Prerequisites: ATEP 2510; Co-Requisite: ATEP 3460

**ATEP 3445 (F) Rehabilitation of Athletic Injuries II.** Principles in planning and implementation of rehabilitation programs for injured athletes with emphasis on contemporary therapeutic exercise techniques for upper extremity injuries ..... 2 s.h.

Prerequisites: ATEP 2510; Co-Requisite: ATEP 3470

**ATEP 3450 (F) Therapeutic Modalities.** This course covers advanced study of the use of therapeutic agents in the treatment and rehabilitation of athletic injuries, including heat, cold, hydrotherapeutic, electrotherapeutic, and manual techniques ..... 4 s.h.

Prerequisites: ATEP 2510; BIOL 1010

**ATEP 3460 (S) Advanced Evaluation of Athletic Injuries I.** Advanced study of the etiology, pathology, and clinical signs of common athletic injuries to the lower extremity and spine. Emphasis is placed on clinical evaluation of injury by the athletic trainer. Application of orthopedic and neurological assessment is included ..... 4 s.h.

Prerequisites: ATEP 2510; Co-Requisite: ATEP 3440

**ATEP 3470 (F) Advanced Evaluation of Athletic Injuries II.** Advanced study of the etiology, pathology, and clinical signs of common athletic injuries to the upper extremity, head, and cervical spine. Emphasis is placed on clinical evaluation of injury by the athletic trainer. Application of orthopedic and neurological assessment is included ..... 4 s.h.

Prerequisites: ATEP 2510; Co-Requisite: ATEP 3445

**ATEP 3680 (S) Kinesiology.** An analysis of the mechanics of human movement. Involves a study of the skeletal, muscular, and nervous systems and the basic principles underlying motor skill ..... 4 s.h.

Prerequisites: BIOL 1010, 1020

**ATEP 3690 (S) Exercise Physiology.** A study of the physiological and biochemical responses of the human body to exercise ..... 4 s.h.

Prerequisites: BIOL 1010, 1020

**ATEP 4100 (S) Senior Seminar (Capstone).** A two-hour class designed for athletic training students to receive a broad overview of athletic training principles and recent research findings. In addition, this course will serve to prepare athletic training students for NATABOC certification and better prepare them for employment in the field of athletic training.....2 s.h.  
Prerequisite: open only to graduating seniors in the Athletic Training Program

**ATEP 4900 (S) Clinical Internship in Athletic Training.** This course is designed to allow athletic training majors to gain clinical experience hours off-campus at a clinical site in their final semester under the supervision of a licensed athletic trainer and other health care providers. A minimum of 500 and maximum of 700 clinical hours is required..... 10 s.h.  
Prerequisites: ATEP 3404 and approval of the program coordinator

**ATEP 4990 (S) Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. Athletic Training students will take a comprehensive exam over the five domains of athletic training knowledge and must obtain a score of 700 or above..... 0 s.h.

**BIBL 2250 Bible Study That Matters.** An introduction to the practice of Biblical hermeneutics. The class will examine the history and development of hermeneutics, including the most recent developments. Also included is practice in the interpretation of the different kinds of Biblical literature ..... 4 s.h.

**BIBL 2251 (A/F-E) The Old Testament and Interpretation.** A survey of the content, message, and literary forms of the books of the Old Testament with attention given to the principles of biblical interpretation..... 4 s.h.

**BIBL 2252 (A/S-O) The New Testament and Interpretation.** A survey of the content, message, and literary forms of the books of the New Testament with attention given to the principles of biblical interpretation..... 4 s.h.

**BIBL 3020 (A/S-O) Hebrew Prophetic Literature.** Study of selected Israelite prophets and the prophetic tradition with a consideration of the use of the prophetic literature in history and modern times..... 4 s.h.

**BIBL 3040 (A/S-E) The Life and Teaching of Jesus.** A study focusing on the “quest” of the historical Jesus, the historicity of the gospel records, the life of Jesus, and the form and content of His teaching. .... 4 s.h.

**BIBL 3520 (A/F-O) The Historical Geography and Archeology of Israel.** This course will aim to give the student a thorough overview of the land of the Bible from the Patriarchs to the Islamic conquests. Matters of topography, geology, history, and archaeology will be addressed in a manner that enhances the meaning of the Bible and enriches the student’s grasp of Biblical history. .... 4 s.h.

**BIBL 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.  
Prerequisite: 12 s.h. of Philosophy and Religion

**BIBL 3900 (D) Special Topics.** Open to advanced students with the consent of the department.....credit to be arranged

**BIBL 4030 (D) “The Books of Moses”:** **The Pentateuch.** The origin stories and foundational concepts (such as creation, exodus, torah, and covenant) of Israel’s heritage are considered in detail in this study of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy ..... 4 s.h.

**BIBL 4050 (A/F-O) Hebrew Wisdom Literature.** An exploration of the questions and literature of Israel’s wisdom tradition, especially Proverbs, Job, and Ecclesiastes. Includes comparisons with modern authors and culture..... 4 s.h.

**BIBL 4060 (A/S-O) The Gospel and Epistles of John.** A review of the scholarly research in Johannine studies and an in-depth examination of the gospel. Special emphasis on the major theological themes of John as they relate to Biblical theology..... 4 s.h.

**BIBL 4140 (D) Paul.** An introduction to the life and thought of Paul with primary emphasis on the chief theological themes found in the apostle's writings as they relate to distinctive settings in Acts..... 4 s.h.

**BIOL 1010 (F/S) Human Anatomy and Physiology I.** An introductory study of the structure and function of the human organ systems including the nervous, sensory, muscular, skeletal, and integumentary. This course, which is required for admission to some health science programs, can be used to meet the natural science core education requirement. Four hours of lecture, two hours of lab each week. .... 4 s.h.

**BIOL 1020 (F/S) Human Anatomy and Physiology II.** A continuing study of the structure and function of the human organ systems including the cardiovascular, respiratory, gastrointestinal, reproductive, renal, and endocrine. Four hours of lecture, two hours of lab each week ..... 4 s.h.  
Prerequisite: BIOL 1010

**BIOL 1110 (S) Principles of Biology.** Introductory biology for non-majors offered on all delivery platforms. This course is not appropriate for students who wish to pursue a career in the health or natural sciences. This course does not count toward major requirements in Biology, and Biology majors who receive credit for Biology 2110 cannot receive credit for this course. Topics include the hierarchical organization of life, cell structure and function, cellular metabolism, cell reproduction, transmission and molecular genetics, and diversity of organisms. Four hours of lecture, two hours of laboratory per week ..... 4 s.h.

**BIOL 2110 (F), 2120 (S) General Biology I & II.** The first courses taken by all Biology majors and minors and by those preparing for a career in the health sciences. Topics include: molecules of living organisms, energetics, cell structure and function, survey of kingdoms, flowering plants, cell reproduction, ecological relationships, population dynamics, and evolutionary relationships. Four hours of lecture, two hours of laboratory each week ..... 4 s.h.

**BIOL 2500 (F) Microbiology and Immunology.** The fundamental principles of morphology, physiology, virulence of microbes, and vertebrate immune responses. Laboratory experiments in pure culture techniques, classification, and epidemiology will be conducted. This course is not recommended for Biology majors. Four hours of lecture, two hours of laboratory each week ..... 4 s.h.

**BIOL 3100 (F) Plant Biology.** This course explores topics unique to plants, including plant evolution, diversity, and domestication; physiological strategies that plants use to harvest light for energy, obtain and conserve water, and respond to various environmental cues; and the importance of plants to the local, national and global economies. Laboratory sessions consist of mostly outdoor sessions in plant identification and field trips to various local sites. Four hours of lecture, three hours of laboratory each week ..... 4 s.h.  
Prerequisites: BIOL 2110 & BIOL 2120; CHEM 2110.

**BIOL 3130 (S) Ecology.** This course is designed to introduce students to ecology using both animal and plant examples. Students will study the interactions of individual organisms with their abiotic environment, interactions within their own population, and interactions with other species. The course will primarily focus on individuals and populations; however, some community and ecosystem elements will be explored. Four hours of lecture, three hours of laboratory each week ..... 4 s.h.  
Prerequisites: BIOL 2110, 2120

**BIOL 3200 (F) Histology.** Histology is the study of tissues and organs at the microscopic level. This course focuses on understanding the microscopic anatomy of the human body with emphasis on structure/function relationships. All levels of organization from the cellular through the system level are incorporated into a holistic integration of microscopic anatomy with physiology. Special emphasis is placed on understanding the physiological and metabolic role of individual tissues, glands, and organs in regards to homeostasis, metabolism, and reproduction. The laboratory component uses both physical and virtual microscopy to integrate structure with function. Four hours lecture and three hours of lab..... 4 s.h.  
Prerequisites: BIOL 2110, 2120

**BIOL 3250 (S) Bioinformatics.** This course introduces students to the cutting-edge field of bioinformatics, with emphasis on fundamental concepts of computational models and statistical analysis of high-throughput data. Students will become familiar with various DNA sequence analysis and alignment algorithms; and the application to genomic and phylogenetic analyses. Students will learn how to create and/or use algorithms, databases, systems, and web applications to solve problems in molecular biology. In addition, students will be introduced to the latest techniques in protein and microarray analysis ..... 4 s.h.  
Prerequisites: BIOL 2110

**BIOL 3260 (S) Clinical Neuroanatomy.** This course explores the relationship between the location of various neuroanatomical structures and their function within the nervous system. Students learn how to read and correctly interpret patient charts, basic neuro-radiology, and how various signs and symptoms help point to distinct locations in the brain and spinal cord. Highly anatomical in nature, the course begins with the basic anatomy of the brain and spinal cord, and quickly integrates clinical diagnostic tests and neural function. Furthermore, actual case studies are used to demonstrate the importance of taking detailed patient histories, and how to match signs and symptoms with their neuroanatomical correlates. Four hours of lecture, three hours of laboratory each week..... 4 s.h.  
Prerequisites: BIOL 1010 and 1020, or BIOL 2110 and 2120

**BIOL 3300 (F) Cell Biology.** A study of the molecules of living systems, physical and chemical principles applicable to cells, enzymes, structure and function of eukaryotic organelles, membrane structure and function, transport mechanisms, cellular energetics, signal transduction pathways, and development of cancer. Four hours of lecture, three hours of laboratory each week..... 4 s.h.  
Prerequisites: BIOL 2110, 2120; CHEM 2110

**BIOL 3310 (F) Human and Vertebrate Comparative Anatomy.** A study of the morphological and evolutionary relationships among various vertebrates. The laboratory involves dissection of a dogfish shark, an amphibian, and a mammal. Four hours of lecture, three hours of laboratory each week ..... 4 s.h.  
Prerequisites: BIOL 2120



**BIOL 3600 (S) Human and Mammalian Physiology.** Advanced study of the physiology of human and mammalian organ systems. Mechanisms are studied from the cellular, tissue, organ, and system levels. The laboratory emphasizes computer simulations, animal experiments, and experimental human physiology. Four hours of lecture, three hours of laboratory each week..... 4 s.h.  
Prerequisites: CHEM 1110, 1120; BIOL 2110, 2120

**BIOL 3640 (F) Neurophysiology.** This course explores the various components of the nervous system, and how they coordinate to perform integrative functions. Highly neurophysiological in nature, the course begins with the basic neural function of neural tissues and principles of neuronal communication, and works towards the integrated activities of neurons. Four hours of lecture, three hours of laboratory each week..... 4 s.h.  
Prerequisites: BIOL 1010 and 1020, and PSYC 1560; or BIOL 2110 and 2120

**BIOL 3700 (S) Biochemistry.** This class examines the structural and functional properties of carbohydrates, lipids, proteins and nucleic acids. Additional topics include pH in living systems, biosynthesis, and catabolism. Four hours of lecture, three hours of laboratory each week..... 4 s.h.  
Prerequisites: CHEM 2110, 2120

**BIOL 3750 (S) Research Methods in Biology.** This course is designed to give students first-hand experience in biological experimentation. Students will work closely with Biology faculty members to learn about hypothesis formation, experimental design, data collection and analysis. By the end of the course, students will present their research to their peers. This course is also designed to prepare students for additional research opportunities, and is required for students who want to complete a senior thesis project..... 4 s.h.  
Prerequisites: BIOL 2110, 2120, 3300, and permission of the instructor

**BIOL 3760 (F) Genetics.** Genetics is the science of heredity, from chromosomes to genes, to DNA. Emphasis in this course will be placed on classical Mendelian, non-Mendelian, complex and population genetics. Personal genomics, bioinformatics, and bioethics are also covered. Lectures, literature reading, group projects and laboratory exercises will be used to provide students with a foundation in classical and modern genetics. Four hours of lecture, three hours of laboratory each week ..... 4 s.h.  
Prerequisites: BIOL 2110

**BIOL 3770 (S) Molecular Biology.** This course is required for the Cell and Molecular Biology concentration and is an upper-level course that expands on most materials covered in the cell biology and genetics courses. It investigates the complex nature and mechanisms of biological macromolecules; and explores the control of genes and their expression in specifying physical traits, mutations, and genomic maintenance. This course emphasizes the comprehension and interpretation of experimental evidences in an array of molecular biology sub-topics; these include gene regulation, translation, editing and evolution. Most major laboratory techniques for DNA/RNA manipulation will be covered in lectures and will be selectively used in lab. Four hours of lecture, three hours of laboratory each week..... 4 s.h.  
Prerequisites: BIOL 3760 or BIOL 3300

**BIOL 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.

**BIOL 3900 (D) Special Topics.** For junior and senior Biology majors ..... credit to be arranged

**BIOL 4350 (F) Immunology.** The fundamental principles of morphology, physiology, virulence of microbes, and vertebrate immune responses. Laboratory experiments in pure culture techniques, classification, and epidemiology will be conducted. This course is not recommended for Biology majors. Four hours of lecture, two hours of laboratory each week ..... 4 s.h.

**BIOL 4400 (S) Microbiology.** This class focuses primarily on the diversity of prokaryotic organisms and viruses, including morphological/ultrastructural diversity, methods of culture and control, selected physiological and metabolic pathways, contributions of microbes to global biogeochemical cycles, the importance of microbes in relation to human disease, and the role of microbes in modern technology. The laboratory is focused on culturing and identifying medically important bacteria. Four hours of lecture, three hours of laboratory each week..... 4 s.h.  
Prerequisites: BIOL 2110, 2120; CHEM 2110

**BIOL 4670 (F) Mammalian Toxicology.** This course introduces students to the basic concepts of toxicology, with a subsequent focus on environmental toxicants and their biological effects in mammals, particularly humans. Experimental design will be stressed as will potential mechanisms through which various toxicants can exert their effects. Four hours of lecture, three hours of lab each week..... 4 s.h.  
Prerequisites: BIOL 3300 or 3600; CHEM 2110, 2120

**BIOL 4690 (S) Systems Biology.** This course provides an introduction to the field of Systems Biology by focusing on approaches to understand molecular mechanisms underlying the myriad phenotypes of living cells and organisms. Following the paradigm shift in the production of large scale biological data (also called ‘omics), Systems Biology has arisen as a new area of research that strives to make connections between metabolic, signaling and regulatory networks involved in cellular processes. Using a holistic rather than reductionist approach to understanding and controlling biological complexity, this course will introduce large-scale data sets used in genomics, proteomics, metabolomics and epigenetics. Techniques such as network analysis and modeling approaches will then be introduced, providing a framework for a systems view of the etiology of complex traits. This course is intended as a capstone course for Biology majors (especially those in the Bioinformatics track), who are interested in pursuing careers in graduate school, medical school or the biotech industry ..... 4 s.h.  
Prerequisites: BIOL 3760; BIOL 3770 or 3300.

**BIOL 4700 (A/F-O) Evolutionary Biology.** This course is a capstone for the biology major. Lectures, critical reading of primary literature, and a field trip will introduce students to fundamental evolutionary concepts, modern evolutionary biology research, and specific case studies of evolution in action. Discussions will be over a number of classical texts on evolution, especially those published during the formative years of the Theory of Evolution. Students will be trained to sharpen their scientific inquiry, hypothesis formation, evidence-based deduction, and general critical thinking. The course will cover the breadth of evolutionary biology: from the origins of life and investigation of fossil records, to studying the mechanisms of evolutionary changes that govern all living beings. Four hours of lecture each week ..... 4 s.h.  
Prerequisites: BIOL 3760

**BIOL 4910, 4920 (F/S) Senior Thesis Research in Biology.** This course is designed for biology majors, in their senior fall and spring semesters, who are pursuing original research projects with biology faculty with the intent of writing up their results as a senior thesis project. The course includes laboratory or field research, as well as literature research necessary for submitting a manuscript related to original research. Participation in this course will also allow students to work towards “Honors in Independent Study” in Biology .....2-4 s.h.  
Prerequisite: A departmental committee must approve proposals.

**BIOL 4990 Comprehensive Assessment.** All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.A. or B.S. in Biology, students must earn a passing grade on the Biology Major Field Achievement Test ..... 0 s.h.



**Course Descriptions**  
**Business Administration & Finance**  
**BUSA**

Note: The course names and numbers below reflect the course listing for **Spring 2018**.

For **Fall 2017**, some course names and/or numbers differ from those listed below; however, content remains the same. For an accurate list of course names and numbers for **Fall 2017**, please refer to the *2016-2017 King University Catalog*.

**BUSA 1700 Introduction to Business.** This is an introductory course for both business and non-business majors. The course provides a broad understanding of the business community, its functions, terminology, occupational choices in the various fields of business, and the place of business in the American economy as a whole. Students will also learn about the challenging facets of business and its dynamic role in today’s environment. Students will be broadly introduced to business topics and gain a working knowledge of the components of business including management, human resources, marketing, and finance. Overall, the course will explore the field of business as offered in the Business Administration program in order to identify specific areas of interest or specialization..... 4 s.h.

**BUSA 1900 (D) Introductory Special Topics.** General topics elective for the non-major as well as the major .....credit to be arranged

**BUSA 2000 (F/S) ENACTUS.** ENACTUS is a global non-profit organization that partners with business and higher education to establish ENACTUS student teams on university campuses. The mission of ENACTUS is “Mobilizing university students to create economic opportunity for others while discovering their own potential.” Students are challenged to develop community outreach projects that reach ENACTUS's four educational topics: (1) Market Economics, (2) Entrepreneurship, (3) Personal Financial Success Skills, and (4) Business Ethics. ENACTUS team members leverage their personal educational experiences, the expertise of their faculty advisors, the support of their local business advisory boards, and the resources of their institutions to implement programs that create real economic opportunities for members of their communities ..... 1 s.h.

**BUSA 2010 Digital Skills for 21<sup>st</sup> Century Workplaces.** Students master Microsoft Office as they design resumes, write cover letters, as well as learn and practice basic Excel spreadsheet and PowerPoint presentation skills. Students also create a personal presence on the web by making a blog that becomes a site for their personal professional portfolios. The course stresses digital literacy by teaching students cloud computing for individuals, simple design principles, some basic information about computers, how to designate safe and strong passwords, and what helps them be safe in social web environments ..... 4 s.h.

**BUSA 2100 Management Communication.** Techniques and practices in business writing and oral communication, including communicating through letters, memoranda, reports, effective speaking, interviewing and conference skills ..... 4 s.h.

**BUSA 2130 (F/S) Business Communication.** Techniques and practices in business writing and oral communication including communicating through letters, email, memoranda, reports; and effective speaking, interviewing, and conference skills. In addition this course will make use of computer-based presentation programs. This is a foundational course in the major ..... 2 s.h.  
Pre-requisite: ENGL 1110

**BUSA 2200 Management Information Systems.** An introduction to management information systems for decision-making. Students will learn the basic concepts of databases, spreadsheet software, and information technology as they relate to managerial decision-making and the maintenance of competitive advantage. .... 4 s.h.

**BUSA 2251 (F/S) Principles of Management.** A survey course with an overview of business operation, terminology, and practices; with an emphasis on introducing fundamental Management practices. Extensive use of static case studies, culminating with a dynamic computer simulation case..... 4 s.h.

**BUSA 3010 (D) Personal Financial Planning.** An introduction to the basic concepts of personal financial planning such as career and financial objectives; saving and investment strategies; insurance; income; and estate planning. The development of a workable personal financial plan will be stressed ..... 4 s.h.

**BUSA 3020 Accounting and Finance for Healthcare Leaders.** This course is designed to provide administrators with the knowledge of accounting and finance necessary to manage for-profit, nonprofit, and managed health care organizations. Reimbursement of health services as well as governmental programs such as Medicare and Medicaid will be included. Discussions will emphasize the application of this information to give students the necessary tools to make effective financial decisions for an organization.... 4 s.h.

**BUSA 3100 (A/F-E) Cost Accounting.** An advanced study of (1) cost accounting: job order, process, and activity-based cost accounting systems, and (2) managerial accounting as a decision support information system, helping managers make decisions regarding pricing, product mix, and resource allocation ..... 4 s.h.

**BUSA 3110 (F), 3120 (S) Intermediate Accounting I and II.** An analytical study of accounting theory and practice ..... 4 s.h.  
Prerequisite: BUSA 2630

**BUSA 3200 Financial Accounting.** An introduction to financial accounting principles and practices, financial statement analysis, as well as managerial accounting ..... 4 s.h.

**BUSA 3210 Management of Organizations.** A survey course with an overview of business operation, terminology, and practices with an emphasis on introducing fundamental management practices..... 4 s.h.

**BUSA 3230 Corporate Finance.** A study of the foundations of corporate financial management, including cash flow analysis, financial analysis and planning, management of financial resources, and Capital for the firm..... 4 s.h.  
Recommended: BUSA 2630, 2650

**BUSA 3231 Managerial Accounting.** An introduction to managerial accounting, an accounting process where accounting information is used for managerial decisions. In

addition, this course will make use of a spreadsheet for managerial problem solving and scenario analysis ..... 4 s.h.  
Recommended: BUSA 2630

**BUSA 3240 Principles of Marketing.** Extensive study of business activities that seek to satisfy customer needs. Topics covered include an analysis of the marketing environment, industrial and consumer markets, buyer behavior, measuring and forecasting demand, and the marketing mix (product, price, promotion, and place). In addition, an emphasis on the interaction of management and marketing decision-making will be stressed..... 4 s.h.

**BUSA 3260 Statistics and Business Research Methods.** An introduction to inferential statistics and the major areas of research in business. Attention is given to problem definition, research design, information gathering, and data analysis and presentation to assist managers in the decision-making process. Each student will develop a research proposal and carry out a field project in a related business discipline ..... 4 s.h.

**BUSA 3271 Human Resource Management.** Introduces the student to the human resources/personnel functions. Topics covered include recruitment, assessment, compensation, motivation, appraisal, development, legal environment, labor relations, and employee relations. Emphasis on how managers can deal with and utilize the human resources function..... 4 s.h.

**BUSA 3276 Business Law.** An introduction to legal institutions and processes followed by a study of the laws governing contracts, torts, employment law, agency, sales, intellectual property, forms of business, and business regulation ..... 4 s.h.

**BUSA 3280 Strategic Management and Business Policy.** An overview course that seeks to integrate the concepts, techniques, and knowledge from business administration and economics courses. Its primary focus is on strategic, ethical decision-making and servant leadership. This course culminates with a dynamic computer simulation case.... 4 s.h.

**BUSA 3400 (D) Government and Business.** A survey of government policies toward business; including the historical context, economic analysis, & critical review of policy proposals..... 3 s.h.

**BUSA 3401 (U, D) International Business Practicum.** Designed to integrate field experiences in international business with the major theoretical and analytical developments in the field of international business and management. Students select to participate in one of the two overseas-study programs that King offers: the Pacific Asian Business Studies (PABS) program, or the European Business Studies Program..... 4 s.h.  
Prerequisites: Junior or Senior Business Majors

**BUSA 3560 (A/F-E) Investment Management.** This course balances theory and applications providing a survey of the important areas of investment: valuation, the marketplace, fixed income instruments and markets, equity instruments and markets, derivative instruments, and a cross section of special topics ..... 4 s.h.  
Prerequisite: BUSA 3550

**BUSA 3620 (A/S-E) Organizational Behavior.** An exploration of how individuals function in highly organized social systems with an emphasis on perception, motivation, job satisfaction, leadership, power, influence, training, and learning. .... 4 s.h.  
Prerequisite: BUSA 2251

**BUSA 3621 (A/S-O) Human Resource Management.** Introduces the student to the human resources/personnel functions. Topics covered include recruitment, assessment, compensation, motivation, appraisal, development, legal environment, labor relations, and employee relations. Emphasis on how managers can deal with and utilize the human resources function..... 4 s.h.  
Prerequisite: BUSA 2251

**BUSA 3660 (A/S-E) Consumer Behavior.** A study of consumer behavior and theory. Topics include the consumer decision-making process, segmentation, targeting, positioning, and brand loyalty. Course also emphasizes the development, implementation, and evaluation of effective marketing strategies based on these concepts..... 4 s.h.  
Prerequisite: BUSA 3300

**BUSA 3680 (A/S-O) Promotion Strategies.** A study of the promotion strategies within the marketing function. Emphasis is on planning, creating, and evaluating effective advertising, sales promotion, and publicity programs to communicate among producers, intermediaries, and consumers. The societal impact and ethical aspects of promotion are considered..... 4 s.h.  
Prerequisite BUSA 3300

**BUSA 3700 (D) International Business.** An introduction to global business management, including the strategy, structure, and functions of international business firms ..... 4 s.h.  
Prerequisites: BUSA 3300

**BUSA 3740 (F/S) Professional Development Strategies.** This course allows students to explore what is necessary to succeed in their chosen major, to further develop those skills for employment immediately after graduation, and to develop strategies for long-term career success. Not open to freshmen; must be completed prior to internship ..... 1 s.h.

**BUSA 3800/3830 Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.  
Prerequisite: BUSA 3740

**BUSA 3841 (A/S, E) Federal Taxation.** An introduction to the taxation of individuals, partnership, and corporations. Computerized tax preparation will be introduced using sample returns..... 4 s.h.  
Prerequisite: BUSA 2630 or concurrent enrollment

**BUSA 3850 (F) Small Business Entrepreneurship.** This course examines the development and management of the business venture. Topics include the innovation idea; the development of business and financial plans, feasibility studies, alternative models of financing, and the launching of the business venture ..... 4 s.h.  
Prerequisites: ECON 2000 and BUSA 2251, 2630, and BUSA 3300 or concurrent enrollment

**BUSA 3900 (D) Special Topics.** Guided research in special topics selected by conference between instructor and student. The proposal must be approved by instructor and reviewed by the department in advance of registration.....credit to be arranged

**BUSA 4001 (F/S) Business Policy and Strategic Management.** A capstone course required of all graduating seniors in Business Administration and Economics which seeks to integrate the concepts, techniques, and knowledge from business administration and economics courses. Its primary focus is on strategic, ethical decision-making and servant leadership. This course culminates with a dynamic computer simulation case.... 4 s.h.  
Prerequisite: open only to graduating seniors

**BUSA 4230 (F) Sales Management and Professional Selling.** This course explores the buyer-seller relationship, sales skills development, sales strategy, and related marketing. The course specifically focuses on management of the sales process from lead generation and prospecting to customer relationship management, covering all interrelated aspects of development, planning, interpersonal communication, ethics, and professionalism. ... 4 s.h.  
Prerequisites: BUSA 3300, 3660/3680

**BUSA 4590 (A/S, E) Advanced Corporate Finance.** Analysis of the concepts critical to the financial manager, including risk evaluation, cost of capital, capital structure, long-term finance, as well as topics of special interest, such as mergers, leasing, and multinational firms ..... 4 s.h.  
Prerequisite: BUSA 3550

**BUSA 4790 (D) Marketing Management.** This course emphasizes the roles and responsibilities of marketing executives to analyze marketing opportunities and problems, plan marketing objectives and strategies, and implement, control, and evaluate marketing programs. The case study method is used and students are required to develop a formal marketing plan for an organization..... 4 s.h.  
Prerequisite: BUSA 3300

**BUSA 4810 (A/F-O) Advanced Accounting.** A study of special topics in financial accounting, including business combinations, fund accounting and foreign exchange transactions ..... 4 s.h.  
Prerequisite: BUSA 3110 or concurrent enrollment

**BUSA 4820 Advanced Cost Accounting.** An advanced study of (1) cost accounting; job order, process, and activity-based cost accounting systems and (2) managerial accounting as a decision support information system, helping managers make decisions regarding pricing, product mix, and resource allocation ..... 4 s.h.  
Prerequisites: BUSA 3200, 3231

**BUSA 4870 (A/S, O) Principles of Auditing.** The theory and practice of auditing and the standards used in the development of auditing techniques. The course examines audit practices for public and nonpublic organizations ..... 4 s.h.  
Prerequisite: BUSA 3110

**BUSA 4890 Business Principles Seminar: Statistics.** This course has been carefully designed to sharpen the graduate learner’s skill in quantitative analysis in order to make the quantitative and research methods course more productive and rewarding. Topics include coverage of basic spreadsheet analysis and inferential and descriptive statistics. This course is 2 weeks long and is exclusively online ..... 0 s.h.



**BUSA 4891 Business Principles Seminar: Economics.** This course has been carefully designed to sharpen the graduate learner’s skill in economics analysis in order to make the Managerial Economics course more productive and rewarding. Topics include coverage of microeconomics. This course is 2 weeks long and is exclusively online ..... 0 s.h.

**BUSA 4892 Business Principles Seminar: Accounting.** This course is designed to give the graduate business student an introduction to accounting. It is not a comprehensive course but a preparation for a more comprehensive course that the student will take during the progress of the graduate program. This course is for the student who either has no prior exposure to accounting or that exposure was long enough ago as to be effectively not useful to the student. This course is 2 weeks long and exclusively online..... 0 s.h.

**BUSA 4893 Business Principles Seminar: Finance.** This course is carefully designed to equip learners with fundamental skills and understanding of financial analysis. Topics include coverage of basic financial statement analysis and time value of money. This course is 2 weeks long and exclusively online ..... 0 s.h.

**BUSA 4894 Business Principles Seminar: Marketing.** This course is an introduction to marketing principles in preparation for BUSA 5050: Strategic Marketing. Topics to be introduced include an analysis of the marketing environment and the marketing mix. This course introduces marketing principles to MBA students who have not taken an undergraduate marketing course. This course is 2 weeks long and exclusively online ..... 0 s.h.

**BUSA 4990 Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. All students will have to pass according to the minimum requirement of their department. Any student who does not meet the requirement (Pass) of their comprehensive assessment of their major field will not graduate until the requirement has been met. Comprehensive assessment in business..... 0 s.h.

**BUSA 5010 Leadership.** The course examines the leadership process as an influence relationship among leaders and followers. A central tenet of this course is that leadership can be learned. The course explores important organizational and behavioral issues in the leader-follower relationship; including the evolution of leadership theory, personal characteristics of leaders and followers, motivation and empowerment, teamwork, power and influence, and change management..... 3 s.h.

**BUSA 5020 Managing for Organizational Effectiveness.** This course addresses the critical need of managing human resources for organizational effectiveness. Topics include motivating individuals and teams, performance evaluation, distribution of power, information, and resources; intervention in systems; and creation of change-oriented cultures..... 3 s.h.

**BUSA 5030 Quantitative and Research Methods.** This course is an introduction to quantitative research methods in business. It addresses the various purposes and approaches to conducting research, studies the research process, and develops methods of analyzing data using statistical software as a tool to aid in management decision-making. Emphasis is on understanding the concepts of statistical analyses, choosing appropriate tools and procedures to use in a given context, using the computer to carry out the procedures, and then interpreting the computer results within the given context. Graduate learners will have an opportunity to synthesize these concepts as consumers of research (by critiquing published

research) and as producers of research (quantitative analysis is built into the remaining elements of the business program) ..... 3 s.h.  
Prerequisite: BUSA 4890 or a signed course waiver

**BUSA 5040 Economics of Organizational Architecture and Strategy.** This course is designed to expand the graduate learner’s understanding of how economic analysis can help corporate managers maximize firm value. Management theory has long recognized the importance of thoroughly assessing a firm’s internal and external environments as a foundation for strategic and operating initiatives. A thorough application of the tools of economics can enrich this process, providing new insights and strategic options. Accordingly, this course will concentrate on the use of economic tools to enhance the effectiveness of strategic positioning and organizational structure. Cases and problems are used to gain an understanding of these economic tools and their potential use for solving real-world problems..... 3 s.h.  
Prerequisite: BUSA 4891 or a signed course waiver

**BUSA 5050 Strategic Marketing Management.** Marketing Management encompasses an extensive range of activities and concepts and is based on the systems approach to management. Today, marketing takes place in a very dynamic marketplace where national economies are being affected by globalization and technological changes. This course provides managers with a broad overview of marketing principles for both for-profit and not-for-profit organizations, including an emphasis on customer/client satisfaction and advanced marketing strategies. Graduate learners are given the opportunity to perform case analysis and develop a marketing plan. .... 3 s.h.  
Pre-requisite: BUSA 4894 or a signed course waiver

**BUSA 5051 Promotions and Advertising Strategy.** An advanced study of the promotion strategies within the marketing function. Emphasis is on planning creating, and evaluating effective advertising, sales promotion, and publicity programs to communicate among producers, intermediaries, and consumers..... 3 s.h.

**BUSA 5052 Consumer Behavior.** An advanced study of consumer behavior and theory. Topics include the consumer decision-making process, segmentation, targeting, positioning, and brand loyalty. Course also emphasizes the development, implementation, and evaluation of effective marketing strategies based on these concepts ..... 3 s.h.

**BUSA 5060 (D) Managerial Communication.** Professional managers must develop effective communication skills to enhance their ability to inform and motivate many interest groups: employees, supervisors, stockholders, clients, and other professionals. Assuming a managerial role, students prepare oral and written presentations for study groups and faculty. Students learn through feedback from individual reports, cases, letters, emails, and memos. In addition, teams will participate in the exercises in which students fill the role of executives in a business environment..... 3 s.h.

**BUSA 5061 Accounting for Managerial Decision- Making.** This course focuses on Cost centers and profit centers, examines cost accounting, job order process, and activity-based cost accounting systems, and managerial accounting as a decision support system. Cases and problems are used to gain an understanding of these economic tools and their potential use for solving real-world problems..... 3 s.h.  
Pre-requisite: BUSA 4892 or a signed course waiver.

**BUSA 5062 Strategic Financial Management.** This course is designed to help managers understand financial analysis so that they can work effectively with financial decision-makers in organizations. Topics covered include financial statement analysis, risk and return, discounted cash flow analysis, cost of capital, capital budgeting, long-term financing, and working capital management..... 3 s.h.  
 Pre-requisite: BUSA 4893 or a signed course waiver

**BUSA 5063 Investment Management.** Investment Management will provide both theoretical and practical coverage of investing in financial securities (stocks, bonds, and derivatives). The list of theories that will be presented includes efficient market theory, portfolio management and capital markets theory, and behavioral finance. On the practical side this course will assume that markets are generally efficient, at least in the long run, suggesting that securities are appropriately priced given their perceived risk and the expected return. However, we will discuss market anomalies that suggest that the market or segments of the market can be inefficient, or wrong, at any point in time. With the foregoing as a backdrop, this course will emphasize asset allocation and portfolio management. This course will also introduce the techniques and tools (including software applications) for evaluating firms and their underlying securities. This course will use a lecture format on textbook materials, supplemented with outside reading of investment journals and relevant case studies..... 3 s.h.

**BUSA 5064 Financial Markets and Institutions.** This course will examine financial markets and institutions including the various structures, development and their role in the economy. Topics include market operations, regulatory issues, and market efficiency. Types of institutions and markets to be covered include stock, bond, derivative, mortgage, commodity, as well as the Federal Reserve, International Monetary Fund, and the World Bank. Time will also be spent examining some innovations in financial markets including micro finance and other developments in emerging markets..... 3 s.h.

**BUSA 5065 Special Topics in Finance.** The course is a practicum or case method approach to timely topics that include international finance, mergers and acquisitions, corporate governance, and corporate restructuring ..... 3 s.h.

**BUSA 5066 (D) Managing Information Systems.** This course focuses on management's role in planning, designing, implementing, and controlling information systems (IS). Information is a critical organizational resource. Topics include recent technological advances in hardware and software, systems design and applications development, end-user computing, telecommunications, management of systems projects, the role and organization of the IS function in the firm, strategic planning of information systems, and the use of information for competitive advantage..... 3 s.h.

**BUSA 5069 Business Law.** The purpose of this course is to enable students to reason about the role of ethics in business administration in a complex, dynamic, global environment. The development of ethical and moral frameworks by which business decisions can be made and professional moral conduct enhanced will be covered. Students will be pushed to think carefully about how they make decisions and develop their capacity to defend their decisions to other stakeholders. Operating from a leadership perspective, students will address a range of themes in the class, including basic concepts in ethics, responsibilities to stakeholders and the building blocks of markets, corporate culture, the sources of ethical breakdowns in organizations, managerial integrity, value creation, and personal values and managerial choice..... 3 s.h.

**BUSA 5085 International Business.** This course is designed to familiarize students with the issues involved in competing in global markets, such as market entry choice, cross-cultural management, international laws and government relations, joint-venture management and negotiating. The course also explores future scenarios for the global marketplace..... 3 s.h.

**BUSA 5090 Strategic Management.** In this course, graduate learners examine strategic processes that influence the direction of an organization. Graduate learners explore techniques for defining the mission and objectives of an enterprise, understanding competitive forces and industry dynamics, analyzing components of sustained competitive advantage, matching organizational strengths with environmental opportunities, and developing strategies and policies to achieve the organization’s mission and balance the interests of relevant stakeholders..... 3 s.h.

**BUSA 5100 (F/S) Internal Auditing and Fraud Examination.** The course will examine the theory and practice of internal auditing as well as the techniques used in fraud examination, including how fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved ..... 3 s.h.

**BUSA 5110 (F/S) Financial Accounting and Analysis.** This course addresses the accounting process used to measure and report economic events. It focuses on fundamental concepts, reading and utilizing information in financial statements. Students will be exposed to a financial analysis framework that provides links between a firm's business and its financial statements, associated disclosures, and valuation ..... 3 s.h.

**BUSA 5120 (F/S) Strategic Cost Management.** An advanced study of (1) cost analysis, profitability analysis, variance analysis, strategic management of capital expenditures and operational budgeting and (2) managerial accounting as a decision support information system, helping managers make decisions regarding pricing, product mix, and resource allocation ..... 3 s.h.

**BUSA 5200 Building Competitive Advantage—Human Resource Development.** This course gives the graduate learner the opportunity to study, in a seminar setting, the most recent thinking on building competitive advantage through human resource development (HRD). An integrated portfolio of topic areas and the opportunity to present current, relevant strategies and resources in today’s organizations will be focused upon throughout the course (elective) ..... 3 s.h.

**BUSA 5201 Operations Management.** An advanced study of the field of operations management and decision theory as related to business, economic, and industrial decision-making in a changing global and technological environment. Emphasis is placed on the business processes that transform organizational and human resources into value-added goods and services. Extensive use of the spreadsheet as a decision support tool is integrated throughout the course ..... 3 s.h.

**BUSA 5202 Managing Risk in Human Resources.** This course provides the graduate learner an opportunity to learn about managing risk in Human Resources. An integrated portfolio of topics including legal compliance, disaster preparation, business continuity/recovery planning, financial implications of managing risk, the employee-supervisor relationship, and Human Resources related audits will be covered ..... 3 s.h.

**BUSA 5203 Training and Development of Human Resources.** This course provides the graduate learner an opportunity to learn about managing training and development

in Human Resources. An integrated portfolio of topics including learning theories, needs assessment, conducting training, facilitating employee development, and determining Return On Investment (ROI) will be covered ..... 3 s.h.

**BUSA 5300 New Venture Creation.** This course examines the process of entrepreneurship, including the generation of potential business opportunities, evaluation of venture potential, development of a new venture team and an entrepreneurial organization, startup, growth, and harvest strategies for entrepreneurial ventures, and marketing of new ventures (elective)..... 3 s.h.

**BUSA 5400 (D) International Business Practicum.** Designed to integrate field experiences in international business with the major theoretical and analytical developments in the field of international business and management. (elective, additional fees required)..... 3 s.h.

**BUSA 5410 Healthcare Systems.** An introduction to the structure and function of the medical care delivery system. Includes basic concepts and measures of health, disease, quality, values, needs and utilization; issues in healthcare manpower, institutions and system organization; general issues in policy, reimbursement and regulation; broad community, and organizational considerations in medical care organizations ..... 3 s.h.

**BUSA 5420 Legal and Ethical Issues in Healthcare.** Exposes the students to the legal system as it affects the healthcare industry. The course addresses the numerous legal and ethical issues raised by advances in technology, changing societal values, decreasing resources, and increasing professional liability..... 3 s.h.

**BUSA 5430 Managed Healthcare.** In-depth analysis of the various managed healthcare delivery models. Emphasis is given to the managed care continuum. Topics include: types of managed care organizations, provider payment plans, utilization control, underwriting and rate setting, management and marketing aspects, and legal and healthcare policy issues..... 3 s.h.

**BUSA 5510 Leadership Strength Recognition and Development.** In this first course of the Leadership specialization, students will learn how to identify, develop, and deploy leadership strengths as a result of increased self-understanding ..... 3 s.h.

**BUSA 5520 Critical Approaches to Leadership.** This course will feature an analysis of the key debates within leadership and will delve deeper into leadership practices than traditional leadership theories provide. It will explore the idea of leadership as a distributed process between various agents in an organization and leadership as a psychosocial influencing dynamic. Students will be provided a framework that can be used to understand and implement ‘distributed’ leadership practices and learn to develop organizational processes that allow leadership to flourish at all levels..... 3 s.h.

**BUSA 5530 Leading for Innovation.** Students will explore how disruptive innovation, if managed and led properly, can result in winning market share in all types of industries, including successful non-profit enterprises. A robust theory for learning how to lead an innovative company to succeed during times of disruption by new technologies is offered, including techniques for implementation of successful innovative strategies..... 3 s.h.

**BUSA 5550 Project Management Essentials.** This course will focus on the essential activities of project management that include: planning, implementation, scheduling,

project control, closure, and termination. Additionally, the course will provide a generic approach and prospective to the project management process..... 3 s.h.

**BUSA 5560 Project Management Body of Knowledge.** This course utilizes a holistic approach that provides students with the skills and knowledge to manage technology, human resources, culture, stakeholders and other diverse elements necessary to complete a project successfully. Utilization of leadership, team building, conflict resolution, negotiation, and influence in equal amounts with traditional technical skills of any field will be practiced..... 3 s.h.

**BUSA 5570 Project Process Architecture.** The focus of this course is Project Process Architecture (PPA), which is a methodology specifically designed for IT/Business Projects so that movement through the projects can be accomplished at an accelerated pace. The student will be exposed to a process that involves 6 Stage Gates and 33 Steps, all of which are similar but uniquely different from the Process Groups and Knowledge Areas of Project Management Body of Knowledge. The process that will be mastered in this course has been successfully used in the following industries: banking, publications, manufacturing, finance, insurance, healthcare, education, apparel, communications, non-profits, and public organizations ..... 3 s.h.

**BUSA 5800 Internships.** Through business internships, students have an opportunity to focus both their academic and career interests ..... 2 s.h.

**BUSA 5600 Business Developing and Networking Experience I.** This pass/fail course is intended to make the MBA program more productive and rewarding for the student. It is designed to increase the graduate learner’s networking skills, to familiarize them with the changing business environment and to develop strategies for long term career success ..... 0 s.h.

**BUSA 5601 Business Developing and Networking Experience II.** This pass/fail course is intended to make the MBA program more productive and rewarding for the student. It is designed to increase the graduate learner’s networking skills, to familiarize them with the changing business environment and to develop strategies for long term career success ..... 0 s.h.

**BUSA 5610 Systems Analysis.** This course covers the project design and management of information systems in an organization. This course includes information about needs analysis, systems integration, and project management required to lead information systems projects in the modern firm. This is the first course of three in the MIS Specialization..... 3 s.h.

**BUSA 5620 Information Security and Risk Management.** This course covers the management requirements for identifying, auditing, and managing information systems security practices for the modern firm. The course includes information systems policy development, legal requirements of protected information handling, and information systems risk management and mitigation. This is the second course of three in the MIS Specialization..... 3 s.h.  
Prerequisite: BUSA 5610

**BUSA 5630 Strategic Management of Information Systems.** This course will cover the management of information systems as an element of the overall strategy of a modern firm. The course includes information systems management, information systems as a

source of competitive advantage, and the role of information systems in a globalized workplace..... 3 s.h.  
Prerequisites: BUSA 5610, 5620

**BUSA 5640 Foundations in the Nonprofit Sector.** Overview of the origins, size, scope, composition, operation, and legal ramifications of the unique nonprofit sector in American society today; introduction to the historical, political, and religious foundations of the nonprofit sector; examines theoretical and conceptual framework in the nonprofit environment. Students will learn the various characteristics that differentiate commercial business and government from the nonprofit sector; generally explores the role of governance, leadership, and management in the nonprofit sector..... 3 s.h.

**BUSA 5650 Strategic Management and Leadership of Nonprofit Organizations.** Examination of the roles and responsibilities of managers and leaders in nonprofit organizations to include the strategic management planning process; overview of the functional activities normally associated with nonprofits; special skills required for effective and ethical management from startup to maturity; normative issues surrounding management and leadership; considers the internal and external environment of the nonprofit organization ..... 3 s.h.  
Prerequisite: BUSA 5640

**BUSA 5660 Marketing for Nonprofit Organizations.** Overviews and examines the underlying fundamental principles, concepts, methods, and challenges of strategic marketing of nonprofit organizations. Class includes a comparative look at marketing in the commercial sector versus the nonprofit sector as a component of the nonprofit's overall strategic plan. It also provides an understanding of market segmentation within in the marketplace. Students will investigate the ethical implications of marketing for nonprofit organizations..... 3 s.h.  
Prerequisites: BUSA 5640, 5650

**BUSA 5670 Foundations and Descriptive Analytics.** This is the first course in the business analytics specialization. This course will provide the basic foundations needed to understand business analytics, and to manipulate data using Microsoft Excel. The descriptive portion of the course will focus on the fundamental tools and methods of data analysis and statistics, focusing on data visualization, descriptive statistical measures, probability distributions and data modeling, sampling and estimation, and statistical inference. This course will include a discussion of the philosophies, tools, and techniques of decision analysis. This course sets the stage for BUSA 5680 and BUSA 5690 ..... 3 s.h.

**BUSA 5680 Predictive Analytics.** This course develops approaches for applying regression, forecasting, and data mining techniques. The course will include building and analyzing predictive models using spreadsheets, and as well as simulation and risk analysis..... 3 s.h.  
Prerequisite: BUSA 5670

**BUSA 5690 Prescriptive Analytics.** This is the final course in the business analytics specialization. This course will explore linear, integer, and nonlinear optimization models and applications, including optimization with uncertainty. This course will include a discussion of the philosophies, tools, and techniques of decision analysis..... 3 s.h.  
Prerequisites: BUSA 5670, 5680

**BUSA 5990 Comprehensive Assessment.** Graduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with

more than one major must demonstrate competency in each of their major fields. All students will have to pass according to the minimum requirement of their department. Any student who does not meet the requirement (Pass) of their comprehensive assessment of their major field will not graduate until the requirement has been met. Comprehensive assessment in business..... 0 s.h.





**CHEM 1010 (F) Introduction to Chemistry.** This course develops the student's understanding of chemical principles at an introductory level and the application of quantitative problem solving to these principles. It also develops the understanding of how chemistry relates to current technical issues in society ..... 4 s.h.

**CHEM 1020 (S) Chemistry for the Health Sciences.** A survey of topics in chemistry that is relevant to the health sciences. Includes some topics in general chemistry such as solution equilibrium, kinetics, and buffer systems as well as a survey of organic chemistry. Three hours of lecture, three hours of laboratory each week..... 4 s.h.

**CHEM 1110 (F) General Chemistry I.** This course develops the student's Understanding of the fundamental principles of chemistry and the application of quantitative problem solving to these principles. The course also provides a foundation of chemical knowledge needed for further study in many key areas of science..... 4 s.h.

**CHEM 1120 (S) General Chemistry II.** Atomic and molecular structure, chemical bonding, the kinetic-molecular theory, oxidation-reduction, and equilibria. Introduction to kinetics, nuclear chemistry, electrochemistry, organic, and biochemistry. Three hours of lecture, three hours of laboratory each week..... 4 s.h.  
Prerequisite: CHEM 1110

**CHEM 2110, 2120 (F, S) Organic Chemistry.** A study of the structure, functional groups, syntheses, reactions of organic compounds, introduction to spectroscopy, and reaction mechanism. Three hours of lecture, four hours of laboratory each week..... 4, 4 s.h.  
Prerequisites: CHEM 1110, 1120

**CHEM 3000 (A/F-E) Analytical Chemistry I.** Theory and methods of volumetric and gravimetric analysis with an introduction to instrumental methods of analysis. Two hours of lecture, six hours of laboratory each week ..... 4 s.h.  
Prerequisites: CHEM 1110, 1120

**CHEM 3200 (A/S-O) Analytical Chemistry II.** Theory and methods of instrumental analysis and separation. Two hours of lecture, six hours of laboratory each week..... 4 s.h.  
Prerequisite: CHEM 1110, 1120

**CHEM 3300 (D) Advanced Organic Chemistry.** This course covers topics in organic chemistry more advanced than those covered in CHEM 2120. The lecture will focus on topics such as stereochemistry, reaction mechanisms, organic reactive intermediates, and/or organic synthesis ..... 4 s.h.  
Prerequisites: CHEM 2110, 2120

**CHEM 3500 (D) Forensic Chemistry.** This course approaches the challenges, methods, and analyses of forensic science from a fundamental, chemical perspective. Topics include drug analysis, arson investigation, and the analysis of paint and residue

samples (e.g. gunshot). The course objective is to train students in chemical tools that are in current commercial use..... 4 s.h.  
Prerequisites, CHEM 1110, 1120, 2110, 2120, 3000, or permission of instructor

**CHEM 3600 (D) Inorganic Chemistry.** A study of the principles of inorganic chemistry. Topics include atomic theory, chemical bonding, the periodic system, acid base theories, complex ions, and organometallics..... 4 s.h.  
Prerequisite: CHEM 1110, 1120, 2110

**CHEM 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.

**CHEM 3900 (D) Special Topics.** Open only to advanced students with the consent of the department.....credit to be arranged

**CHEM 4000 (A/F-O) Physical Chemistry I.** Theoretical principles of gases, liquids, solids, atomic and molecular structure, elementary thermodynamics and thermo-chemistry, solutions, reaction kinetics, chemical equilibria, phase rule, colloidal systems, catalysis, electrochemistry, photochemistry, and radiochemistry. Three hours of lecture, six hours of laboratory ..... 5 s.h.  
Prerequisites: CHEM 1110, 1120; PHYS 2210, 2220 and MATH 2350, 2360

**CHEM 4200 (A/S-E) Physical Chemistry II.** Theoretical principles of gases, liquids, solids, atomic and molecular structure, elementary thermodynamics and thermo-chemistry, solutions, reaction kinetics, chemical equilibria, phase rule, colloidal systems, catalysis, electrochemistry, photochemistry, and radiochemistry. Three hours of lecture, six hours of laboratory ..... 5 s.h.  
Prerequisites: CHEM 1110, 1120; PHYS 2210, 2220 and MATH 2350, 2360

**CHEM 4930 Chemistry Capstone.\*** In order to meet the college requirement of comprehensive assessment, chemistry majors will enroll in this 1 credit course the last semester of their senior year. The course will be an independent study which is designed to help each student review the chemistry content from their four years of study. There will be a letter grade assigned, and as with every other major requirement, the student will be required to pass the course (C- or higher) in order to graduate. Student performance will be evaluated based upon a series of exams and a final..... 1 s.h.  
\*Not designed for transfer

**CHEM 4990 Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.A. or B.S. in Chemistry students must earn a passing grade on the Chemistry Department Comprehensive Assessment Exam ..... 0 s.h.

**COMM 1500 Basics of COMM at King Seminar.\*** This course is mandatory for new students at the beginning of their first semester in the Communication program. This required online course introduces students to fundamental skills like organized writing, citing, and APA style that prepare them for the COMM program at King ..... 1 s.h.  
\*Not designed for transfer

**COMM 2400 Professional Communication.** Students practice traditional methods of written and oral expression in professional communication environments. Assignments emphasize audience-centered writing, industry-specific expectations, and organized communication. Students also hone resumes and practice effective interviewing ..... 4 s.h.

**COMM 2500 Visual Rhetoric.** This course is an introduction to basic design. Students design visually persuasive documents, business cards, letterhead, invitations, brochures, and other content. The course examines the production of everyday texts both written and visual. This course requires student-created projects and modification ..... 4 s.h.

**COMM 2600 Introduction to Media Communication.** A survey of mass media and its impact on society. This introductory course examines and analyzes how radio, television, newspapers, books, films, the Internet, citizen media and social media shape society. Students consider the ethical influences of media and develop a critical lens for analyzing mass media texts and mediums ..... 4 s.h.

**COMM 2700 Advanced Speech Communication.** This course develops student mastery of professional speech, focusing on both theory and practice of presentational skills. Students learn how to speak effectively to various audiences by learning stress reduction techniques, organized speech principles, ethical strategies for presenting ideas, and visual aids. This course also incorporates listening and ethical critique of speeches..... 4 s.h.

**COMM 3000 Communication Theory.** An introduction to communication theory that maps different schools of thought. This course teaches people to use theories to explain, predict, or control their communicative experiences and relationships. Course includes a theory-rich, application paper ..... 4 s.h.

**COMM 3200 Interpersonal Communication.** This course overviews interpersonal communication, conflict management, and theory. Students learn the basics of interpersonal relationships, rules that guide those personal and professional relationships, and effective tools for negotiating such complex connections. Students assess their own patterns in order to understand interactions. Students learn to initiate, maintain, repair, and negotiate effective interpersonal relationships..... 4 s.h.

**COMM 3300 Editing for Special Topics in Communication.** This course explores special topics in communication. The special topics change to include recent developments in communication, news stories of interest, and best practices for communication

practitioners. Example topics include negotiation, effective crisis communication, social media campaigns, family conflict resolution, and countless other trends in the field of communication. Students write papers pertaining to the selected topics and revise these works to develop strong editing skills ..... 4 s.h.

**COMM 3400 Rhetoric & Persuasion.** An introduction to the study and practice of ethical and unethical persuasion. Course covers issues such the role of emotion, motives and values, propaganda and the abuse of persuasion, political persuasion, and media persuasion ..... 4 s.h.

**COMM 3500 Public Relations.** An introduction to the many aspects of public relations (PR) such as relating to the mass media, managing crises, and preparing campaigns. Students learn conventional and new-media approaches to effective public relations. Students practice research in public relations and learn how to prepare PR plans, press releases, memos, and proposals ..... 4 s.h.

**COMM 3600 Organizational Communication.** This course explores the fundamentals of effective organizational structures, communicative processes, and innovations at organizations. Students learn historical and developing approaches to organizing. Course emphasizes student-learned contributions to organizational communication that permeates companies, procedures, and effectiveness ..... 4 s.h.

**COMM 4100 Ethics in Communication.** A study of philosophical and religious theories of ethics and of their application to realistic ethical dilemmas that enable students to consider the complexities of ethical decision-making. Emphasis on critical thinking and learning to apply ethical frameworks ..... 4 s.h.

**COMM 4500 Leadership Communication.** This course overviews professional and personal leadership styles. Students assess their own predispositions and learn to strengthen their leadership abilities and effectiveness habits in a variety of personal and professional contexts ..... 4 s.h.

**COMM 4990 Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. Comprehensive assessment for the Communication program requires students to demonstrate competency in writing effectiveness and application of communication knowledge by means of a portfolio that is presented to department faculty and an outside reviewer (when available). Students are required to successfully complete comprehensive assessment during their last semester to earn a BS in Communication. Any student who does not meet the minimum requirement (Pass) of their comprehensive assessment will not graduate until the requirement has been met ..... 0 s.h.



**CRJU 1500 (F) Introduction to Criminal Justice.** This is an introductory course for the Criminal Justice program. It is a survey of the history and function of the different sections of the American criminal justice system including courts, corrections, and law enforcement. Additional topics will include the future of the justice system as well as an introduction to alternatives to our current justice responses..... 4 s.h.

**CRJU 2500 (S) Criminal Investigation for Forensic Science.** This course is an introduction to the criminal justice system’s use of forensic science technology. The focus will be on collecting and preserving evidence, learning forensic science technologies, and presenting evidence in court. Current research, hands-on exercises, and mock crime scenes will be used ..... 4 s.h.

**CRJU 2610 (F, O) Criminal Procedure.** This course is designed to survey the foundations of our criminal course system as defined in the U. S. Constitution, Federal, and State laws. Topics will include due process and procedure of criminal courts. Special emphasis will be placed on the safeguards provided to citizens in the U.S. Constitution ..... 4 s.h.  
Prerequisite/Co-requisite: CRJU 1500

**CRJU 2620 (F, E) Criminal Law.** Criminal Law examines state and federal crimes of the United States. This course provides an historical overview of the philosophy and foundations of criminal law and examines elements of crime, purposes and functions of law, and the limits of law. It also covers topics such as defenses to prosecution ..... 4 s.h.  
Prerequisite/Co-requisite: CRJU 1500

**CRJU 2800 Serial and Mass Murders.** This course explores current research and case studies of serial killers and mass murders. Topics of discussion will include profiling, behavioral case studies, typologies, the history of these phenomena, and our culture’s fascination with this behavior..... 4 s.h.

**CRJU 2900 Special Topics in Criminal Justice.** This course will cover different topics within the study of criminal justice. A slate of topics including Serial and Mass Murder and Race, Gender, and Crime will be rotated with every offering ..... 4 s.h.  
Pre-requisite/Co-requisite: CRJU 1500

**CRJU 3000 (F, E) Juvenile Justice.** This course will provide an overview of the beginnings and philosophy of the juvenile justice system in the United States. There will be a focus on theories of delinquency, special interventions for juveniles, status offenses, drug crime, and gangs. Important court cases and the constitutional rights of juveniles will also be discussed..... 4 s.h.  
Prerequisite/Co-requisite: CRJU 1500

**CRJU 3100 (S, E) American Systems of Corrections.** American Systems of Corrections is an overview of the history and development of the punishment system

in the United States. Discussion will include the genesis of our current system and how other countries shaped its formation. There will also be an emphasis on the goals and types of punishments, alternatives to incarcerations, and capital punishment. Christianity's influence on our historical penitentiaries and our modern correctional facilities will also be a focus ..... 4 s.h.  
Prerequisite/Co-requisite: CRJU 1500

**CRJU 3110 (S, O) American Policing.** American Policing will provide a broad survey of the history and progression of law enforcement in America beginning with its early relationship to British law enforcement. The focus will be on understanding law enforcement as a type of social control. We will also analyze the use of policy in shaping law enforcement practices and techniques as well as the special problems associated with this type of employment such as stress..... 4 s.h.  
Prerequisite/Co-requisite: CRJU 1500

**CRJU 3330 (F, O) Research Methods in Criminal Justice.** Research Methods in Criminal Justice will include an examination of qualitative and quantitative methods of social science research with an emphasis on criminal justice theory and policy. Various research strategies, including sample surveys, observation, experiments, and evaluation, are discussed ..... 4 s.h.  
Prerequisite/Co-requisite: CRJU 1500

**CRJU 3440 Applied Research Methods.** This course will focus on the use of statistical methods in the analysis and interpretation of research in the field of criminal justice. Topics of discussion will include: how research and statistics are used to better understand criminology, human behavior, and criminal justice policy ..... 4 s.h.  
Prerequisite/Co-requisite: CRJU 1500

**CRJU 3600 (S, O) Theories of Criminology.** Theories of Criminology will include focused discussions on the analysis of the major criminological, sociological, and psychological theories that seek to explain why people commit crimes and how people become victims of crimes ..... 4 s.h.  
Prerequisite/Co-requisite: CRJU 1500

**CRJU 4200 (S, E) Ethics and Justice.** This course includes discussion of the different ethical issues faced by criminal justice professionals such as prosecutorial and judicial misconduct, corrections issues, and law enforcement deviance. The examination of different ethical dilemmas and scenarios will be used ..... 4 s.h.  
Prerequisite/Co-requisite: CRJU 1500

**CRJU 4550 (F, O) Criminal Justice Policy.** This course discusses current issues in criminal justice policy and criminology research. This course will deal with new research and policy implications in a wide range of areas. Topics will include research methodological issues, police operations, correctional treatment programs, court and legal issues, gun control, corrections, and drug issues ..... 4 s.h.  
Prerequisite/Co-requisite: CRJU 1500

**CRJU 4600 (S, E) Alternatives to Justice: Restorative Justice.** This course focuses on alternatives to the traditional ways crime is addressed by the criminal justice system and how they can be implemented in our current system. Students will examine ways they can be agents of cultural transformation in the lives of the citizens they interact within the course of their careers. Discussion will focus on alternatives to our current

justice system..... 4 s.h.  
Prerequisite/Co-requisite: CRJU 1500

**CRJU 4990 Comprehensive Assessment.** Upon completion of all criminal justice coursework, students will take a comprehensive examination to demonstrate competency in the field. The exam will be taken at the student’s assigned campus, online, or at an ETS testing center. Students must make a passing grade to meet this requirement. The passing grade is based on nationally-normed data and must be higher than two standard deviations below the mean for that academic year. If students do not receive a passing score, they have the opportunity to complete and pass either a program portfolio demonstrating their coursework during the program or to complete a departmental exam ..... 0 s.h.



**Course Descriptions**  
**Digital Media Art & Design**  
**DMAD**

**DMAD 1500 (F/S) Introduction to Web Presence and Social Media Strategy.** This course will introduce students to the practice of web publishing, the basic principles of social media strategy, and web integration. Students will explore how to effectively utilize current digital media tools and applications for communication and content curation on the Internet. Furthermore, the proper use of web publishing tools, content management systems, and multimedia software will be demonstrated at an introductory level..... 4 s.h.

**DMAD 1600 (F) Media Production.** This course is an introduction to hardware and software management for the Macintosh Computing platform. Topics include creating a personal data management system and workflow, general maintenance, trouble shooting and repair of Macintosh software and hardware. This course also serves as an introduction to multimedia creation and publishing with an emphasis on creating professional, engaging presentations using the Macintosh environment. This class will prepare students for a broad range of media projects as well as proficiency in the major tool of a digital creative, the Macintosh computer..... 4 s.h.

**DMAD 2000 (F/S) History of Photography.** This class is a survey of the history of photography. We will discuss photography's creation as an art form, as a method of communication, as a social responsibility and contemporary photography in a global context. We will also discuss major movements within photography through the prominent artists of the medium to provide an understanding of their influence on photography as we know it today ..... 4 s.h.

**DMAD 2900 (F/S) Project Lab I.** This course gives students the opportunity to research and create work to build a portfolio that exemplifies their technical skill and their identity as an artist. Students will conceptualize and produce bodies of work centered around personal vision and creating identity ..... 2 s.h.

**DMAD 3000 (S) B&W Darkroom.** This course offers an introduction to silver-based black & white photography and darkroom practices. Through multiple and varied class projects, lectures, critiques, and demonstrations, the course is designed to give students a basic understanding of black & white film capture as well as photographic silver gelatin printing techniques. Students will explore the medium of analog photography while improving their skills in composition, image capture, and printing ..... 4 s.h.  
Prerequisite: PHOT 1010 or PHOT 2010

**DMAD 3020 (F) DSLR/DSLM Video Production.** This course explores the production, presentation, and publishing of advanced media elements through project-based scenarios. Students will study advanced digital video capture, audio capture, editing, and various venues for release of finished products ..... 4 s.h.  
Prerequisites: PHOT 2010, PHOT 3010



**DMAD 3030 (S) Advanced Lighting.** This course presents advanced theory and technical application of photographic lighting as it applies to imaging and video. Topics include location and studio management, professional application, and personal creative vision ..... 4 s.h.  
Prerequisites: PHOT 2010, PHOT 3010

**DMAD 3200 (S) Imagery in Society.** This course is an introduction to imagery in the mediums of photography, web, video, and animation as they relate to digital media's impact on society through the exploration of concepts and technique..... 4 s.h.

**DMAD 3210 (F) Contemporary Media Studies.** This course is an advanced study of the uses, styles and influences of contemporary media formats as an art, commercial product, and communications tool. Emphasis will be placed on contemporary issues as they relate to the student's personal vision and collective responsibilities ..... 4 s.h.

**DMAD 3220 (S) Introduction to Visual Rhetoric and Graphic Design.** This course exposes students to the concept of visual rhetoric, invites them to create their own working definition of that term, and demands that they demonstrate their understanding of both traditional concepts of rhetoric with words that use implied visuals and 21st century concepts of rhetoric that incorporate explicit visuals. The course touches on semiotics, design theory, and classical rhetoric as well as explores the meaning of visual literacy and how that skill/awareness changes communication, persuasion, and story-telling. Students will analyze texts on pages and screens and design texts for print and digital application to show their developing understanding of human communication through media..... 4 s.h.

**DMAD 3410 (F) Intermediate Graphic Design.** This course is an introduction to procedures to create, plan, and produce visual communication design. Emphasis is on acquiring and working with visual vocabulary to gain mastery of conceptual and creative procedures by learning technical skills that translate ideas and concepts into visual design and graphic imagery ..... 4 s.h.  
Prerequisites: PHOT 2500, DMAD 3220

**DMAD 3420 (S) Advanced Graphic Design.** In this course, students will apply graphic design theory to create conceptual approaches for communicating ideas visually. Through a series of assignments, students will plan, develop, manage, and execute projects for multiple platforms including print and digital media. The emphasis of the course is to create practical design materials while developing a professional portfolio ..... 4 s.h.  
Prerequisite: DMAD 3410

**DMAD 3640 (F) Digital Media Business Practices.** This course is an introduction to the management of a digital media company. Students will be introduced to basic business concepts, including the legal formation of a business, financial management tools and techniques, business communications, and an introduction to marketing concepts. Topics include the development of a business idea; crafting a business and financial plan; alternative models of financing, marketing, and launching. The ultimate outcome of this course will be to develop creative individuals with the entrepreneurial and managerial skills necessary to conceive, launch, and manage a sustainable digital media enterprise in the increasingly complex economic environment of contemporary art-making. .... 4 s.h.

**DMAD 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus section under Experiential Learning..... 1-12 s.h.

**DMAD 3900 (F/S) Project Lab II.** This course gives students the opportunity to research and create work to build a portfolio that exemplifies their technical skill and their identity as an artist. Students will conceptualize and produce bodies of work centered around personal vision and creating ..... 2 s.h.  
Prerequisite: DMAD 2900

**DMAD 4020 (S) Advanced Web.** This course covers development of logical and efficient site structures, importation and use of a variety of graphic file formats, color management for online publication and successful utilization of typography. Using HTML and CSS, students will design, construct and publish a professional personal website. Emphasis is placed on successful publishing and management of the student's own work. Students will become familiar with Content Management software and the integration of JavaScript for animation and interactive elements ..... 4 s.h.

**DMAD 4900 (F/S) Project Lab III.** This course gives students the opportunity to research and create work to build a portfolio that exemplifies their technical skill and their identity as an artist. Students will conceptualize and produce bodies of work centered around a personal vision and creating identity ..... 2 s.h.  
Prerequisites: DMAD 3900

**DMAD 4990 Comprehensive Assessment.** Comprehensive assessment in Digital Media Art & Design demonstrates competency in the graduating student's major field with a capstone project and an exhibition. Students must earn a grade of C- or higher on the capstone project ..... 0 s.h.

Note: The course names and numbers below reflect the course listing for **Spring 2018**.

ECON 2000 (below) is ECON 2200 Principles of Economics in Fall 2017. Course content remains the same.

**ECON 2000 Introduction to Economic Principles.** This course covers both microeconomic theory (theories of demand, supply, production, cost, and market structures) and macroeconomic theory (theories of economic institutions, GDP, unemployment, and inflation).....4 s.h.

**ECON 3250 (A/F-O) Money and Banking.** A theoretical and analytical approach to financial institutions, regulations in the banking system, central banking, and monetary policy and control.....4 s.h.  
Prerequisites: ECON 2000

**ECON 3260 (F) Intermediate Microeconomic Theory.** A study of selected areas of advanced price theory and their applications. This course balances theories with real-world applications .....4 s.h.  
Prerequisites: ECON 2000

**ECON 3270 (A/S-E) Intermediate Macroeconomic Theory.** A study of the various theories of aggregate income determination and of inflation, unemployment, and business cycles. The course will also study the various views of the feasibility of counter-cyclical stabilization policy and demand management.....4 s.h.  
Prerequisites: ECON 2000

**ECON 3280 (D) Issues in Political Economy.** The course studies the interaction between government and markets. For example, the conflicts between efficiency and the politically favorable, the dilemma of political failures and market failures. The course will also provide a forum to integrate economics and political science as we discuss current events; for example, healthcare, income inequality, and international trade ..... 4 s.h.  
Prerequisites: ECON 2000

**ECON 3800 (D) Economic Issues in Public Policy and Current Events.** This course is intended to be a capstone course for students pursuing the Economics Track or Minor. This course helps students develop skills in writing about, discussing, interpreting, and presenting economic policy analysis. In this class, we will analyze selected policies in a variety of formats: lectures and class discussions, as well as oral and written presentations by individual students on their own topics..... 4 s.h.  
Prerequisites: ECON 3260 and ECON 3270 or approval by Instructor.

**ECON 3900 (D) Special Topics.** Guided research in special topics selected by conference between the instructor and student. The proposal must be approved by the instructor and reviewed by the department in advance of registration ..... credit to be arranged

**ECON 5900 Graduate Research Hours in Economics.** Supervised student activities on research projects identified on an individual or small-group basis. ....0 s.h.

**EDUC 2030 (F/S) Introduction to Teaching: K-12.\*** This course provides an initial orientation to the King Teacher Education Program, including the process for application to Teacher Education. Course content includes an overview of curriculum and instruction, student diversity and classroom management. Students are expected to begin the development of the Teacher Education electronic portfolio..... 2 s.h.  
 Co-requisite: EDUC 2031  
 \*Not designed for transfer

**EDUC 2031 (F/S) Introduction to Teaching Practicum: K-12.** This course is a supervised practicum to accompany EDUC 2030. Students are expected to observe in public school classrooms and in non-traditional settings that offer exposure to diverse student populations. .... 1 s.h.  
 Co-requisite: EDUC 2030

**EDUC 2100 (F/S) Survey of Exceptional Children.** Introduction to characteristics of exceptional children and their education. Includes study of historical and legislative background, mental and physical disabilities, and instructional strategies. Emphasis on educational, social, cultural, and psychological needs of exceptional children. Students are expected to observe in public school classrooms as a part of this course ..... 4 s.h.

**EDUC 2370 (F/S) Reflective Teaching: Planning for Classroom Instruction.** This course emphasizes instructional planning, including developmentally appropriate curriculum content, specific instructional strategies, and assessment techniques. Students are expected to observe in classrooms as a part of this course..... 3 s.h.

**EDUC 2900 (F/S) Foundations of Education.** A study of the historical, philosophical, and sociological forces that shape the theory and practice of education in the United States today. Traces the development of educational concepts and principles, analyzes culture patterns which affect the learning process, and examines the relationship between the school and society..... 3 s.h.

**EDUC 2950 (F/S) Technology for Teachers.** A course designed to prepare teacher candidates to integrate 21<sup>st</sup> century classroom technologies and multi-media based technologies into the classroom. Students will develop beginning abilities to promote different learning strategies using various modern technology tools. Ability to utilize a software presentation for use on a computer projection system will be an integral part of the course. Limited to Teacher Education candidates without consent of instructor.... 2 s.h.  
 Prerequisite: Teacher Education candidate or consent of instructor

**EDUC 3120 (S/SU) Principles of Grammar and Writing: ESL** The study of grammar and syntax of the English language as it relates to the teaching of writing to non-native speakers of English. Students will be exposed to principles of phonology, grammar, mechanics, syntax, and composition, enabling them to be effective in adapting course content appropriate for ESL students at varying levels of English proficiency ..... 2 s.h.

**EDUC 3360 (F/SU) Introduction to Linguistics.** Explores social and psychological bases of language acquisition and use. Considers cultural and regional variation, and implications of language variety on literacy development among non-native English speakers ..... 2 s.h.

**EDUC 3390 (S) Secondary Curriculum and Methods.** This course is a survey of general secondary teaching methods, materials, classroom management, and assessment ..... 3 s.h.  
Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 3392 (F) Content Specific Practicum, Elementary Music Education.** Supervised fieldwork and teaching in elementary music education to accompany Elementary Music Methods ..... 1 s.h.  
Prerequisite: Admission to Teacher Education  
Co-requisite: EDUC 3541

**EDUC 3393 (S) Content Specific Practicum, Secondary Music Education.** Supervised fieldwork and teaching in secondary music education to accompany Secondary Music Education Methods ..... 1 s.h.  
Prerequisite: Admission to Teacher Education  
Co-requisite: EDUC 3542

**EDUC 3394 (S) Content Specific Practicum, Secondary Instrumental Music Methods.** Supervised fieldwork and teaching in secondary instrumental music to accompany Secondary Instrumental Music Methods ..... 1 s.h.

**EDUC 3530 (S) Language Arts and Social Studies Methods.** This course is designed to be a survey of materials and methods appropriate for teaching language arts and social studies in elementary and middle schools and to develop instruction and assessment skills in these subjects. Curriculum content and grade level objectives for each subject will be explored separately with an emphasis on the integration of these content areas into the total curriculum, Grades K-8. Individual and group projects, including instructional planning and assessment, and fieldwork are required components of the course ..... 3 s.h.  
Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 3540 (F) Math and Science Methods.** This course is designed to survey materials and methods appropriate for teaching math and science in elementary and middle schools and to develop instruction and assessment skills in these subjects. Curriculum content and grade level objectives for each subject will be explored separately with an emphasis on the integration of these content areas into the total curriculum, Grades K-8. Individual and group projects, including instructional planning and assessment, and fieldwork are required components of the course ..... 3 s.h.  
Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 3541 (D) Elementary Music Methods.** This course is designed to survey materials and methods appropriate for teaching music concepts to children in elementary and middle schools, and to develop instruction and assessment skills in this subject. Curriculum content and grade level objectives will be explored separately. Grades K-6. Individual and group projects, including instructional planning, assessment, and fieldwork, are required components of the course ..... 3 s.h.  
Prerequisite: Admission to Teacher Education and MUSC 1010, 1020, 3620  
Co-requisite: EDUC 3392

**EDUC 3542 (D) Secondary Music Methods.** This course is designed to survey materials and methods appropriate for teaching music concepts to adolescents in middle school and high school, & to develop instruction and assessment skills in this subject. Curriculum content and grade level objectives will be explored separately. Grades 7-12. Individual and group projects, including instructional planning and assessment, and fieldwork, are required components of the course ..... 3 s.h.  
 Prerequisite: MUSC 1010, 1020, 1110, 2010, 2020, 3020, 3620  
 Co-requisite: EDUC 3393

**EDUC 3543 (D) Secondary Instrumental Music Methods.** A survey of current instrumental music methods and materials appropriate for use in the secondary public school setting. The course will identify current trends and pedagogical techniques as well as compare, contrast, and evaluate different instructional materials ..... 3 s.h.  
 Prerequisite: EDUC 3541

**EDUC 3550 (F) Integrated Related Arts Curriculum: Pre-K-8.** A survey of materials and methods appropriate for teaching of art, music, and physical education in the elementary school curriculum. Emphasis will be placed on integration within the total curriculum. Includes development or materials and participation in physical activities appropriate for school-aged children. Some fieldwork will be expected ..... 3 s.h.  
 Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 3590 (F) Content Area Reading.** Designed to equip teachers to foster literacy skill development among students in secondary and middle grades classrooms in all subjects. The course will provide a background in the developmental process of reading, informal reading assessment, corrective, and remedial practices and procedures. Includes content specific field work in 7-12 classrooms..... 3 s.h.  
 Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 3600 (F/S) Assessment and Evaluation.** An analysis of the role of assessment and evaluation of student learning and teaching effectiveness. Includes the study of validity, reliability, standardized testing, norm- and criterion-referenced testing, personality and interest inventories, statistical applications, test data interpretations, and test-item construction. Current school accountability practices will be examined. Students will also develop and apply informal assessment strategies..... 3 s.h.  
 Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 3630 (A/F) Methods and Materials of Elementary Physical Education.** In this course, students will develop an understanding of the activities appropriate for elementary school-age children such as physical fitness, rhythmic movement, gymnastics, games, and sports. Includes instructional methods and development of the ability to implement instruction appropriate to developmental level ..... 4 s.h.  
 Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 3640 (A/S) Methods and Materials for Secondary Physical Education.** In this course, students will develop an understanding of the activities appropriate for middle school and high school, including physical fitness activities and a variety of individual, dual, and team sports. Includes instructional methods and development of the ability to implement instruction appropriate to developmental level ..... 4 s.h.  
 Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus section under Experiential Learning..... 1-12 s.h.

**EDUC 3900 (D) Special Topics**..... 1-4 s.h.

**EDUC 4110 (F) ESL Assessment.** Examines formal and informal methods of assessment of language aptitude and competence of LEP students. Emphasis on various approaches and strategies for LEP students, as well as a review of state and federal requirements. Includes field experience ..... 2 s.h.  
Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 4120 (SU) Principles of Second Language Acquisition.** Explores ESL theory and practice for inclusion of non-native English speakers in public school classrooms. Includes field experience with ELL students and families ..... 2 s.h.

**EDUC 4360 (S/SU) ESL Methods and Materials.** Selection and development of instructional materials and strategies for instruction of non-native English speakers in bilingual and multilingual classrooms. Includes field experience..... 2 s.h.  
Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 4380 (D) Practicum in ESL Instruction.** Supervised practicum in assessment and instruction of non-native English speakers in public school classroom during the Pre-K-12 school years ..... 1-3 s.h.  
Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 4450 (F/S) Clinical Teaching Practicum.** Clinical experience featuring observation of classroom practices, student behavior, and introduction to school policies. Includes such experiences as monitoring, tutoring and co-teaching leading to the preparation, presentation and evaluation actual teaching episodes with the guidance and supervision of a mentor teacher and a university supervisor. Placement is in area partner schools, observing the schedule prescribed for the mentor teachers with whom they work. Approval to student teach required..... 3 s.h.  
Prerequisites: Post baccalaureate status, undergraduate major or equivalent in licensure area, and either all professional level Teacher Education courses/Praxis II content and subject specialty exams or enrollment in King MED program. Can be repeated up to five times.  
Co-requisite: EDUC 4910 or 4980

**EDUC 4470 (F/S) Student Teaching: K-Grade 2.** This course consists of clinical experience featuring observation, co-teaching, and teaching under the supervision of a mentor teacher and university supervisor. Students are placed in local partner schools for their clinical experience. Students must apply for admission to student teaching and be approved before enrolling in this course ..... 5 s.h.  
Prerequisites: All courses in the academic major and all professional level Teacher Education courses  
Co-requisite: EDUC 4480, 4910

**EDUC 4480 (F/S) Student Teaching: Grades 3-5.** This course consists of clinical experience featuring observation, co-teaching, and teaching under the supervision of a mentor teacher and university supervisor. Students are placed in local partner schools for their clinical experience. Students must apply for admission to student teaching



and be approved before enrolling in this course..... 5 s.h.  
Prerequisites: All courses in the academic major and all professional level Teacher Education courses  
Co-requisite: EDUC 4470, 4910

**EDUC 4490 (F/S) Student Teaching: Grades 6-10.** This course consists of clinical experience featuring observation, co-teaching, and teaching under the supervision of a mentor teacher and university supervisor. Students are placed in local partner schools for their clinical experience. Students must apply for admission to student teaching and be approved before enrolling in this course ..... 6 s.h.  
Prerequisites: All courses in the academic major and all professional level Teacher Education courses  
Co-requisite: EDUC 4950

**EDUC 4500 (F/S) Student Teaching: Grades 9-12.** This course consists of clinical experience featuring observation, co-teaching, and teaching under the supervision of a mentor teacher and university supervisor. Students are placed in local partner schools for their clinical experience. Students must apply for admission to student teaching and be approved before enrolling in this course ..... 5 s.h.  
Prerequisites: All courses in the academic major and all professional level Teacher Education courses  
Co-requisite: EDUC 4490, 4910

**EDUC 4650/4660 (D) Teaching Internship: K-12.** Clinical experience featuring observation of classroom practices, student behavior, and introduction to school policies. Includes such experiences as monitoring, tutoring and co-teaching leading to the preparation, presentation and evaluation actual teaching episodes with the guidance and supervision of a mentor teacher and a university supervisor. Placement is in area partner schools, observing the schedule prescribed for the mentor teachers with whom they work..... 6 s.h.  
4650 meets Fall term; 4660 meets Spring term.  
Prerequisite: All professional level Teacher Education courses  
Co-requisite: EDUC 4950

**EDUC 4910 (F/S) Capstone Seminar: K-5.** This course includes discussions of issues related to student teaching and induction into the profession. Students are required to present their final electronic portfolios and to pass all state-mandated PRAXIS II tests to successfully complete this course..... 2 s.h.  
Co-requisite: Student Teaching

**EDUC 4940 (F/S/SU) Introduction to edTPA.** This online course is designed to introduce the edTPA process to students who are preparing to student teach. The course will offer an overview of the edTPA process and a review of all rubrics associated with edTPA. A final project in the class will include students assessing their own teaching episodes using edTPA rubrics ..... 1 s.h.  
Prerequisite: All professional-level Teacher Education courses except those remaining in the final semester prior to student teaching

**EDUC 4950 (F/S) Capstone Seminar: Grades K-12.** This course includes discussions of issues related to student teaching and induction into the profession. Students are required to present their final electronic portfolios and to pass all state-mandated PRAXIS II tests to successfully complete this course..... 2 s.h.  
Co-requisite: Student Teaching

**EDUC 4990 Comprehensive Assessment.** Successful completing of all Tennessee Department of Education mandated, at the time of graduation, PRAXIS II Content Knowledge and pedagogy (Principles of Learning and Teaching) examinations. Successful completion and presentation of electronic portfolio demonstrating competency in state and national standards. Successful completion of the comprehensive assessment is a requirement for graduation with an Education minor and recommendation for teacher licensure ..... 0 s.h.

**EDUC 5000 Designing Instruction for Exceptional Learners.** This course is an intensive study of exceptional learners. There is focus on extending principles of learning and intellectual, socio-cultural, emotional, and physical development to persons with disabilities. Emphasis is placed on how to design and modify learning environments to meet individualized needs while integrating standards into learning experiences..... 3 s.h.

**EDUC 5010 Research Methods in Education.** This course is an introduction to the function and means of various practices of educational research. The course will promote understanding of the language of educational inquiry, aims and uses of research, various ways of framing research questions and designing studies, and procedures for obtaining, analyzing, and interpreting qualitative and quantitative data ..... 3 s.h.

**EDUC 5015 Instructional Planning.** This course is a practical introduction to the lesson planning process that offers ample opportunities for practice and revision. Students will practice framing lessons using district and state curriculum standards, writing measurable objectives, developing and using formative and summative assessments, and planning for differentiated instruction. Students will also learn how to access prior knowledge of the students in their classrooms, offer guided practice and modeling, foster critical thinking and problem solving skills, and complete a lesson with intentional closure..... 3 s.h.

**EDUC 5020 Instructional Design.** This course is a study of curriculum and instructional design, and instructional strategies consistent with such designs. Students will examine curricula theory and practice on multiple levels in designing responsive curricula. There will be an emphasis on understanding complex processes in learning and in curriculum development..... 3 s.h.

**EDUC 5030 Human Relations in the Classroom.** This course focuses on intrapersonal, interpersonal, and intergroup relations issues in schools. Theory will be blended with practice in the study of instructional, classroom management, and conflict resolution practices. The course will examine the critical issues associated with discipline and management, community building practices, strategies for working with families, transition practices, and practices related to multicultural education. This course also emphasizes teacher self-awareness as a major aspect of the human relations approach..... 3 s.h.

**EDUC 5040 Advanced Assessment and Evaluation.** This course investigates principles of assessment and evaluation with emphasis on practices applicable to a variety of educational settings. The course focuses on preparing educators to analyze a wide range of data sources and to use that data to initiate and support improvement in K-12 schools ..... 3 s.h.

**EDUC 5045 Critical Conversations: Communication in a Global Learning Environment.** This course will examine the critical issues associated with a wide array

of diverse populations as they relate to American society as a whole and schools in particular. Emphasis will be placed upon the conditions of a globally networked society characterized by deep cultural interconnections. Classroom management and community building strategies that build bridges to the global community that is already present in our schools will be emphasized. Self-awareness will be extended through a model of intercultural praxis as students will be challenged to interconnect with and relate to other places and people of the global society in which we live. The end result should be a strengthening of classroom practice through an increased understanding of a diverse culture ..... 3 s.h.

**EDUC 5060 Social Foundations of American Education.** The focus of this course is culture as a motivating influence in learning, and the ways in which ethnicity, race, social class, gender, and language background affect access to education and economic opportunity and achievement. Social, economic, and political contexts within which schools function and the values which provide direction for our schools will be addressed. The course includes an overview of the historical, philosophical, and social influences shaping educational practices, beliefs, and goals through history ..... 3 s.h.

**EDUC 5070 Advanced Educational Psychology.** This course examines in depth the contributions of psychology to the teaching and learning processes. The theories and applications of psychology applied to cognitive, social, and emotional learning are emphasized. In addition, students will investigate how behavioral, cultural, and cognitive theories inform effective instruction and classroom management ..... 3 s.h.

**EDUC 5080 Elementary Methods and Materials.** This course provides students structured investigation into the planning, teaching, and assessment strategies that are appropriate to their intended teaching area. Specific topics include national standards, scope and sequence in their subject, and main concepts of the discipline. There will be emphasis on instructional design, media, and methodology as well as recent developments in content and instructional procedures as they relate to elementary schools. .... 3 s.h.

**EDUC 5085 Secondary Methods and Materials.** This course provides students structured investigation into the planning, teaching, and assessment strategies that are appropriate to their intended teaching area. Specific topics include national standards, scope and sequence in their subject, and main concepts of the discipline. There will be emphasis on instructional design, media, and methodology as well as recent developments in content and instructional procedures as they relate to middle and secondary schools ..... 3 s.h.

**EDUC 5090 Theory and Practice in Literacy and Reading Instruction.** This course focuses on literacy acquisition as a developmental process and on effective methods of applying research to practice. Emphasis is on the developmental stages of reading, evaluation of materials for reading instructions, diagnostic assessment, and effective reading programs. Students will also investigate instructional techniques regarding how diverse children develop abilities to decode, interpret, and use language to gain content knowledge ..... 3 s.h.

**EDUC 5100 Action Research Project.\*** This course requires an action research project designed to explore an issue or line of inquiry chosen by the student. Emphasis will be placed on selecting a project relevant to an issue in local schools. This course focuses on

the gathering of qualitative and quantitative data, data analysis, interpretation techniques, drawing conclusions, developing an action plan, and preparing a publishable research report..... 4 s.h.  
\*Not designed for transfer

**EDUC 5110 Action Research Seminar.** This course provides students the opportunity to work with a high degree of independence to meet well-defined goals under the supervision of a member of the graduate faculty. Included in the course will be small group meetings for the exchange of ideas, debate of issues, or presentation of research in stages through completion ..... 2 s.h.

**EDUC 5210 Trends and Issues in Educational Technology.** This course will further develop students' technology skills for use in the educative process. A central focus will be research to determine emerging technologies appropriate for use in schools. Students will investigate the use of technology to accomplish data-driven decision-making and to effectively and efficiently solve school-based issues ..... 3 s.h.

**EDUC 5220 Creating a Culture for Teaching and Learning.** Instruction will focus on engaging stakeholders in effectively developing and implementing the school's vision, mission, and goals; creating a culture conducive to learning throughout the school community; making best use of resources to achieve the school mission; and carrying out responsibilities ethically. The student will understand the challenges of continuous improvement while managing the school and fostering a school culture focused on teaching and learning. Discussions will include methods and procedures for developing programs and instructional staff in addition to assessment strategies applied to both areas. Principles and techniques of effective leadership will be assessed against the legal, moral, and ethical implications of teacher leaders' actions and beliefs. Concepts and methodologies from learning theory, systems theory, group dynamics, and organizational culture assessments will be applied to collective learning and organizational culture ..... 3 s.h.

**EDUC 5225 Instructional Leadership for Continuous Improvement.** Students will be introduced to the strategic and change management processes. They will learn how to set high standards for self, model professional learning, and establish a culture of personal and professional growth. Emphasis will be placed upon how leaders can create positive environments of cultural competence and equity for all stakeholders and develop a comprehensive strategic plan to impact student learning. Students will understand the value of leading by example as they move toward an instructional focus shift from teaching to learning. An additional focus will be on how to distribute personal ethics in leadership to others through equal access, opportunity, and inclusionary practices. The student will understand the role of the school leader in the community and learn how to establish, maintain, and lead professional learning communities ..... 3 s.h.

**EDUC 5240 Legal and Ethical Dimensions in Education.** This course is an examination of federal and state constitutional and statutory influences on public schools, with a focus on how judicial interpretation shapes and influences educational policy. Students will analyze ethical and professional decisions affecting stakeholders within the school community ..... 3 s.h.

**EDUC 5255 Assessments and Data for School Improvement.** This course provides a conceptual understanding of learning and assessment and will emphasize the various types of data that can be used to drive student achievement and continuous school improvement. Students will focus on data (formative and summative) that impact

decision-making and will analyze TVAAS data to derive outcomes and make plans for next steps to ensure progress and growth for students, teachers, and the school as a whole..... 3 s.h.

**EDUC 5265 Resource Management.** Students will learn best practices for managing fiscal resources, human capital, and school operations. Focusing on recruiting, hiring and retaining the best and most productive people, students will gain a greater understanding of the positions and roles within a successful school organization. Students will learn the importance of purposeful and diverse hiring practices. Students will also work collaboratively with a field mentor to learn about essential school operations and their relationships to student achievement. Assessment of physical plant needs, the establishment and maintenance of a safe and clean environment, and typical documentation for operational matters will be included..... 3 s.h.

**EDUC 5270 Contemporary Issues in Education.** This course examines critical issues in education. The focus will be researching, analyzing, and comparing emerging issues to promote scholarly thought within learning communities ..... 3 s.h.

**EDUC 5280 (F) Strategic Planning.** This course will focus upon the strategic planning and change management processes. Students will learn how to create and conduct a comprehensive needs assessment and use the resulting data to develop a strategic plan to impact student learning. Monitoring multiple forms of data will create opportunities for ongoing adjustment to the strategic plan. Students will also learn how to implement a dynamic strategic plan as a method for creating or changing school culture, which shapes the academic and personal growth of students. The strategic plan will also serve to provide a clear vision for professional learning and growth for instructional staff. The course will highlight the necessity of a shift in instructional focus from teaching to learning ..... 3 s.h.

**EDUC 5990 Comprehensive Assessment.** Successful completion of all Tennessee Department of Education mandated, at the time of graduation, PRAXIS II Content Knowledge and pedagogy (Principles of Learning and Teaching) examinations. Successful completion and presentation of electronic portfolio demonstrating competency in state and national standards. Successful completion of the Master of Education comprehensive examination. Successful completion of the comprehensive assessment is a requirement for graduation and recommendation for teacher licensure ..... 0 s.h.

**ENGL 2110 20<sup>th</sup> and 21<sup>st</sup> Century World Literature.** This course examines a global array of literature from the 20th and 21st centuries, addressing the most pressing issues of the last century: violent cultural shifts and their effects on the margins of society, the clash of cultures in the developing world, and the challenge to authority. All of these issues define and refine the notion of citizenship: Who is my neighbor? What are my obligations to society? To what sort of nation or leader do I owe my allegiance? ..... 4 s.h.

**ENGL 2161 (F) American Literature I.** A survey of important works of American literature up to the Civil War. Students are strongly recommended to pair this course with HIST 2161 ..... 4 s.h.  
Prerequisite: ENGC 1110/1180

**ENGL 2162 (S) American Literature II.** A survey of important works of American literature from the Civil War to the present. Students are strongly recommended to pair this course with HIST 2162 ..... 4 s.h.  
Prerequisite: ENGC 1110/1180

**ENGL 2171 (F) Western Literature I.** This course surveys the tradition of Western Literature with an eye toward connecting students with the best writers and ideas from the Western intellectual tradition beginning with the Greeks and Romans and continuing through the Middle Ages and Renaissance. Students are strongly recommended to pair this course with HIST 2171 ..... 4 s.h.  
Prerequisite: ENGC 1110/1180

**ENGL 2172 (S) Western Literature II.** This course surveys the tradition of Western Literature with an eye toward connecting students with the best writers and ideas from the Western intellectual tradition beginning with the Reformation and Enlightenment and continuing through the Late Modern period. Students are strongly recommended to pair this course with HIST 2172 ..... 4 s.h.  
Prerequisite: ENGC 1110/1180

**ENGL 2181 (F) British Literature I.** A survey of British literature from its beginnings through the 18th century. Students are strongly recommended to pair this course with HIST 2181 ..... 4 s.h.  
Prerequisite: ENGC 1110/1180

**ENGL 2182 (S) British Literature II.** A survey of British literature from the 19<sup>th</sup> through the 21<sup>st</sup> centuries. Students are strongly recommended to pair this course with HIST 2182 ..... 4 s.h.  
Prerequisite: ENGC 1110/1180

**ENGL 2440 (A/S-O) Studies in American Short Story.** An introduction to short works by well-known writers. Special attention will also be focused on lesser-known writers and those currently contributing to the genre. The course will survey a broad spectrum

of American writing, introduce students to writers who may serve them well in the future, and raise questions related to important American subjects such as race, poverty, family, religion, cultural shifts, and more ..... 4 s.h.  
Prerequisite: ENGC 1110/1180

**ENGL 2450 (D) Introduction to Film Studies.** This course seeks to acquaint students with the ways of creating, studying, and evaluating film art. It will introduce the essential terminology related to film studies, cover film history in America and abroad, and focus on the notable works of individual filmmakers and eras. In considering matters of genre, narrative technique, and imagery, students will engage film as if it were another form of literature. ENGL 2450 can fulfill the Human Creative Products core requirement ..... 4 s.h.

**ENGL 2480 (A/S-O) The Oxford Christian Writers.** An introduction to some of the most influential British Christian authors of the middle of the 20<sup>th</sup> century: C.S. Lewis, J.R.R. Tolkien, Dorothy Sayers, and Charles Williams. It will examine selected works from both literary and theological perspectives, so as to consider the marriage of the mind, imagination, and spirit ..... 4 s.h.  
Prerequisite: ENGC 1110/1180

**ENGL 2800 (D) Literary Study and Writing.** A seminar designed for sophomores and juniors to focus on the methodology of literary research and writing through the medium of research projects based on primary and secondary source materials. It will also introduce students to the poetic and general literary vocabulary and styles ..... 2 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 2910 (D) Creative Writing.** Further study and practice in writing with emphasis on the writing process, style, and form. Particular focus on a combination of fiction, poetry, and/or drama ..... 4 s.h.  
Prerequisite: ENGC 1110/1180  
Recommended: ENGL 3340

**ENGL 3140 (S) Children’s Literature.** Designed to acquaint students with literature for children, its authors, and illustrators. The course also deals with the evaluation, selection, and use of library media for children. It strives to relate these media to the needs and interests of children as well as to the total school curriculum for grades K-8. Limited to those seeking certification in elementary education or to those seeking certification in secondary English ..... 3 s.h.

**ENGL 3150 (A/F-E) Adolescent Literature.** A review of traditional and contemporary literature of value and interest to young people in grades 7-12 ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3170 (A/S-O) Literacy Development and Reading Instruction in the Elementary and Middle Grades.** This course is a survey of traditional literacy development spanning from emerging literacy skills and behaviors in early childhood through intermediate “reading to learn” literacy skills in late middle grades. This course is designed to acquaint teacher candidates with a balanced approach to the teaching of reading for emerging (K-1), evolving (2-4<sup>th</sup>), and maturing (5-8<sup>th</sup>) readers ..... 4 s.h.  
Prerequisite: Admission to Teacher Education, successful completion of EDUC 2030/2031, 2370

**ENGL 3180 (A/F-E) Adaptive Processes in Reading Instruction.** Adaptive processes designed to meet the literacy development needs of all children are accepted as essential components of reading instruction. This course emphasizes that diagnosis and correction and other adaptive, individualized strategies are processes that should be practiced as integral components of reading instruction and should take place on a daily basis. Designed to prepare elementary and middle school teachers to teach reading in Grades K-8, this course also focuses on reading in the content areas (across the curriculum). Direct experience in working with students in an elementary or middle school setting is required. Students are expected to provide their own transportation..... 2 s.h.  
Prerequisite: Admission to Teacher Education and EDUC 2030, 2370 or 2380; ENGL 3170

**ENGL 3200 Survey of World Literature.** A survey of the western literary tradition with an examination of representative texts from the major eras..... 4 s.h.

**ENGL 3340 (A/S-O) English Grammar.** This course will introduce students to the fundamentals of English grammar: phonology, morphology, and syntax. A section on applied grammar will offer students insight into how a sound knowledge of grammatical structures can make for more effective writing. .... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3345 (A/S-E) History of the English Language.** This course is designed to survey the rich and complicated history of the English language and to consider some of the ways that English is shaping and being shaped by the cultures in which it appears. Although History need not be taken simultaneously with English Grammar, it will provide an excellent companion to that course. .... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3360 (A/S-E) Religion and Literature.** This course will introduce students to the study of religion and literature, considering both the literary dimensions of religious texts and the ways in which literature influences readers spiritually and morally ..... 4 s.h.  
Prerequisite: ENGC 1110/1180.

**ENGL 3370 (D) Post-Colonial Literature.** A study of the great variety of modern literature written in English by writers coming from such previously colonized regions as Africa, South Asia, the Caribbean, and Ireland..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3380 (D) Literary Theory.** Designed to acquaint students with the origins, means, and implications of recent theoretical movements. Beginning with the New Critical method, students will study the seminal theorists in such movements as Reader Response criticism, Structuralism, Deconstruction, Psychoanalysis, Marxism/New Historicism, and Feminism..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3400 Survey of British Literature.** A survey of British literature from its beginnings until the present with an examination of representative texts. .... 4 s.h.

**ENGL 3440 (A/F-E) Chaucer and the Middle Ages.** A study of the works of Chaucer, especially the *Canterbury Tales* and *Troilus & Criseyde* within the larger medieval English context ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172



**ENGL 3461, 3462 (A/F-O) Shakespeare.** A thematic and genre study of representative plays. Students may receive credit for both courses, since different plays will be studied in alternating years..... 4, 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3475 (A/S-E) The Early Modern Period in English Literature.** A study of the time periods that have traditionally been called the Renaissance and the Seventeenth Century. It will concentrate on two major figures: Edmund Spenser and John Milton, especially their epics *The Faerie Queene* (Books 1-3) and *Paradise Lost* ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3485 (A/F-E) 18<sup>th</sup> Century British Novel.** An introduction to the eighteenth-century British novel, focusing on the origins and development of the genre through the work of Defoe, Richardson, Fielding, Burney, and the like ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3490 (D) Special Topics in Pre-1800 British Literature.** Designed for seniors and junior honors students. Majors are limited to 4 s.h. for major credit..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3540 (A/S) British Romanticism and the Nineteenth Century.** A study of representative works of poetry, non-fiction prose, and drama from the Romantic and Victorian periods ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3550 (A/S) Victorian Novel.** An examination of representative Victorian novels, considered in the light of their literary and cultural significance..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3560 (A/S) Modern and Contemporary British Novel.** A survey of the modern and contemporary British novel, with attention to questions of genre, social context, and critical reading ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3565 (A/S) Modern and Contemporary British Literature.** A study of representative poetry, prose, and drama from the twentieth century to the present ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3580 Literature and the Christian Imagination.** This course will examine the writings of two of the Oxford Inklings—C.S. Lewis and J.R.R. Tolkien—and their literary ancestor, George MacDonald..... 4 s.h.

**ENGL 3590 (D) Special Topics in Post-1800 British Literature.** Majors are limited to 4 s.h. for major credit. Designed for seniors and for junior honor students..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3600 Survey of American Literature.** A survey of American literary tradition from its beginnings up until the present with an examination of representative texts ..... 4 s.h.

**ENGL 3610 (A/F-O) Early American Literature.** An introduction to the writings and documents of the first generations of European settlers throughout the revolutionary period..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3615 (A/F-E) American Romanticism.** An introduction to the literature of the early nineteenth century from Emerson, Thoreau, Hawthorne, Melville, Poe, Dickinson, Whitman, and others ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3620 (A/F-O) American Realism and Naturalism.** An introduction to the writings of the late nineteenth and early twentieth centuries from the Civil War to World War I..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3625 (A/S-O) Modern and Contemporary American Literature.** An introduction to the writings of the post WWI era into the twenty-first century ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3660 (A/S-E) The American Novel.** Masterworks of the genre, considered in the light of their literary and cultural significance ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3690 (D) Special Topics in American Literature.** Designed for seniors and for junior honor students. Majors are limited to 4 s.h. for major credit ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.

**ENGL 3940 (D) Creative Writing: Non-Fiction.** This course seeks to acquaint students with the essentials of writing creative non-fiction, including memoir. Students will read from a variety of essayists and memoirists and develop their own collection of essays..... 4 s.h.  
Prerequisite: ENGC 1110  
Recommended: ENGL 2910

**ENGL 3960 (D) Creative Writing: Fiction.** This course seeks to acquaint students with the essentials of writing fiction, especially the short story and the novel. Students will draw on their acquaintance from courses in American and/or British novels and in the short story in developing their own work of fiction. .... 4 s.h.  
Prerequisite: ENGC 1110  
Recommended: ENGL 2910

**ENGL 3970 (D) Creative Writing: The Stage Script.** This course seeks to acquaint students with the essentials of writing scripts for the stage. Students will develop their own scripts..... 4 s.h.  
Prerequisite: ENGC 1110  
Recommended: ENGL 2910

**ENGL 3980 (D) Creative Writing: Screenwriting.** This course seeks to acquaint students with the essentials of writing scripts for the screen. Students will develop their own screenplays..... 4 s.h.  
Prerequisite: ENGC 1110  
Recommended: ENGL 2910

**ENGL 3990 (D) Creative Writing: Poetry.** This course seeks to acquaint students with the essentials of writing poetry. Students will read from a variety of poets and poetic forms and develop their own collection of poems..... 4 s.h.  
Prerequisite: ENGC 1110 and any ENGL course including a short story poetry component  
Recommended: ENGL 2910

**ENGL 4900 (D) Honors in Independent Studies.** Directed research or reading in a designated area. A departmental committee must invite and approve proposals.  
.....credit to be arranged

**ENGL 4910 (D) English Capstone Seminar.** The capstone seminar explores the intersections between faith, language, literature, and vocation. English faculty will also review each student’s previous course work and assign individualized reading lists. Students will compile their senior portfolios and present one of those papers orally. Limited to seniors ..... 2 s.h.

**ENGL 4990 Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.A. in English students must earn a passing grade on the English Department Comprehensive Exam..... 0 s.h.

**ENGL 2110 20<sup>th</sup> and 21<sup>st</sup> Century World Literature.** This course examines a global array of literature from the 20th and 21st centuries, addressing the most pressing issues of the last century: violent cultural shifts and their effects on the margins of society, the clash of cultures in the developing world, and the challenge to authority. All of these issues define and refine the notion of citizenship: Who is my neighbor? What are my obligations to society? To what sort of nation or leader do I owe my allegiance?..... 4 s.h.

**ENGL 2161 (F) American Literature I.** A survey of important works of American literature up to the Civil War. Students are strongly recommended to pair this course with HIST 2161 ..... 4 s.h.  
Prerequisite: ENGC 1110/1180

**ENGL 2162 (S) American Literature II.** A survey of important works of American literature from the Civil War to the present. Students are strongly recommended to pair this course with HIST 2162 ..... 4 s.h.  
Prerequisite: ENGC 1110/1180

**ENGL 2171 (F) Western Literature I.** This course surveys the tradition of Western Literature with an eye toward connecting students with the best writers and ideas from the Western intellectual tradition beginning with the Greeks and Romans and continuing through the Middle Ages and Renaissance. Students are strongly recommended to pair this course with HIST 2171 ..... 4 s.h.  
Prerequisite: ENGC 1110/1180

**ENGL 2172 (S) Western Literature II.** This course surveys the tradition of Western Literature with an eye toward connecting students with the best writers and ideas from the Western intellectual tradition beginning with the Reformation and Enlightenment and continuing through the Late Modern period. Students are strongly recommended to pair this course with HIST 2172 ..... 4 s.h.  
Prerequisite: ENGC 1110/1180

**ENGL 2181 (F) British Literature I.** A survey of British literature from its beginnings through the 18th century. Students are strongly recommended to pair this course with HIST 2181 ..... 4 s.h.  
Prerequisite: ENGC 1110/1180

**ENGL 2182 (S) British Literature II.** A survey of British literature from the 19<sup>th</sup> through the 21<sup>st</sup> centuries. Students are strongly recommended to pair this course with HIST 2182 ..... 4 s.h.  
Prerequisite: ENGC 1110/1180

**ENGL 2440 (A/S-O) Studies in American Short Story.** An introduction to short works by well-known writers. Special attention will also be focused on lesser-known writers and those currently contributing to the genre. The course will survey a broad spectrum

of American writing, introduce students to writers who may serve them well in the future, and raise questions related to important American subjects such as race, poverty, family, religion, cultural shifts, and more ..... 4 s.h.  
Prerequisite: ENGC 1110/1180

**ENGL 2450 (D) Introduction to Film Studies.** This course seeks to acquaint students with the ways of creating, studying, and evaluating film art. It will introduce the essential terminology related to film studies, cover film history in America and abroad, and focus on the notable works of individual filmmakers and eras. In considering matters of genre, narrative technique, and imagery, students will engage film as if it were another form of literature. ENGL 2450 can fulfill the Human Creative Products core requirement ..... 4 s.h.

**ENGL 2480 (A/S-O) The Oxford Christian Writers.** An introduction to some of the most influential British Christian authors of the middle of the 20<sup>th</sup> century: C.S. Lewis, J.R.R. Tolkien, Dorothy Sayers, and Charles Williams. It will examine selected works from both literary and theological perspectives, so as to consider the marriage of the mind, imagination, and spirit..... 4 s.h.  
Prerequisite: ENGC 1110/1180

**ENGL 2800 (D) Literary Study and Writing.** A seminar designed for sophomores and juniors to focus on the methodology of literary research and writing through the medium of research projects based on primary and secondary source materials. It will also introduce students to the poetic and general literary vocabulary and styles ..... 2 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 2910 (D) Creative Writing.** Further study and practice in writing with emphasis on the writing process, style, and form. Particular focus on a combination of fiction, poetry, and/or drama..... 4 s.h.  
Prerequisite: ENGC 1110/1180  
Recommended: ENGL 3340

**ENGL 3140 (S) Children’s Literature.** Designed to acquaint students with literature for children, its authors, and illustrators. The course also deals with the evaluation, selection, and use of library media for children. It strives to relate these media to the needs and interests of children as well as to the total school curriculum for grades K-8. Limited to those seeking certification in elementary education or to those seeking certification in secondary English..... 3 s.h.

**ENGL 3150 (A/F-E) Adolescent Literature.** A review of traditional and contemporary literature of value and interest to young people in grades 7-12..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3170 (A/S-O) Literacy Development and Reading Instruction in the Elementary and Middle Grades.** This course is a survey of traditional literacy development spanning from emerging literacy skills and behaviors in early childhood through intermediate “reading to learn” literacy skills in late middle grades. This course is designed to acquaint teacher candidates with a balanced approach to the teaching of reading for emerging (K-1), evolving (2-4<sup>th</sup>), and maturing (5-8<sup>th</sup>) readers..... 4 s.h.  
Prerequisite: Admission to Teacher Education, successful completion of EDUC 2030/2031, 2370

**ENGL 3180 (A/F-E) Adaptive Processes in Reading Instruction.** Adaptive processes designed to meet the literacy development needs of all children are accepted as essential components of reading instruction. This course emphasizes that diagnosis and correction and other adaptive, individualized strategies are processes that should be practiced as integral components of reading instruction and should take place on a daily basis. Designed to prepare elementary and middle school teachers to teach reading in Grades K-8, this course also focuses on reading in the content areas (across the curriculum). Direct experience in working with students in an elementary or middle school setting is required. Students are expected to provide their own transportation..... 2 s.h.  
Prerequisite: Admission to Teacher Education and EDUC 2030, 2370 or 2380; ENGL 3170

**ENGL 3200 Survey of World Literature.** A survey of the western literary tradition with an examination of representative texts from the major eras..... 4 s.h.

**ENGL 3340 (A/S-O) English Grammar.** This course will introduce students to the fundamentals of English grammar: phonology, morphology, and syntax. A section on applied grammar will offer students insight into how a sound knowledge of grammatical structures can make for more effective writing..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3345 (A/S-E) History of the English Language.** This course is designed to survey the rich and complicated history of the English language and to consider some of the ways that English is shaping and being shaped by the cultures in which it appears. Although History need not be taken simultaneously with English Grammar, it will provide an excellent companion to that course. .... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3360 (A/S-E) Religion and Literature.** This course will introduce students to the study of religion and literature, considering both the literary dimensions of religious texts and the ways in which literature influences readers spiritually and morally ..... 4 s.h.  
Prerequisite: ENGC 1110/1180.

**ENGL 3370 (D) Post-Colonial Literature.** A study of the great variety of modern literature written in English by writers coming from such previously colonized regions as Africa, South Asia, the Caribbean, and Ireland..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3380 (D) Literary Theory.** Designed to acquaint students with the origins, means, and implications of recent theoretical movements. Beginning with the New Critical method, students will study the seminal theorists in such movements as Reader Response criticism, Structuralism, Deconstruction, Psychoanalysis, Marxism/New Historicism, and Feminism..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3400 Survey of British Literature.** A survey of British literature from its beginnings until the present with an examination of representative texts. .... 4 s.h.

**ENGL 3440 (A/F-E) Chaucer and the Middle Ages.** A study of the works of Chaucer, especially the *Canterbury Tales* and *Troilus & Criseyde* within the larger medieval English context ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3461, 3462 (A/F-O) Shakespeare.** A thematic and genre study of representative plays. Students may receive credit for both courses, since different plays will be studied in alternating years. .... 4, 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3475 (A/S-E) The Early Modern Period in English Literature.** A study of the time periods that have traditionally been called the Renaissance and the Seventeenth Century. It will concentrate on two major figures: Edmund Spenser and John Milton, especially their epics *The Faerie Queene* (Books 1-3) and *Paradise Lost*..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3485 (A/F-E) 18<sup>th</sup> Century British Novel.** An introduction to the eighteenth-century British novel, focusing on the origins and development of the genre through the work of Defoe, Richardson, Fielding, Burney, and the like ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3490 (D) Special Topics in Pre-1800 British Literature.** Designed for seniors and junior honors students. Majors are limited to 4 s.h. for major credit..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3540 (A/S) British Romanticism and the Nineteenth Century.** A study of representative works of poetry, non-fiction prose, and drama from the Romantic and Victorian periods ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3550 (A/S) Victorian Novel.** An examination of representative Victorian novels, considered in the light of their literary and cultural significance..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3560 (A/S) Modern and Contemporary British Novel.** A survey of the modern and contemporary British novel, with attention to questions of genre, social context, and critical reading ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3565 (A/S) Modern and Contemporary British Literature.** A study of representative poetry, prose, and drama from the twentieth century to the present ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3580 Literature and the Christian Imagination.** This course will examine the writings of two of the Oxford Inklings—C.S. Lewis and J.R.R. Tolkien—and their literary ancestor, George MacDonal..... 4 s.h.

**ENGL 3590 (D) Special Topics in Post-1800 British Literature.** Majors are limited to 4 s.h. for major credit. Designed for seniors and for junior honor students ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3600 Survey of American Literature.** A survey of American literary tradition from its beginnings up until the present with an examination of representative texts..... 4 s.h.

**ENGL 3610 (A/F-O) Early American Literature.** An introduction to the writings and documents of the first generations of European settlers throughout the revolutionary period..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3615 (A/F-E) American Romanticism.** An introduction to the literature of the early nineteenth century from Emerson, Thoreau, Hawthorne, Melville, Poe, Dickinson, Whitman, and others ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3620 (A/F-O) American Realism and Naturalism.** An introduction to the writings of the late nineteenth and early twentieth centuries from the Civil War to World War I..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3625 (A/S-O) Modern and Contemporary American Literature.** An introduction to the writings of the post WWI era into the twenty-first century ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3660 (A/S-E) The American Novel.** Masterworks of the genre, considered in the light of their literary and cultural significance..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3690 (D) Special Topics in American Literature.** Designed for seniors and for junior honor students. Majors are limited to 4 s.h. for major credit ..... 4 s.h.  
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

**ENGL 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.

**ENGL 3940 (D) Creative Writing: Non-Fiction.** This course seeks to acquaint students with the essentials of writing creative non-fiction, including memoir. Students will read from a variety of essayists and memoirists and develop their own collection of essays ..... 4 s.h.  
Prerequisite: ENGC 1110  
Recommended: ENGL 2910

**ENGL 3960 (D) Creative Writing: Fiction.** This course seeks to acquaint students with the essentials of writing fiction, especially the short story and the novel. Students will draw on their acquaintance from courses in American and/or British novels and in the short story in developing their own work of fiction. .... 4 s.h.  
Prerequisite: ENGC 1110  
Recommended: ENGL 2910

**ENGL 3970 (D) Creative Writing: The Stage Script.** This course seeks to acquaint students with the essentials of writing scripts for the stage. Students will develop their own scripts..... 4 s.h.  
Prerequisite: ENGC 1110  
Recommended: ENGL 2910

**ENGL 3980 (D) Creative Writing: Screenwriting.** This course seeks to acquaint students with the essentials of writing scripts for the screen. Students will develop their own screenplays ..... 4 s.h.  
Prerequisite: ENGC 1110  
Recommended: ENGL 2910



**ENGL 3990 (D) Creative Writing: Poetry.** This course seeks to acquaint students with the essentials of writing poetry. Students will read from a variety of poets and poetic forms and develop their own collection of poems ..... 4 s.h.  
Prerequisite: ENGC 1110 and any ENGL course including a short story poetry component  
Recommended: ENGL 2910

**ENGL 4900 (D) Honors in Independent Studies.** Directed research or reading in a designated area. A departmental committee must invite and approve proposals.  
.....credit to be arranged

**ENGL 4910 (D) English Capstone Seminar.** The capstone seminar explores the intersections between faith, language, literature, and vocation. English faculty will also review each student’s previous course work and assign individualized reading lists. Students will compile their senior portfolios and present one of those papers orally. Limited to seniors ..... 2 s.h.

**ENGL 4990 Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.A. in English students must earn a passing grade on the English Department Comprehensive Exam..... 0 s.h.



**Course Descriptions**  
**English Composition**  
**ENG C**

**ENG C 1001 College-Level Writing: Documentation and Formatting.** This course introduces online and GPS students to the conventions of college-level writing across the disciplines with a particular focus on documentation and formatting. It provides students with the tools needed to properly format and ethically document written work in their courses. Topics covered in the course will include: documentation and writing context, in-text citation, bibliographic citation, and incorporation of source material into written work ..... 1 s.h.

**ENG C 1002 College-Level Writing: Grammar and Mechanics.** This course is a study of grammar that is necessary for punctuated writing. It offers students a refresher course in grammar and mechanics and will prepare them to write more effective papers in all of their classes. Topics covered in this class include parts of speech, subject-verb agreement, verb tenses, pronouns, sentence fragments, comma splices, fused sentences, and punctuation.....1 s.h.

**ENG C 1010 English Composition: Basic Communication Skills.\*** A review of basic elements of the writer's craft, including grammatical rules, sentence-building skills, paragraph development, logic for exposition/analysis, and the practice of composition and revision. Required of all students who do not demonstrate adequate writing skills (as determined by ACT/SAT scores, high school grades, and/or the initial writing sample) upon entry to King, or who do not achieve at least a C- average in ENG C 1110. May not be substituted for English 1110 to fulfill core requirements. Offered in face-to-face and online formats .....4 s.h.

\*Not designed for transfer

**ENG C 1110 Composition: Writing and Speech.** This course introduces and reinforces the conventions of ethical and excellent citizenship in the academic community. It demonstrates how to use the critical tools of academic exploration: careful reading, thoughtful listening, analytical writing, proper research techniques, and effective speaking .....4 s. h.

*NOTE: Every student must earn a grade of C- or higher to pass ENG C 1110 or ENG C 1180.*

*A grade below a C- is equivalent to a grade of F. Should a student transfer in English composition from another institution, he/she must have a C- or higher in that course.*

**ENG C 1180 (F) Freshman Honors English.** Study and practice in reading critically, researching, writing to communicate, and speaking. Students must demonstrate (through sufficiently high Advanced Placement or SAT/ACT scores) competency in oral expression, writing research papers, and analytic writing for placement in this course, in lieu of ENG C 1110 .....4 s.h.

*NOTE: Every student must earn a grade of C- or higher to pass ENG C 1110 or ENG C 1180.*

*A grade below a C- is equivalent to a grade of F. Should a student transfer in English composition from another institution, he/she must have a C- or higher in that course.*

**ENGC 2010 Composition: Research and Writing.** This course reinforces the conventions of ethical and excellent citizenship in the academic community: appropriate research methodologies, presentation formats both written and oral, and documentation. Students will study and practice writing and research within their major disciplines (or intended major disciplines in the AA Program). The course is a bridge to major area and career preparation. Students will join their disciplinary discourse communities through reading, research, conversation, and writing ..... 2 s.h.  
Prerequisite: ENGC 1110 or 1180.  
Recommendation: Declaration of Major prior to taking this course.

**ENGC 2920 (S) Advanced Composition: Rhetorical and Narrative Patterns.** A course in composition stressing the canons of rhetoric and the strategies of invention that writers and speakers use to make their arguments. Emphasis on the writing process, on understanding and defining audience, and on choosing the best strategies to accomplish the writer's purpose. Also practice on choosing appropriate narrative strategies for processes (instructions), events (journalism), and investigations (research). Required of those seeking English certification in Tennessee. Taught alternating Spring semesters, even years, and offered online .....4 s.h.  
Prerequisite: ENGC 1110/1180

**EXSC 2500 Introduction to Nutrition.** This course is designed to provide students with basic knowledge of nutrition as it relates to preparing athletes for practice, training, and game competition. This class will look into the latest technologies available and how to use them in keeping with the Dietary Guidelines for Americans ..... 2 s.h.

**EXSC 2600 Strength and Conditioning Theory and Practice.** This course is designed to provide students with basic knowledge of physical conditioning and research for many different sports, both individual and team. The class will also examine and implement a multitude of fitness assessments to determine baseline data and training procedures..... 2 s.h

**EXSC 3300 Exercise Programs for Special Populations.** This course provides a study of the recommended procedures for exercise testing and prescription for special populations, children, youth, elderly and pregnant women. It includes an in-depth analysis of the biological, behavioral and environmental factors that influence initial and continued participation in physical activity ..... 2 s.h.  
Pre-Requisite: EXSC 2600

**EXSC 3400 Exercise and Nutrition in Chronic Disease.** This course will provide knowledge of the evidence-based relationship between exercise, diet patterns and behaviors, and major chronic diseases. Students will obtain an understanding of the epidemiology and pathophysiology of prevailing chronic diseases ..... 2 s.h.  
Pre-Requisites: EXSC 2500, EXSC 2600

**EXSC 3500 Exercise Training and Performance.** This course is designed to further develop the student to an advanced level of theory and practical application in exercise training and performance. Particular emphasis is placed on components of strength training and conditioning including but not limited to aerobic and anaerobic training, speed and agility training, Olympic-style weightlifting, and periodization training ..... 4 s.h.  
Pre-Requisite: EXSC 2600

**EXSC 3700 Health Fitness Assessment.** This course is designed to develop the student’s competency to assess the health and physical fitness of various populations. Emphasis will be placed on fitness appraisal and the development of individualized exercise regimen. Students will critically evaluate the status of their clients’ health and physical fitness, create individualized exercise programs, and implement the programs with measurable objectives. Students will monitor their clients’ progress using outcomes and fitness measures pertinent to the clients’ health and fitness goals. Students will utilize the exercise science laboratory to measure maximal and submaximal graded exercise, cardiorespiratory and muscular fitness, body composition, balance, flexibility, and fundamental movement quality ..... 4 s.h.  
Pre-Requisites: EXSC 2500, EXSC 2600

**EXSC 3750 Biomechanics.** Biomechanics is the study of the neuromuscular and mechanical principles and how they influence human movement. The purpose this course is to introduce students to concepts of mechanics as they apply to human movement, particularly those pertaining to exercise, sport, and physical activity. The student should gain an understanding of the mechanical and anatomical principles that govern human motion and develop the ability to link the structure of the human body with its function from a mechanical perspective ..... 4 s.h.  
Pre-Requisite: EXSC 3680

**EXSC 3800 Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.

**EXCS 4990 Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.S. in Exercise Science, all students will create a portfolio of their work as the comprehensive assessment for the program. Students will compile a collection of 5-7 items that reflect competency in the program objectives, current resume, and generic cover letter. Suggested and required inclusion items will be provided. This course is graded pass/fail, and all students must receive a passing grade to graduate. The portfolio serves not only as a final assessment for the program; it also helps graduates capitalize on workplace advancement opportunities ..... 0 s.h.

**FINE 2210 (A/F/S) History of Art I.** A survey of the history of western art through investigation of the architecture, painting, and sculpture from the Paleolithic Age through the Renaissance ..... 4 s.h.

**FINE 2220 (A/F/S) History of Art II.** A survey of the history of western art through investigation of the architecture, painting, and sculpture from the 17<sup>th</sup> Century through the present day ..... 4 s.h.

**FINE 2250 (A/F/S) History of American Art.** A study of American art forms as they relate to successive periods in American history and as they compare to European work from the 17<sup>th</sup> century to the 21<sup>st</sup> century ..... 4 s.h.

**FINE 2410 (D) Drawing I.** A course that introduces students to principles and techniques of representation. Emphasis will be on creating the illusion of space and form through line the rendering of light and shade, and studies in perspective. In addition, students have the opportunity to explore various media such as charcoal, chalk, pencil, pen, ink and wash, etc. .... 4 s.h.

**FINE 2420 (D) Drawing II.** A course in drawing that emphasizes figure study and life drawing. This course will build on the foundation of 2410 and concentrates on the analytical study of the figure. Students explore a variety of materials, traditional and contemporary ..... 4 s.h.

**FINE 2510 (D) Painting I.** The study of the language of painting through color, form, materials, and techniques. Aspects of traditional and modern pictorial composition are studied including proportion, space, and color theory through the representation of a variety of subjects ..... 4 s.h.

**FINE 2520 (D) Painting II.** A continuation of the study of aspects of pictorial composition initiated in 2510, focusing on problems relating to the depiction of the figure, space, and light. Topics are explored within the context of historical and contemporary artistic expression ..... 4 s.h.

**FINE 3900 (D) Special Topics.** Open to advanced students with the consent of the department ..... credit to be arranged

**FREN 1000 (F/S) Introductory French.** Assumes no previous study of the language. This course introduces basic vocabulary, grammar, conversation, reading, and composition. This course does not satisfy the language requirement..... 4 s.h.

**FREN 1010 French Language and Culture I.** This course is the study of the exciting and richly varied culture of the French-speaking world. Coursework encourages students to view and understand the world from additional cultural perspectives. Through these studies, participants will be better able to compete effectively in the global economy of the future. Different cultural topics will be discussed in the classroom. Students will learn French language for use in a variety of situations in everyday life, and work to acquire the global skills necessary for communication. In order to learn the basics of French Language and Culture, students will be given many opportunities for self-expression and interaction in the classroom. This class does not satisfy the intermediate language proficiency requirement ..... 4 s.h.

**FREN 2000 (F/S) Intermediate French.** Continued study of vocabulary, grammar, reading and listening comprehension, conversation and composition at the intermediate level. This course satisfy the language requirement..... 4 s.h.

**FREN 2100 (F, J) Intermediate French Study Abroad.** This course will fulfill the core curriculum requirement for language and the cross-cultural experience at King. Students will learn French language for use in a variety of situations in everyday life and work to acquire the global skills necessary for communication in the target language. In order to communicate, students will develop skills in reading, writing, speaking, and listening. This course will also explore the diverse culture of the French-speaking world. The first part of the course will be taught on campus and the second part will take place abroad, for a total of 4 s.h. Students will earn CP (Credit Pending) at the end of the first part of the course. This course will satisfy the language requirement ..... 4 s.h.

**FREN 3010 (A/F) Advanced French Skills I.** Advanced development of language skills in the areas of speaking, reading, writing, and listening with integrated study of grammar and vocabulary. This course will satisfy the language requirement..... 4 s.h.

**FREN 3020 (A/S) Advanced French Skills II.** Advanced practice in speaking skills and listening comprehension with incorporated grammar and composition review. This course will satisfy the language requirement ..... 4 s.h.

**FREN 3100 (D) Business French.** Communication skills with emphasis on basic vocabulary and expressions useful in a business context. This course will satisfy the language requirement ..... 4 s.h.

**FREN 3110 (D) Medical French.** Communication skills with emphasis on basic vocabulary and expressions useful in a general medical context. This course will satisfy the language requirement. .... 2 s.h.

**FREN 3120 (D) The Bible in French.** Study of selected books and passages of the Bible as translated into French with emphasis on communication skills useful in a mission's context. This course will satisfy the language requirement ..... 2 s.h.

**FREN 3200 (D) Aspects of French Literature.** Study abroad course. Study of selected major French works of literature from all periods. This course will satisfy the language requirement ..... 4 s.h.

**FREN 3210 (D) Aspects of Francophone Literature.** Study abroad course. Study of selected major works of literature written in French outside of France. This course will satisfy the language requirement ..... 4 s.h.

**FREN 3300 (D) French Civilization.** A course of the study of the history, culture, and geography of France. This course will satisfy the language requirement..... 4 s.h.

**FREN 3310 (D) Studies in French Culture.** Study abroad course. Documented cross-cultural experience abroad. This course will satisfy the language requirement .....2-4 s.h.

**FREN 3700 (D) French Film.** Survey of major films and film-makers of France. Instruction may be in English. Students seeking French credit will complete written assignments, selected readings, and selected discussions in French. This course will satisfy the language requirement ..... 2 s.h.

**FREN 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.

**FREN 3900 (D) Special Topics in French and Francophone Studies.** Concentrated study of a particular aspect of history, culture, or language. This course will satisfy the language requirement ..... 2, 4 s.h.

**FREN 4200 (D) French Literature: Middle Ages and 16th Century.** A survey of major authors and movements from the Middle Ages through the 16<sup>th</sup> century. This course will satisfy the language requirement ..... 4 s.h.

**FREN 4210 (D) French Literature: 17th and 18th Centuries.** A survey of major authors and movements of the 17<sup>th</sup> and 18<sup>th</sup> centuries. This course will satisfy the language requirement ..... 4 s.h.

**FREN 4220 (D) French Literature: 19th Century.** A survey of major authors and movements of the 19th century. This course will satisfy the language requirement..... 4 s.h.

**FREN 4230 (D) French Literature: 20th Century.** A survey of major authors and movements of the 20<sup>th</sup> century. This course will satisfy the language requirement..... 4 s.h.

**FREN 4280 (D) Francophone Literature.** A study of selected major writers from various periods. This course will satisfy the language requirement..... 4 s.h.

**FREN 4300 (D) Francophone Women Writers.** A study of selected major women writers from various periods. This course will satisfy the language requirement ..... 2 s.h.



**FREN 4500 (D) Advanced Stylistics and Grammar.** Offered with Caen program. Advanced study of language and grammar abroad. This course will satisfy the language requirement..... 4 s.h.

**FREN 4900 (D) Special Topics in French and Francophone Literature.** Concentrated study of particular authors, movements, or linguistic topics. This course will satisfy the language requirement ..... 2, 4 s.h.

**FREN 4990 Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. Comprehensive assessment in French demonstrates competency in reading, listening comprehension, writing, and speaking the French language. For a B.A. in French students must show mastery on CAPE (Computerized Adaptive Placement Exam) and pass the French Proficiency Exam ..... 0 s.h.



**GEOG 2010 (F) Physical Geography.** An introduction to maps and map projections, weather and climate factors, world distribution patterns of climate, the controls of climate on man's activities, and the study of landforms shaped by natural processes ..... 3 s.h.



**GREK 1000 (F) Ancient Greek I.** An introductory study of grammar and basic vocabulary for reading Hellenistic, especially New Testament, Greek..... 4 s.h.

**GREK 2000 (S) Ancient Greek II** ..... 4 s.h.

**GREK 3010 (D) Intermediate Greek Reading.** Guided readings of ancient Greek texts and study of their textual form..... 2 s.h.

**HINF 4410 Project Management.** This course introduces the student to project management tools and techniques that result in the ability to create and follow a project management plan. Students will receive a broad overview of project management including distinctive characteristics of health IT projects. Students examine processes, knowledge areas, and organizational influences that are critical to successful projects ..... 4 s.h.

**HINF 4420 Electronic Health Records.** This course covers fundamentals of selection, installation and maintenance of typical Electronic Health Records systems. Students will be introduced to the principles underlying system configuration including basic hardware and software components, system selection, planning, testing, troubleshooting, and final deployment. System security and procedures will also be introduced in this course ..... 4 s.h.

**HINF 4430 Networking and Health Information Exchange.** This course will address the OSI, including the purpose and content of each of its seven layers: physical, data link, network, transport, session, presentation, and application. Products, processes, protocols and tools at each level will be explained. This course will also focus on the flow of data through the models as data is transmitted and received by end devices ..... 4 s.h.

**HINF 4440 Current Topics in Informatics.** This course will provide an in-depth discussion in current and future trends in healthcare related information technologies and management. Students are provided a unique opportunity to explore cutting edge concepts and innovations in this fast paced and ever changing environment ..... 4 s.h.

**HINF 4990 Comprehensive Assessment.** All candidates for a degree from King University are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. In their last semester of major courses, all Health Informatics students will create a portfolio of their work as the comprehensive assessment for the program. Students will compile a collection of 5-7 items which reflect competency of program objectives, as well as a cultural transformation essay, current resume, and generic cover letter. Suggested and required inclusion items will be provided. This course is graded pass/fail and all students must receive a passing grade to graduate. The portfolio serves not only as a final assessment for the program; it also helps them capitalize on workplace advancement opportunities ..... 0 s.h.



**HCAD 1700 Introduction to Healthcare Administration.** This course provides an introduction to a career concentrated in healthcare administration. Students will be introduced to core competencies required to be successful as a healthcare administrator. They will be exposed to potential settings in which a degree in healthcare administration could be utilized, along with specific positions within those settings. An overview of communication and relationship management, professionalism, leadership, knowledge of the healthcare environment, and business skills will be included. Upon completion, students should be able to determine whether they wish to pursue a degree and/or career in Healthcare Administration. This course is not a major requirement for the BSHA program ..... 4 s.h.

**HCAD 3004 Human Diseases.** This course provides a broad-based approach to the understanding of diseases based on genetic, biologic, and physiologic concepts and population profiles. Students learn to correlate basic physiological functions with the abnormal occurrence of disease when homeostasis is disrupted. Topics include biological, physical, and emotional response to injury and stress, and disturbances of homeostasis in major body organs and body systems. This course is not a major requirement for the BSHA program ..... 4 s.h.

**HCAD 3020 Financial Management of Healthcare Organizations.** This course introduces the student to the elements of financial management concepts at the organizational level. Students will understand the evolving history of the financial management process and application at both the department and organization level. Students will become fully versed in topics such as tax status, third-party payers, recognition of operating revenue, working capital utilization and the interface capital has on the organization's execution of revenue cycle management. Through appropriate use and understanding of operating capital and resource allocation the student will understand how to strategical plan, operationalize and analyze service line products resulting in a positive return on investment (ROI). This course is designed to expose students who typically do not have a background in either finance or accounting disciplines the basic definitions, concepts, use of mathematical applications to determine the positive or negative result of the organizational efforts in delivering health care..... 4 s.h.

**HCAD 3110 Epidemiology and Biostatistics.** This course takes a managerial perspective to the prevention and control of diseases in the public and private arenas. Basic concepts of epidemiology and biostatistics are applied to outbreak, geography of disease management, intervention, and policy development/implementation. .... 4 s.h.

**HCAD 3120 Introduction to Healthcare Organization and Policy.** This course provides an overview of the complex structure and function of the healthcare system in the United States. Topics include: historical foundations, international comparisons, resource development and allocation, impact of technology, payment systems, and care delivery models for uninsured and special populations..... 4 s.h.

**HCAD 3130 Population-Based Health.** This course provides a paradigm that can influence the health of multiple groups within a community or region. This population-based approach focuses on unique health issues within groups as defined by chronological measure, geographic and ethnic boundaries, physiologic aberration, and at risk and/or vulnerable populations. Content includes population-based health practices, challenges and levels of maintenance and prevention..... 4 s.h.

**HCAD 3210 Informatics for Healthcare Leaders and Decision-Makers.** This course provides an introduction to the use of computers, technology, and data as informative tools to aid in healthcare managerial decision-making. Students develop skills in database access, database management, and information systems to promote sustainability and quality advantage in healthcare. Topics addressed include the selection, analysis, design, implementation, operation, and evaluation of health information systems in a variety of healthcare systems such as hospitals, medical practices, and community agencies..... 4 s.h.

**HCAD 3220 Research and Evidence-Based Practice.** In this course, students obtain a basic understanding of how reliable evidence is used to form practice guidelines. Emphasis is placed on the research process including data collection, documentation, and dissemination of evidence. Students will learn to use their knowledge of the healthcare process, communication skills, and critical thinking skills to promote evidence-based care within the interprofessional team. This course requires effective use of library and internet resources..... 4 s.h.

**HCAD 3230 Management of Quality Improvement and Outcomes.** This course introduces the student to the elements of process improvement and project management. Content is devoted to quality management methodologies in order to implement projects in a healthcare organization to reach goals and to maximize outcomes. This course encompasses healthcare cases for quality, process tools, team development, and outcomes measures ..... 4 s.h.

**HCAD 3310 Applied Communication for Leadership.** This course allows students to explore and practice fundamentals of several sub-areas of communication studies, including: interpersonal, small group, and organizational communication, as well as leadership and public speaking, which are essential skills for healthcare professional roles. Specifically, students will learn and analyze theories related to interpersonal relationships and conflict management, interact with and become comfortable with varying dynamics of small group communication, dissect the roles of leadership and management in organizations, and effectively prepare and deliver public speeches and presentations in front of an audience..... 4 s.h.

**HCAD 3320 Management and Leadership.** This course addresses the critical need of managing human resources for organizational effectiveness. Classes examine organizational leadership and the role that visionary leaders play in empowering employees, providing environments for effective work teams, and promoting an ethical climate. Students explore various leadership styles, including servant leadership, and will reflect on their own style of leadership and how it affects their ability to be an effective leader. Other topics include: motivating individuals and teams, performance evaluation, distribution of power, intervention in systems, and creation of change-oriented cultures ..... 4 s.h.

**HCAD 4420 Ethics and Legal Issues.** This course examines the contemporary application of legal and ethical issues involved in the management and delivery of

healthcare services. Topics covered include regulatory compliances, contracts, torts, damages, negligence, risk management, patient rights, liability of hospital and staff for personal injury to patients, medical records and disclosure of patient information, informed consent, ethical billing and coding practices, medical staff credentialing and ethical issues in healthcare ..... 4 s.h.

**HCAD 4430 Marketing and Understanding Sustainability in Healthcare.** Healthcare organizations do not always have an understanding of the impact of market share on sustainability. This course emphasizes the identification, analysis, and selection of target markets; development and management of healthcare service lines and products; the power of consumerism; pricing; demand analysis and forecasting; distribution systems; and advertising and promotions..... 4 s.h.

**HCAD 4990 Comprehensive Assessment.** All candidates for a degree from King University are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. In their last semester of major courses, all BSHA students will create a portfolio of their work as the comprehensive assessment for the program. Students will compile a collection of 5-7 items that reflect competency in the program objectives, as well as a cultural transformation essay, current resume, and generic cover letter. Suggested and required inclusion items will be provided. This course is graded pass/fail, and all students must receive a passing grade to graduate. The portfolio serves not only as a final assessment for the program; it also helps graduates capitalize on workplace advancement opportunities ..... 0 s.h.



**HEBR 1000 (D) Ancient Hebrew I.** An introductory study of grammar and basic vocabulary for reading classical (Biblical) Hebrew ..... 4 s.h.

**HEBR 2000 (D) Ancient Hebrew II** ..... 4 s.h.



**HIST 2110 (F) 20<sup>th</sup> & 21<sup>st</sup> Century Global History.** This course covers a broad overview of world history in the twentieth century, and examines topics such as the following: World War I and II, the Russian Revolutions, Stalinist Soviet Union, Decolonization in Africa, China’s Cultural Transformation, the Cold War and its proxy conflicts, the end of communism in the USSR and eastern Europe, the foundation of Israel and the Arab-Israeli wars of the latter 20<sup>th</sup> century, modern terrorist organizations, and globalization ..... 4 s.h.

**HIST 2161 (F) An American Nation: Beginnings to 1877.** This course covers the colonial origins of the United States, and formation of the American governmental system, the development of an American identity, the Westward movement, versions of American democracy, , the development of Southern sectionalism, the Civil War and Reconstruction ..... 4 s.h.

**HIST 2162 (S) An American Nation: 1877 to Present.** This course covers the economic, social, and industrial development of modern America, the United States’ various roles in world affairs, and social, cultural and intellectual trends throughout the period. Also includes American involvement in World War I and II, the civil rights and other 20<sup>th</sup> century movements, and the Cold War..... 4 s.h.

**HIST 3000 (S) The Professional Historian: Methods and Historiography.** Required of all history majors and minors and taken during the student's Sophomore or Junior year, this seminar focuses on the methodology of historical research and writing through the medium of research projects based on primary and secondary source materials. An introduction to historiography and exploration of careers in history also serve as fundamental elements of the course ..... 4 s.h.

**HIST 3001 Public History.** While many Americans claim to dislike history as a school subject, they spend their spare time visiting historic sites, watching movies about historic events, doing genealogical research, or reading historical fiction. These activities fall in the realm of "Public History." This course is designed to introduce students to the theory, methods, issues and practice of history outside the classroom. Students will explore the many ways in which people package, convey and consume history. Students in the course will explore the fascination with the past and recognize the challenges and opportunities of historical work in historic sites, museums, oral history, archives and other public history settings..... 4 s.h.

**HIST 3010 (A/S-O) Cultures in Contact: The Middle Ages.** The foundations of modern European society from the fall of Rome to the Renaissance, with stress upon the religious, aesthetic, and intellectual forces of medieval Europe..... 4 s.h.

**HIST 3030 Cultures in Contact: The Atlantic World, 1440-1888.** This course introduces studetns to a global community connected by the Atlantic Ocean from 1400 to 1888. This zone of cultural interaction was the cradle of democracy and the modern

nation state but also the location of the dumanizing and brutal African slave trade and the deconstruction of many indigenous American societies..... 4 s.h.

**HIST 3110 (A/F-E) The Age of Revolutions: Europe 1789-1914.** The political, social, and diplomatic currents of the nineteenth century from the French Revolution to the First World War, nationalism, imperialism, and the influence of democratic and socialistic ideas..... 4 s.h.

**HIST 3120 Europe and the Great Wars.** The First World War, Europe between the two wars, and the development of fascism and totalitarianism mark 20<sup>th</sup> century European history. This course also includes the role of nationalism and imperialism, and the influence of democratic and socialistic ideas during this period, as well as a comprehensive survey of the second world war and its immediate aftermath ..... 4 s.h.

**HIST 3300 (A/F-O) Intellectual and Cultural History of the United States.** A broad survey of the major intellectual and cultural trends in American history, this course includes investigations of Puritanism, democratic ideals of the Revolutionary era and Federal period, and political ideas of the Civil War era. It also explores scientific and social Darwinism, the ideas of the Progressive movement, twentieth century realism, and contemporary American thought ..... 4 s.h.  
Prerequisites: HIST 2161, 2162

**HIST 3440 (A/F-E) The European Mind Since the Enlightenment.** Study of the interaction between ideas and society, concentrating on such cultural movements as romanticism and realism; the relationship of nationalism and imperialism to cultural patterns in the late nineteenth century; and the breakup of the nineteenth century synthesis, including the effects of totalitarianism, the welfare state and existentialism.... 4 s.h.

**HIST 3550 War and Peace in the Modern Middle East.** The course examines major Middle East conflicts in their historic contexts. Conflicts often seen as contemporary political disputes have deep historic roots. In this region created from the remains of the Ottoman Empire, states and societies still struggle to create an identity as well as free themselves from the colonial Western domination that followed World War II. At the same time they cope with the necessity of adapting to the demands of the modern world. The course selects several topics and countries to provide a focus for understanding the historical forces that drive the present states in the region ..... 4 s.h.

**HIST 3650 Cultures in Contact: Islam, Christianity and Colonialism in Africa.** From the Atlantic slave trade to the current crisis in Africa, this course takes a look at sweeping historical change African peoples have experienced and shaped. Topics covered include colonialism, African countries' struggle for independence, the introduction and spread of Islam and Christianity on the continent, and challenges to the modern African state..... 4 s.h.

**HIST 3730 The American Civil War.** This course spans the decades prior to and after the Civil War, America's greatest period of civil strife. We will cover the causes of the conflict, roam widely across battlefields, witness the vulnerability of the homefronts, and investigate the attempts made to resolve the conflict during the era of Reconstruction. Important questions of slavery and emancipation, dissent and opposition to the war, spiritual and cultural impacts, and legacies of the war on American politics, society and values will be the main topics of the course. We will concentrate on the social, political and economic aspects of the war; this is not a course in military history but we will learn about battles

and wartime conditions. This class will expose students to a variety of sources on the conflict, including scholarly books and articles, memoirs, fiction, and primary historical documents..... 4 s.h.

**HIST 3755 (S/U) The Cold War: History and Politics.** The Cold War has been described as “the most widespread international confrontation in history.” Indeed, far from being simply a prolonged standoff between the United States and the Soviet Union, the Cold War defined the ideology of an entire era. From the formation of NATO, to the Cuban Missile Crisis, to the Vietnam War and beyond, decisions made in the context of the times shaped the lives of billions of people. Their major repercussions upon nearly every aspect of human endeavor are still traceable today, as human societies continue to experience the seismic aftereffects of the Cold War’s dramatic closing stages ..... 4 s.h.

**HIST 3730 (D) The American Civil War.** This course spans the decades prior to and after the Civil War, America’s greatest period of civil strife. We will cover the causes of the conflict, roam widely across battlefields, witness the vulnerability of the homefronts, and investigate the attempts made to resolve the conflict during the era of Reconstruction. Important questions of slavery and emancipation, dissent and opposition to the war, spiritual and cultural impacts, and legacies of the war on American politics, society and values will be the main topics of the course. We will concentrate on the social, political and economic aspects of the war; this is not a course in military history but we will learn about battles and wartime conditions. This class will expose students to a variety of sources on the conflict, including scholarly books and articles, memoirs, fiction, and primary historical documents ..... 4 s.h.

**HIST 3762 (D) African-American Experience.** A survey of African American histories and people since 1865. Coverage includes the cultural experience and contributions of African Americans, approaches to reform, economic and social trends, the civil rights movements, and recent trends ..... 4 s.h.

**HIST 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.

**HIST 3900 (D) Special Topics Readings Course.** A reading course for individual students on the Junior or Senior level. The topics read will depend upon the needs of the individual student. The students and instructor will devise a learning contract ..... 2, 4 s.h.

**HIST 4001 History Seminar.** This course focuses on specialized topics. It requires a research paper or other research project demonstrating mastery of the skills and a sophisticated demonstration of content knowledge in history ..... 4 s.h.

**HIST 4950 (D) Senior Honors Research Paper.** Open only to exceptionally qualified students at the invitation of the Department ..... 2, 4 s.h.

**HIST 4990 Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. In order to demonstrate competency in history, graduating students must earn a passing grade on the ACAT—Area Concentration Achievement Test in history ..... 0 s.h.

**HUMN 2171 (F) The Quest for a Meaningful Life I.** The greatness of a society might be determined in numerous ways—the sophistication of its political system, its military prowess, its artistic and scientific achievements. It might be said that what lies behind its aspirations and achievements, what drives these, in fact, is its definition of the “good life,” with all its complexity of meaning. In this 2-semester course, we will survey those societies that have shaped the modern world and examine how they have defined the good and meaningful life, both in the goals they have sought to achieve and in their literary legacy. In doing so, we hope to challenge students to consider their own definition of a meaningful life in the light of their own culture and of the Christian Gospel..... 4 s.h.

**HUMN 2172 (S) The Quest for a Meaningful Life II.** The greatness of a society might be determined in numerous ways—the sophistication of its political system, its military prowess, its artistic and scientific achievements. It might be said that what lies behind its aspirations and achievements, what drives these, in fact, is its definition of the “good life,” with all its complexity of meaning. In this 2-semester course, we will survey those societies that have shaped the modern world and examine how they have defined the good and meaningful life, both in the goals they have sought to achieve and in their literary legacy. In doing so, we hope to challenge students to consider their own definition of a meaningful life in the light of their own culture and of the Christian Gospel..... 4 s.h.

**ITEC 2000 Computer Concepts.** An introduction to computer science: Exposure to system architecture, data structures, operating systems, storage and data retrieval are included ..... 4 s.h.

**ITEC 2010 Programming for STEM.** Most organizations use computer technologies extensively in day-to-day operations and research. This course focuses on core concepts of computer science beyond the introductory level, including Python programming and Linux/UNIX shell commands..... 4 s.h.

**ITEC 2020 Introduction to Programming.** An introduction to problem solving, algorithm development, and algorithm analysis implemented in a high level, block structured programming language (such as C++ or Java) ..... 4 s.h.  
Prerequisite: ITEC 2000

**ITEC 2700 Foundations of Information Technology.** An introduction to information technology fundamentals. Includes basic input/output processes, storage, and file management; fundamentals of webpage design; basic networking principles; rudimentary information security; basic database concepts; introductory programming and logic; exposure to systems development ..... 4 s.h.

**ITEC 3450 Database Management.** A study of techniques for designing and maintaining large data bases..... 4 s.h.

**ITEC 3460 Systems Analysis.** Describes the role of the systems analyst in information systems. Presents the concepts of systems analysis, design, and implementation in the system development life cycle. Considers the current modeling tools of the systems analyst, including data flow diagrams, entity-relation diagrams, decision support systems, and project management..... 4 s.h.

**ITEC 3500 Network Management.** Local area networks, wide area networks, and internets are discussed. Protocols and the ISO Open Systems Interconnect reference model. Design, analysis, and performance evaluation. Emphasis on data link, network, and transport protocols. .... 4 s.h.

**ITEC 3510 Wireless Network Management.** An overview of wireless networking fundamentals including designing, implementing and managing wireless hot spots and infrastructure with an emphasis on security and data protection..... 4 s.h.  
Perquisite: ITEC 3500

**ITEC 3520 Mobile Network Management.** This course provides an overview of cellular telephony and mobile computing devices. Students will research and evaluate available cellular mobile devices and technologies. Security issues associated with mobile computing will be addressed. .... 4 s.h.  
Perquisite: ITEC 3500

**ITEC 3530 Enterprise & Wide Area Networks.** Overview of the protocols, equipment, and best practices for Enterprise and Wide Area Networks. Emphasis on structuring and managing networks in large enterprise and organizations requiring multi-site connectivity. .... 4 s.h.  
Prerequisite: ITEC 3500

**ITEC 3655 Introduction to Internet Programming.** A study of web programming concepts and techniques, including advanced JavaScript, PHP, and database integration, and application programming. Focus will be on a systems approach and will include the development of a comprehensive application project from concept to final product..... 4 s.h.  
Prerequisite: ITEC 2000

**ITEC 3710 Cloud Computing.** This course covers cloud computing from an end-user perspective. Students will learn to utilize open source and readily available applications, collaboration tools, and storage options housed on the Internet. The focus of this course is cloud computing from a business or managerial point of view rather than a network or software engineering viewpoint. Students will be exposed to legal, ethical, and privacy issues associated with cloud computing. .... 4 s.h.

**ITEC 3755 Current Issues in Technology.** Capstone seminar dealing with new technologies, ethics, and other issues ..... 2 s.h.  
Co-requisite: ITEC 3780

**ITEC 3760 Introduction to Cybersecurity.** This course introduces the threats to information resources and appropriate security measurement. Topics include cryptography, identification and authentication, access control models and mechanisms, steganography, Internet security, and intrusion detection and prevention..... 4 s.h.

**ITEC 3761 Cybersecurity Policy.** This course introduces the concepts of risk assessment, acceptable use and enforcement of information technology security policies. Students will develop a comprehensive information technology security policy using SANS (System Administration, Audit, Networking and Security) guidelines ..... 4 s.h.

**ITEC 3762 Computer Forensics.** Students will investigate computer network intrusions including gathering evidence, chain of custody, detection systems, and incident reporting. This course makes extensive use of hands-on techniques used by computer forensics professionals. .... 4 s.h.

**ITEC 3763 Cybersecurity for Mobile Devices.** This course covers the unique security issues surrounding mobile devices including cell phones and tablets. Students will explore vulnerabilities and risks and learn to mitigate those risks through a variety of technical and policy measures. .... 4 s.h.

**ITEC 3780 Final Portfolio Presentation and Assessment.\*** The purpose of this course is to allow student candidates for the degree of Bachelor of Science in Information Technology to demonstrate their major field achievements through constructing and presenting a final portfolio of their work. The portfolio presentation is submitted online during ITEC 3780, at the end of the semester in which the student intends to graduate. Any student who does not meet the requirements of the assessment of the portfolio will not graduate until the requirements have been met ..... 2 s.h.  
Co-requisite: ITEC 3755  
\*Not designed for transfer

**ITEC 4990 Comprehensive Assessment** ..... 0 s.h.

**ICST 2100 (D) The World Christian Movement.** An introductory course in the Biblical foundation, historical development and strategic expansion of Christian world mission..... 4 s.h.

**ICST 2310 (A-F/O) Introduction to Cultural Anthropology.** A foundational exploration to the discipline of cultural anthropology and the study of other cultures as it relates to the expansion of Christianity in the non-western world. This introduction will enhance effective communication of the gospel and aid in the development of culturally sensitive missionary methods and strategies..... 4 s.h.

**ICST 3500 (D) Dynamics of Global Christian Worship.** This course examines the content and context of Christian worship in various global settings. Special attention is given to music, drama, dance, and art within the cultures of study. Non-western Christian worship as well as western worship practices will be considered ..... 4 s.h.

**ICST 3510 (D) Global Health Workshop.** Medical work/Elective course. A hands-on experience in the field of study. An oral debriefing and a written report are required..... 2-4 s.h.

**ICST 3520 (D) Field Work Practicum.** Field Research/Elective course. A hands-on experience in the field of study. An oral debriefing and a written report are required..... 2-4 s.h.

**ICST 3530 (D) Mission Research.** Education/Elective course. A hands-on experience in the field of study. An oral debriefing and a written report are required..... 2-4 s.h.

**ICST 3800 (D) Mission Experience.** Ministry work/Elective course. A hands-on experience in the field of study. An oral debriefing and a written report are required..... 2-4 s.h.

**ICST 4510 (A-S/O) Appropriate Technology and Development in Christian Mission.** Course work provides a melding of development theory and appropriate technology as it relates to Christian mission. Hands-on projects require access to basic tools and ability to acquire simple building materials. Some topics included in this course: exploration of humanistic and theological understandings of nature; stewardship of creation as a Biblical ethic; the ecological crisis and its implication for persons of faith; educative and practical resources explored for responsible care of creation; thoughtful application of appropriate technology to address specific issues in agriculture, water, waste, and energy ..... 4-8 s.h.



**IDST 1600 Topics in General Education.\*** This course is designed to improve students’ study skills as well as organization skills. There will be an emphasis on tracking academic progress in each course taken, planning and executing study times, creating communication with Academic Center for Excellence, as well as setting academic goals while at King..... 2 s.h.  
 \*Not designed for transfer

**IDST 1610 Preparing for College-Level Work.\*** This course is designed to improve students’ study skills as well as organizational skills. There will be an emphasis on planning and executing study times, creating communication with the Academic Center for Excellence, as well as setting academic goals while at King..... 4 s.h.  
 \*Not designed for transfer

**IDST 2010 Christian Faith and Popular Culture.** This Pathway course seeks to tie together the shared cultural experiences of students and provide them with a common forum to explore a variety of topics from film, television, music, technology, and others. Students will be challenged to think critically about ways to integrate faith and learning as they engage the working world ..... 4 s.h.

**IDST 2100 Cultural Identity.** An examination of national, cultural, racial, ethnic, and religious identity development with an emphasis on growing up in Appalachia. Students will learn how to assess their own cultural practices as expressions of social, economic and political norms that are neither neutral nor universal. The course is intended to help students gain awareness of the personal identity they possess and reflect, as well as the identity others reflect back on them as citizens of the United States and products of the central Appalachian region. Class lecture, class discussion, small group projects, essays, films, documentaries and individual research projects will serve as the primary means of instruction..... 4 s.h.

**IDST 2150 21<sup>st</sup> Century Research Skills.** This course focuses on the practical aspects of research for college success, but will also explore the lifelong implications of being an information literate individual in the 21st Century. The course will explore how information is produced, how to find information, how to integrate information into research projects, and how to use information ethically..... 1 s.h.

**IDST 2200 The Arts in Historical Context.** This course will explore important works of visual art/photography, film/theatre, and music and their place in world history. Through a series of reading, lectures, and writings, students will learn to better “read” art and understand its place in society ..... 4 s.h.

**IDST 4500 (F/S) Interdepartmental Science and Mathematics Seminar.\*** Addresses topics of current interest or research being conducted in natural sciences and mathematics. It meets every other week. Junior and Senior students with a major in Biology, Chemistry, or Physics are required to enroll and Senior students will be required to



prepare a paper for presentation to the seminar. Grade will be Pass or Fail for a student taking seminar for the first year and a traditional letter grade for those taking it for the second year. Maximum credit for degree is 2 s.h. ....0.5 s.h.  
\*Not designed for transfer

**IDST 4990 Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Some programs require a comprehensive examination; others mandate a portfolio of their work. Students with more than one major must demonstrate competency in each of their major fields. Students in the Interdisciplinary Studies major prepare a portfolio that is evaluated by subject-matter experts in each of the disciplines in their plan of study using a common rubric. All students must pass. Any student who does not meet the requirement (Pass) of their comprehensive assessment of the portfolio will not graduate until the requirement has been met .....0 s.h.



**KING 1000 First Year Seminar.\*** This course is designed to assist students in making the transition to university by providing them with an introduction to King and equipping them with skills and strategies for success in the areas of intellectual development, social growth, and vocational accomplishment..... 1 s.h.  
 \*Not designed for transfer

**KING 1500 Introduction to Higher Education.\*** This course is designed to equip students with strategies and skills to assist them in achieving success academically as well as professionally and personally. The course is intended to challenge students to examine their understanding and assumptions about themselves and their educational journey, particularly in the context of Christian higher education. Students will also learn about distinctive aspects of King while exploring the ideas of service and vocation in relation to the University’s mission “to building meaningful lives of achievement and cultural transformation in Christ..... 4 s.h.  
 \*Not designed for transfer

**KING 2000 Transfer Year Seminar.\*** This course will focus on academic skills, engagement with campus life, and transitional success; it will also present strategies for overall spiritual and social growth directly related to the transfer student’s experience. This course is offered as pass/fail..... 1 s.h.  
 \*Not designed for transfer

**KING 3000 Cross-Cultural Experience.** The cross-cultural experience allows students to confront their own presuppositions about what culture is and what culture means. The experience also helps students broaden their awareness and appreciation of diverse cultures. It seeks to prepare them to operate more thoughtfully in a world that is increasingly interconnected. As students encounter other cultures, they may realize ways to interact creatively to meet needs they see and will also realize that new situations transform them ..... 0 s.h.

**KING 4000 (F/S) Christian Faith and Social Responsibility.\*** This course serves as the capstone of a student’s time at King and should be taken during the senior year. It seeks to tie together the experiences of students throughout the disciplines and provide them with a common forum to explore issues related to a variety of topics. It challenges them to think critically about ways to integrate faith and learning as they leave campus and enter the working world..... 1 s.h.  
 Co-requisite: KING 4020  
 \*Not designed for transfer

**KING 4020 (F/S) OAK.** All students on all delivery platforms in undergraduate major programs and students in the Associate of Arts program must take OAK, which stands for Outcomes Assessment at King. The test is the mandatory Comprehensive Assessment for general education. OAK is a test that students take through Blackboard in their graduation semester. Students’ transcripts will indicate that the comprehensive assessment

requirement has been fulfilled. Any student who does not meet the requirement for comprehensive assessment of general education will not graduate until the requirement has been met ..... 0 s.h.



**LATN 1000 Beginning Latin.** Study of Latin grammar, vocabulary, and syntax ..... 4 s.h.

**LATN 2000 Intermediate Latin.** Continuing study of Latin grammar, vocabulary, and syntax. Guided readings of Latin texts such as the Vulgate translation of the Bible and Caesar's Gallic Wars ..... 4 s.h.  
Prerequisite: LATN 1000

**LEAD 1000 (F/S) Developing Leadership Skills: Bristol Youth Leadership.** This course program is administered by the Bristol, Tennessee/Virginia Chamber of Commerce, and course credit is administered by a King faculty member working with the program director. Throughout the program, students will learn a variety of valuable leadership skills including time management, community awareness, and business ethics. The program also provides training in the area of personal development, skills training, volunteering opportunities, and team building. In addition to the monthly class sessions, the Bristol Youth Leadership students are assigned to Community Service Projects to increase awareness of the community and provide the opportunity to serve. These projects are submitted by various agencies, governmental entities, and nonprofit organizations and require the participants to complete research, plan various events, participate in the community activities, and create presentations. The students work diligently to determine a course of action and follow through with success. (Enrollment is by invitation only and students must be accepted by the Bristol Youth Leadership Selection Committee. The application process occurs each spring during the month of May. Students may enroll in this course twice.) ..... 1 s.h.

**LEAD 1500 (D) Residence Life.** This course is designed as supplemental and ongoing training for newly hired resident assistants. All Resident Assistants must take this course during their first semester of employment. This course will examine many trends in higher education as well as explore basic counseling skills, mediation skills, and how to handle crisis situations in depth ..... 1 s.h.

**LEAD 1600 (D) Leadership Development: Orientation (Launch).** This course is designed to support Launch Leaders (orientation leaders) in developing leadership skills needed to assist first-year and transfer students in making the transition to the academic and social environment of King ..... 1 s.h.

**LEAD 2100 (S/U) Introduction to Leadership.** This course is designed to address the needs of students who have demonstrated leadership potential, yet desire additional experience and training necessary to successfully assume significant leadership positions on campus. Participation in the class will also provide a strong base of knowledge and experience as the student prepares to assume responsibility in his or her community upon graduation ..... 2 s.h.

**LEAD 2200 (F/S/U) The 7 Habits of Highly Effective People.** Based on the powerful, proven principles found in Dr. Stephen R. Covey’s best-selling business book, *The 7 Habits of Highly Effective People*, this course will guide students in first looking inward by learning to exercise greater initiative, establish priorities, and optimize time. Then students will focus on working interdependently with others by valuing individual strengths and cultivating high trust relationships ..... 2 s.h.

**LEAD 2400 (F/U-E) Mentoring.** This course will examine the mentoring role in the context of leadership including the skills required for mentoring, negotiating the

logistics of the mentor-mentee relationship, ethical considerations, and life cycle of the mentoring relationship ..... 4 s.h.

**LEAD 3000 (A/S-E/U-O) Leadership Theory.** This course will explore contemporary leadership theory. Students will learn to examine how purpose in life influences personal goals and leadership, discover new maps for a rapidly changing world, and learn how to shape organizations or communities. Furthermore, the course will explore the fundamental aspects of leadership by addressing current topics relating to the subject..... 2 s.h.  
Prerequisite: LEAD 2100

**LEAD 3500 (A/S-O) Great Texts in Leadership.** This course is a seminar course devoted to an examination of leaders and the various examples of leadership as found in great texts in various genres ..... 2 s.h.

**LEAD 3810 (D) Leadership Experience.** All students minoring in leadership must complete a practical leadership experience. This requirement can be met through a traditional 2 s.h. internship (100 contact hours) or by documenting a significant leadership experience, with a roughly equivalent time commitment, such as serving as an elected officer or board member of a campus, social or community organization, chairing a community, workplace, or church committee, or other leadership role approved by the advisor ..... 2 s.h.



**LIBS 3000 The Quest for Self-Knowledge.** Students in this course will engage in a challenge at the roots of the Western intellectual tradition: Socrates’ charge, “Know thyself.” Students will be asked to consider various dimensions of this challenge: How do we know ourselves accurately? How do our past, our community, our landscape shape us? What is it to be a human being? How do we relate to God? Why are we here? ..... 4 s.h.

**LIBS 3400 The Quest for Community and an Ordered Society.** In Genesis Chapter Two, God observes that “it is not good for man to be alone,” but as human beings, one of our greatest challenges is to live at peace with other people. This course will examine the individual’s role in the community and the community’s role in society. Topics will include the defining characteristics of communities, the responsibility of communities to the disenfranchised, the political structure of society, and the uses and misuses of power and authority ..... 4 s.h.

**LIBS 3600 The Quest for Stewardship and Ethical Responsibility.** Students will look at two of the most controversial challenges our society faces today—stewardship of the earth plus our fellow human beings and the question of right and wrong behavior. Students will be prompted to think critically about the role of stewardship and ethical behavior in their careers—whom or what must we care for? What is the right thing to do in a given situation? Where does our sense of right and wrong come from? What is our duty in life? ..... 4 s.h.

**LIBS 4000 The Quest for Career and Vocation.** In this course, students will explore the role of career and vocation in relation to their own lives and careers. Using Frederick Buechner’s definition of vocation as “the place where your deep gladness and the world’s deep hunger meet,” students will read novels, short stories, and essays and view films that will lead them to consider questions relating to career, vocation, and family and community life: What role does career and vocation have in my life and in the life of my family? What does it mean to be fulfilled? How can I balance obligations to my work, my family, my community? What role does spirituality have in my work? ..... 4 s.h.

**MATH 1000 Principles of Mathematics.\*** This course is designed to prepare students for college-level mathematics courses. Topics will include basic computation with positive and negative integers, fractions, ratios and proportions, conversions, percentages of increase and decrease, scientific notation, and basic algebra. .... 4 s.h.  
 \*Not designed for transfer

**MATH 1010 (D) Basic Algebra.** This course focuses on algebra skills and basic analytic geometry ..... 2 s.h.

**MATH 1220 College Algebra.** Primarily a service course for education students, topics in this course will include functions and their graphs, linear equations, polynomials, exponential and logarithmic functions, and applications involving exponential growth and decay. .... 4 s.h.

**MATH 1230 (F/S) Pre-Calculus.** Designed for the student who intends to take calculus but has not had sufficient preparation. Pre-Calculus focuses on analytic geometry with emphasis on the transcendental functions ..... 4 s.h.

**MATH 1500 (S) Cryptology. The Science of Secret Writing.** A study of the classic methods of encryption and decryption, focusing on several historical methods of encryption and simple techniques involving transposition ciphers, modular arithmetic, and matrices ..... 4 s.h.

**MATH 1560 (F/S) Introduction to Statistics.** A study of the fundamentals of probability and statistics, including regression analysis and correlation. Particular focus is placed on probability distributions and their application to confidence intervals and hypothesis testing for data samples ..... 4 s.h.

**MATH 2100 (S) Programming with Graphics, Symbols, and Text.** An introduction to a computer algebra system and a symbolic word processing system, in particular, *Mathematica* and *Latex*, both of which are standard software used by mathematicians and physicists. This course includes the basics of producing graphical objects and syntactically correct algebraic and symbolic expressions, along with ideas such as recursion, looping, data structures, file manipulation, as well as producing print-ready copy whose elements are text, graphics, and any manner of convoluted mathematical expression..... 2 s.h.

**MATH 2200 (F/S) Mathematics for Elementary Teachers.** This course is designed to deepen the content understanding of mathematics needed for teaching elementary and middle school mathematics and to do so in such a way that emphasizes a study, from a problem-solving standpoint, of concepts and knowledge outlined in the Tennessee elementary mathematics curriculum standards and national guidelines. Students should expect to interact in groups, present problem solutions with justification, and demonstrate problem-solving techniques during class throughout the semester. Open only to elementary education candidates ..... 4 s.h.



**MATH 2350 (F/S) Calculus I.** A study of limits, the derivative and its applications, and an introduction to the integral ..... 4 s.h.  
Prerequisite: MATH 1230 or equivalent

**MATH 2360 (F/S) Calculus II.** A study of the integral and its applications, including series ..... 4 s.h.  
Prerequisite: MATH 2350 or equivalent

**MATH 2370 (F) Vector Calculus.** Continuous mapping from  $\mathbb{R}^n$  to  $\mathbb{R}^m$ , vector analysis, line integrals, surface integrals, the divergence theorem and Stokes' theorem ..... 4 s.h.  
Prerequisite: MATH 2360

**MATH 2410 (F) Discrete Mathematics.** A mathematical foundations course including logic, set theory, binary relations, mathematical induction, recursion, and counting arguments. This course is intended to be a bridge course, transitioning the student from algorithmic procedures to proof construction ..... 4 s.h.

**MATH 2450 (S) Linear Algebra.** A study of linear transformations of vector spaces, including matrices, orthogonality, least-squares approximations, determinants, eigenvalues, and diagonalization ..... 4 s.h.  
Prerequisite: MATH 2350 or consent of instructor

**MATH 2480 (D) History of Mathematics.** This course is a broad overview of the history of mathematics ranging from the origin of mathematics in early civilizations to advancements in the 21st century, focusing on interesting personalities and outstanding achievements ..... 2 s.h.  
Prerequisite: MATH 2360

**MATH 3100 (D) Graph Theory.** Basic theory, trees, planar graphs, hamiltonicity, vertex colorings, search algorithms, and Ramsey theory ..... 4 s.h.

**MATH 3110 (D) Combinatorics.** A study of enumeration techniques applied to arrangements, patterns, and designs, including general counting methods, generating functions, recurrence relations, and the inclusion-exclusion principle ..... 2 s.h.

**MATH 3120 (D) Number Theory.** A study of the integers, congruence relations, prime distributions, Diophantine equations, number theoretic functions ..... 2 s.h.

**MATH 3150 (D) Mathematical Statistics.** Probability theory, distributions and densities, sampling theory ..... 4 s.h.  
Prerequisite: MATH 2360

**MATH 3250 (D) Geometry.** Topics selected from Euclidean constructions, transformations, projective plane geometry, non-Euclidean geometry, tilings and other geometrical patterns ..... 4 s.h.  
Prerequisite: MATH 2350

**MATH 3430 (S) Differential Equations.** Linear first and second order differential equations and their applications ..... 4 s.h.  
Prerequisite: MATH 2360

**MATH 3470 (D) Applied Mathematics.** Selected concepts and techniques of mathematics which are useful in science and engineering: stability of systems; predator-prey equations; interacting oscillators; calculus of variations; linear algebraic formulation of systems of linear differential equations; introduction to partial differential equations; Fourier series .....2-4 s.h.  
Prerequisite: MATH 3430 or consent of instructor

**MATH 3510 (A/F-O) Abstract Algebra.** Finite groups, rings, ideals, and fields.....4 s.h.  
Prerequisites: MATH 2410 and one of 2370, 2450, 3430

**MATH 3520 (A/S-E) Further Studies in Abstract Algebra.** Designed for the junior/senior major intending to proceed to graduate school in mathematics ..... 2 s.h.  
Prerequisite: MATH 3510

**MATH 3610 (A/F-E) Analysis.** Elementary point-set theory, sequences, limits, continuity, derivatives, and integrals. Emphasis is on concepts and rigor ..... 4 s.h.  
Prerequisite: MATH 2370 and MATH 2410

**MATH 3620 (A/S-O) Further Studies in Analysis.** Designed for the junior/senior major intending to proceed to graduate school in mathematics..... 2 s.h.  
Prerequisite: MATH 3610

**MATH 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.

**MATH 3900 (D) Special Topics.** For Junior and Senior majors .....credit to be arranged  
Prerequisite: MATH 2360

**MATH 4800 Research in Mathematics.** This course will consist of research or independent study in mathematics under the direction of a faculty member. A GPA of 3.50 in mathematics courses at or above the 2100-level and permission of the instructor are required. .... 2 s.h.

**MATH 4930 Mathematics Capstone.\*** This course is designed to help students prepare for the Major Field Achievement Test in mathematics (MFAT) or the PRAXIS in mathematics by reviewing the mathematics content from their four years of study. Although this course is optional, for a degree in mathematics students must earn a passing score on either the MFAT in mathematics or the PRAXIS in mathematics..... 1 s.h.  
\*Not designed for transfer

**MATH 4990 Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a degree in mathematics students must earn a passing grade on either the MFAT—Major Field Achievement Test in mathematics or the PRAXIS if they are pursuing secondary education licensure ..... 0 s.h.

**MUSC 1010, 1020 (AF/S) Music Theory.** Combines the basic techniques of how music is written with the development of skills needed to read and perform music in a literate manner. .... 4, 4 s.h.  
Prerequisite: MUSC 1010 is a prerequisite for MUSC 1020

**MUSC 1011 (F) Aural Skills I.** A lab course coordinated with the content of MUSC 1010 to assist in developing the aural skills of student musicians ..... 0 s.h.

**MUSC 1021 (S) Aural Skills II.** A lab course coordinated with the content of MUSC 1020 to assist in developing the aural skills of student musicians ..... 0 s.h.

**MUSC 1110 (F/S) Symphonic Choir.** SATB choral ensemble that performs wide variety of music. Performs at least one major choral work each year with a local symphony as well as concerts in local churches. Three hours of rehearsal per week is required. This course can be used to meet the Human Creative Products core curriculum requirement when taken four separate semesters..... 1 s.h.  
Prerequisite: Audition

**MUSC 1120 (F/S) Wind Ensemble/Pep Band.** A musical ensemble class that teaches fundamentals of wind and percussion instruments. Goal of the class is to develop a performing instrumental group that will perform at university events and athletic activities..... 1 s.h.

**MUSC 1130 (F/S) Jazz Choir.** A mixed choir (SATB) that will focus upon, but not be limited to, various styles of jazz and gospel literature. This course can be used to meet the Human Creative Products core education requirement when taken four separate semesters..... 1 s.h.

**MUSC 1140 (F/S) Men’s Ensemble.** A male chorus that will focus upon traditional, folk, and contemporary a cappella and accompanied literature for male voices. This course can be used to meet the Human Creative Processes core education requirement when taken for four separate semesters. .... 1 s.h.

**MUSC 1150 (F/S) Symphonic Band.** Exploration, interpretation and performance of concert band and smaller ensemble literature, including new and lesser known pieces as well as standard literature. The membership of this class will also be assigned one of two ensembles that will play for home games of the King Tornado men’s and women’s basketball teams. These groups will be the “Storm Chasers” pep band. Three hours of rehearsal per week. In addition to being a requirement for Instrumental Music Ed majors, 4 semesters of participation will satisfy the Human Creative Products component of the core curriculum requirement. .... 1 s.h.  
Prerequisites: Audition

**MUSC 1160 (F/S) Women's Ensemble.** A female chorus that will focus upon traditional, folk, and contemporary a cappella and accompanied literature for female voices. This course can be used to meet the Human Creative Products core education requirement when taken for four separate semesters..... 1 s.h.

**MUSC 1170 (F/S) Jazz Ensemble.** Exploration, interpretation, and performance of jazz ensemble/combo literature, including newer as well as standard literature. Emphasis is placed on historical as well as current popular performance styles. The group will also serve as standing pep band for home basketball games as well as a potential traveling group to aid in recruiting ..... 1 s.h.

**MUSC 1500 (F) Introduction to Music Research.** A course which explores the basic techniques and resources for doing musical research. The course focuses upon music research but the skills learned can be applied to any academic discipline. .... 2 s.h.

**MUSC 2000 (S) Music in Context.** An introduction to the fundamentals of music, exploring a variety of musical genres and developing an understanding of diverse musical styles. Emphasis is given to the development of listening skills, musical vocabulary, the cultural and historical context of music, and musical styles. Out-of-class listening assignments and attendance at live concerts are required ..... 4 s.h.

**MUSC 2010, 2020 (AF/S) Harmony and Basic Composition I, II.** Concentration of writing tonal harmony with chromatic vocabulary. Includes analysis and composition in the basic homophonic forms. Second semester, twentieth-century techniques are studied. There is also daily melodic and harmonic dictation with keyboard harmony. .... 4, 4 s.h.  
Prerequisite: MUSC 2010 is a prerequisite for MUSC 2020

**MUSC 2011 (F) Aural Skills III.** A lab course coordinated with the content of MUSC 2010 to assist in developing the aural skills of student musicians ..... 0 s.h.

**MUSC 2021 (S).** A lab course coordinated with the content of MUSC 2020 to assist in developing the aural skills of student musicians ..... 0 s.h.

**MUSC 2110 Introduction to Instrumental Music.** Comprehensive study of methods of teaching instrumental music for the elementary, middle, and secondary schools. Emphasis is placed upon philosophy, objectives, and techniques of various instrumental ensembles. Special emphasis on the repair and maintenance of various instruments ..... 3 s.h.

**MUSC 2700 (A/F) Diction for the Singer.** Emphasis is upon learning the International Phonetic Alphabet (IPA) and applying it to the study of singing. Work will be done in English, French, German, and Italian. .... 2 s.h.  
Prerequisite: Permission of program coordinator

**MUSC 2950 Music Technology.** A survey of technology used in the music and music education fields including sound reinforcement hardware and applications, MIDI, notation software, recording and editing hardware and software, notation software, and drill design software. The course includes instruction and assessment in commonly used non-music software and applications such as word processing and spreadsheet programs, cloud based computing and Smart Board use. For Music Education majors, the course will be a substitution for EDUC 2950 and includes selected content from that course with the addition of the music components ..... 2 s.h.

**MUSC 3010 (A/F) Counterpoint.** Tonal counterpoint: analysis and composition in the style of the eighteenth century with some attention given to the species counterpoint of the sixteenth century. .... 2 s.h.  
Prerequisite: MUSC 1020

**MUSC 3020 (A/S) Form and Analysis.** The investigation of detailed phrase analysis, reductive analysis, motivic analysis, and the analysis of larger musical form and the mutation of forms. .... 2 s.h.  
Prerequisite: MUSC 1020

**MUSC 3030 (D) Arranging/Orchestration.** A one-semester course focusing upon writing music for various combinations of voices and instruments ..... 2 s.h.

**MUSC 3040 (A/S) Post-tonal Music Theory.** This course is an introduction to the various techniques of composition and analysis that were a focus of twentieth-century music ..... 2 s.h.  
Prerequisites: MUSC 2020

**MUSC 3110 (F/S) Collegium Musicum.** SATB choral ensemble that specializes in choral chamber music (particularly of the Renaissance or the 20th century). Each singer must be independent with both music and various languages. Rehearsal of 1 hour per week is required. This course can be used to meet the Human Creative Products core curriculum requirement when taken four separate semesters. .... 1 s.h.  
Prerequisite: Audition only

**MUSC 3130 (A/F) Music and the Christian Faith.** A study of music in Christian worship approached from its historic roots and progression to the present with emphasis on liturgies, psalmody, hymnody, and masterpieces of sacred music. .... 4 s.h.

**MUSC 3150 (A/F) Medieval and Renaissance Music.** Analytical overview of the earliest preserved examples of western music. Special emphasis is given to the development of music alongside the development of the early Christian church. Out-of-class listening assignments and attendance at live performances are required ..... 4 s.h.

**MUSC 3160 (A/S) Baroque and Classical Music.** Analytical overview of western music from the 17th & 18th centuries. This music is the beginning of modern musical theory and of opera. Special emphasis is given to development of analysis and listening skills. Out-of-class listening assignments and attendance at live performances are required..... 4 s.h.

**MUSC 3170 (A/F) Romanticism in Music.** Analytical overview of western music from the 19th century. Understanding the expanded tonalities in music is a major component. Special emphasis is given to development of reading scores and listening skills. Out-of-class listening assignments and attendance at live performances are required..... 4 s.h.

**MUSC 3180 (A/S) The Modern Era of Music.** Analytical overview of western music from the 20<sup>th</sup> and 21<sup>st</sup> centuries. This is the period of new musical systems, mostly coming from America. Special emphasis is given to the development of listening skills and understanding the cross-disciplinary character of modern music. Out-of-class listening assignments and attendance at live performances are required. .... 4 s.h.

**MUSC 3181 (A/F) History of Jazz.** The History of Jazz is intended to familiarize students with the unique American art form of Jazz. Course study encompasses pre-Jazz history through today's current trends. A multi-media approach is a feature of this class as well as attendance at live Jazz performances allowing first-hand experience and application of course material. This course is an option for Music and Music Education majors and can be used to fulfill the Human Creative Products core curriculum requirement. .... 4 s.h.

**MUSC 3291 (D) Keyboard Proficiency Exam.** An examination to ensure that all music majors of King have attained the basic keyboard skills necessary to pursue a job or further education. .... 0 s.h.  
Prerequisite: Permission of the program coordinator

**MUSC 3500 (F) Instrumental Methods and Techniques I.** This course is designed to survey materials, methods, and technical requirements appropriate for providing instruction in string and woodwind instruments, and to develop assessment skills for these instruments. Grades K-12. Instructional planning, assessment, and fieldwork are required components of the course. .... 4 s.h.

**MUSC 3510 (S) Instrumental Methods and Techniques II.** This course is designed to survey materials, methods, and technical requirements appropriate for providing instruction in brass and percussion instruments, and to develop assessment skills for these instruments. Grades K-12. Instructional planning, assessment, and fieldwork are required components of the course. .... 4 s.h.

**MUSC 3620 (A/F) Conducting.** A two-semester hour course which seeks to develop the fundamentals of expression and gesture for the choral conductor. Emphasis is given to understanding and performance of musical rhythmic patterns. Opportunities for conducting and critiquing are essential to the class. .... 2 s.h.

**MUSC 3630 (A/S) Conducting II: Choral.** A one-semester course that seeks to develop the fundamentals of gesture and expression for the choral conductor. Opportunities to conduct and critique are essential to the class. .... 2 s.h.  
Prerequisite: MUSC 3620

**MUSC 3631 (A/S) Conducting III: Instrumental.** A one-semester course that seeks to develop the fundamentals of gesture and expression for the instrumental conductor. Opportunities to conduct and critique are essential to the class. .... 2 s.h.  
Prerequisites: MUSC 3620

**MUSC 3880 (D) Senior Recital.** A 45-minute (minimum) solo program that demonstrates the development of every individual musician on his or her primary instrument (piano, organ, voice, band instrument). .... 0 s.h.  
Prerequisite: Permission of program coordinator

**MUSC 3890 (D) Church Music Internship.** Opportunity to have a supervised work place experience in a local church music program. Conducting and playing for worship services and rehearsals, administrative duties, and budget issues will be a component ..... 1-4 s.h.

**MUSC 3900 (D) Special Topics in Music History.** Advanced research and analysis in music history ..... 4 s.h.  
Prerequisite: Approval of program coordinator

**MUSC 3910 (D) Piano Literature.** A study of piano music beginning with the 17th Century. Attention is given to the development of the piano and the subsequent effect on the literature..... 4 s.h.  
Prerequisite: Consent of instructor

**MUSC 3920 (D) Organ Literature.** A historical look at organ literature coordinated with a study of the development of the organ..... 4 s.h.  
Prerequisite: Consent of instructor

**MUSC 3930 (D) Vocal Literature.** A survey of the development of solo song from the sixteenth century to the present. Some discussion of vocal pedagogy will necessarily be part of the course ..... 4 s.h.  
Prerequisite: Consent of instructor

**MUSC 3940 (D) Choral Literature.** A survey of the development of choral literature from the Middle Ages to the present. Special emphasis is given to sacred choral literature..... 4 s.h.

**MUSC 3950 (A/S) Public School Music Literature.** A survey of music literature appropriate for use in the public school setting with emphasis upon age appropriateness. Basic musical terms, literacy, and instructional methodology for different repertoires will be introduced. .... 4 s.h.

**MUSC 3960 (A/S) Band Literature.** A one-semester course that surveys the development of band literature from the nineteenth-century to the present. Special emphasis is given to literature for wind instruments. .... 4 s.h.  
Prerequisite: MUSC 3631

**MUSC 4910 Music Concentration Capstone Project.** The capstone project will be chosen by the student and faculty advisors. The student may choose to produce a professional level recording from start to finish which will include marketing strategies and materials. Or the student may choose to produce a live music event which will include securing the venue, any outside contractors that may be required, promotion and production of promotional materials, and a final financial reckoning. A final paper detailing the student's work, choices, and self-assessment will also be required..... Credits to be determined.

**KING 4010/5010 Comprehensive Assessment.** Undergraduate/Graduate level. Comprehensive assessment in music demonstrates competency in the graduating student's major field. Students must earn a passing grade on the MFAT—Major Field Achievement Test in music ..... 0 s.h.

**NURS 3000 (F/S) Pathophysiology.** This course examines the pathophysiology of disease processes throughout the life span. The processes of genetic mutation, cellular injury and proliferation, fluid and electrolyte imbalances, and inflammatory, immune and stress responses are integrated into alterations in body systems. Body systems covered in this course include the neurological, cardiovascular, respiratory, gastrointestinal, renal, musculoskeletal, hematological, integumentary, endocrine and reproductive. Implications for nursing care posed by these system alterations are also presented. Registration requires faculty approval prior to acceptance to nursing program ..... 4 s.h.  
Prerequisite: BIOL 1010, 1020, 2500, CHEM 1010 or 1020

**NURS 3004 (F/S) Basic Medical Terminology and Math for Medications Administration.** This course is designed to introduce students to medical abbreviations, prepare students to read medication documents and accurately calculate medical dosages and solutions. Course will introduce the basic structure of medical words, including prefixes, suffixes, word roots, combining forms, and singular/plural forms. Emphasis is on spelling, definitions and pronunciation of diagnostic, therapeutic, and symptomatic terminology of all body systems, as well as medical and surgical terminology. Course will also include dimensional analysis method of calculation, systems of measurements, medication administrations, intravenous flow rates, and dosage calculations. Students are expected to be proficient in basic math including addition, subtraction, fractions, decimals, percentages, and roman numerals prior to the first class. Students are required to pass the final Dosage Calculations exam with a score of 90% or better prior to progression to courses requiring clinical placement. Registration requires faculty approval prior to acceptance to nursing program ..... 2 s.h.  
Prerequisite: MATH 1560  
Co-requisite: NURS 3015

**NURS 3005 (F/S/U) The Science of Human Pathophysiology.** This course examines the pathophysiology of disease processes throughout the life span. The processes of genetic mutation, cellular injury, and proliferation, fluid and electrolyte imbalances, and inflammatory, immune and stress responses are integrated into alterations in body systems. Body systems covered in this course include the neurological, cardiovascular, respiratory, gastrointestinal, renal, musculoskeletal, hematological, integumentary, endocrine and reproductive. Implications for nursing care posed by these system alterations are also presented..... 4 s.h.  
Prerequisite: NURS 3310, 3315, TCOM 2410

**NURS 3015 (F/S) Foundations of Contemporary Nursing Practice.** This course introduces students to the basic care nursing skills essential to the nursing role. Emphasizes theoretical and practical concepts of nursing skills and roles within the context of the nursing process, holistic care, and a variety of health care settings. Students will be challenged to use evidence-based research, critical thinking and problem solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the lifespan. Campus lab



experience is used initially; off campus clinical experience completes the hands-on portion. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting ..... 5 s.h.  
Prerequisite: BIOL 1010, 1020, 2500, MATH 1560, CHEM 1020 or 1010, PSYC 3330  
Pre/Co-requisite: NURS 3004

**NURS 3020 (F/S) Health Assessment.** This course focuses on development of skills in conducting a comprehensive client health history and physical exam. Students will learn developmentally and culturally appropriate approaches in interview techniques, the use of standard assessment instruments and tools, how to analyze data to identify areas of health maintenance or promotion and appropriate documentation of collected data. Registration requires faculty approval prior to acceptance to nursing program ..... 4 s.h.  
Prerequisite: BIOL 1010, 1020, CHEM 1020 or 1010, PSYC 3330  
Co-requisite: NURS 3015

**NURS 3115 (S/F) Nursing in Adult Health Care I.** This course introduces the junior level nursing student to health promotion topics, minor disease processes, diagnostic and laboratory testing, and nursing care management across the health-illness continuum to include the elderly population. Special emphasis is placed on the nursing process which will assist the nursing student to perform physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments ..... 6 s.h.  
Prerequisite: NURS 3000, 3004, 3015, 3020  
Co-requisite: NURS 3130

**NURS 3130 (S/F) Pharmacology I.** This course focuses on introducing the relationship between pharmacologic and pharmacokinetic knowledge and nursing practice with emphasis placed on understanding the reasons behind selection of route, dose, and dosing schedules required for the safe administration of medications to individuals across the lifespan ..... 2 s.h.  
Prerequisite: NURS 3000, 3004, 3015, 3020  
Pre/Co-requisite: NURS 3115

**NURS 3140 (F/S) Nursing Research.** In this course, students obtain a basic understanding of how reliable evidence is used to form practice guidelines. Emphasis is placed on the research process including data collection, documentation, and dissemination of evidence. Students will learn to use their knowledge of the nursing process, communication skills, and critical thinking skills to promote evidence-based care within the inter-professional team. Course requires effective use of library and internet resources ..... 3 s.h.  
Prerequisite: NURS 3000,3004, 3015, 3020

**NURS 3165 (F/S) Nursing in Women's Health and Newborn Care.** In this course students gain knowledge in the care of women, newborns, and families during the normal childbearing cycle in the context of various demographic, socio-cultural, and environmental factors. Emphasis is focused on integrating knowledge related to perinatal and newborn care; assessing protective and predictive factors influencing health outcomes; incorporating the patient/family's health beliefs, values, attitudes, and practices related to the perinatal experience in developing interventions supported by current evidence-based clinical practice; and evaluating the effectiveness of the interventions. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting ..... 4 s.h.  
Prerequisite: All 3000-level NURS courses

**NURS 3310 Dimensions of Professional Nursing.** This course introduces the student to the scope of professional practice, which builds on personal strengths and prior nursing knowledge acquired in lower-division nursing courses. The course also focuses on self-awareness and the transformation experience, which socializes the returning RN into the role of the baccalaureate nurse. The course will focus on the quest for self-knowledge, personal planning and career advancement, and the unending issues in practice aiming to sharpen critical thinking skills and to strengthen conceptual and theoretical nursing knowledge..... 4 s.h.  
Co-requisite: TCOM 2410

**NURS 3315 Introduction to Healthcare Informatics.** This course introduces the basic concepts relevant to healthcare informatics and the use of computerized information systems in healthcare organizations to registered nurse students. The main focus is to discover how computerized applications aid the healthcare team to evaluate health, wellness, and illness to provide and communicate positive patient outcomes across the lifespan ..... 4 s.h.  
Prerequisite: NURS 3310  
Co-requisite: TCOM 2410

**NURS 3330 Introduction to Evidence-Based Practice.** This course provides a basic understanding for registered nurse students of how reliable evidence is used to form practice guidelines. Emphasis is placed on effectively evaluating and utilizing research to promote evidence-based practice within the interdisciplinary team to improve patient outcomes across the lifespan ..... 4 s.h.  
Prerequisite: NURS 3310, 3315, TCOM 2410

**NURS 3410 Health and Physical Assessment.** This course is designed to improve and build upon health assessment skills the RN-BSN students are already familiar with. Through didactic and practice sessions, the students will build upon their knowledge of history taking and physical assessment. The focus will be on the assessments of adults who are healthy or have commonly occurring deviations from health. Skills taught and practiced include interview techniques, the use of standard assessment instruments, data analysis, documentation, and interventions to promote and/or maintain health. Skills related to knowledge integration, communication, and decision-making for a culturally diverse population will be emphasized..... 4 s.h.  
Prerequisite: NURS 3310, 3315, TCOM 2410

**NURS 3420 Spiritual and Cultural Considerations in Nursing.** This course promotes the provision of nursing care within a spiritual and cultural framework. Emphasis will be placed on the importance of understanding human behavior and of promoting, maintaining and restoring the holistic health of individuals, families and communities within their cultural, socioeconomic and religious contexts. Emphasis will also be placed on how cultural and spiritual beliefs influence a person's health care practices..... 4 s.h.  
Prerequisite: NURS 3310, 3315, TCOM 2410

**NURS 4000 (F/S) Professional Nursing in Contemporary Society.** In this course, students are introduced to the professional practice of nursing in today's society. Discussion consists of historical, ethical, legal, and information management issues. Emphasis is placed on an understanding of the inherent values of altruism, autonomy, human dignity, integrity, and social justice that are fundamental to the discipline of nursing. Students will apply ethics, communication, and accountability to the understanding and implementation of patient care. Students will learn to ethically manage data, information, knowledge,

and technology to communicate effectively and to provide safe and effective patient care ..... 2 s.h.  
Prerequisite: All 3000-level NURS courses

**NURS 4020 (F/S) Community/Public Health Nursing.** In this course, students will focus on the health of individuals, families, and populations in the community, through analysis of the community's culture, values and wellbeing and by designing and implementing nursing interventions to promote and maintain health of populations within the community. In addition, students spend 90 hours in this course assessing, planning, and delivering health care to individual clients of different cultures, ethnic and socioeconomic backgrounds when practicing within the public health clinics, occupational health facilities, home health agencies, the public schools, and community volunteer organizations serving vulnerable populations. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting ..... 4 s.h.  
Prerequisite: All 3000-level NURS courses

**NURS 4100 (F/S) Nursing in Child & Family Health Care.** This course focuses on a family centered approach to the nursing care of children and adolescents. Students focus on promoting, maintaining, and restoring health and facilitating adaptation in the family using a holistic approach. Principles included are growth and development, assessment, risk reduction and child and family education. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting ..... 4 s.h.  
Prerequisite: All 3000-level nursing courses

**NURS 4110 (F/S) Nursing in Mental Health Care.** This course focuses on knowledge and skills needed to promote mental wellness, maintain mental health, and care for persons experiencing mental illness across the lifespan. Emphasis is placed on cultural competence, human rights, advocacy, altruism, therapeutic communication, interdisciplinary collaboration, milieu management, socioeconomic awareness, holism, and professionalism. Clinical emphasis is placed on delivering safe, humanistic high quality care to individuals, families, groups, communities, and populations experiencing mental illness in a variety of settings. Credit for this course requires satisfactory completion of clinical experience in related health care setting ..... 5 s.h.  
Prerequisite: All 3000-level NURS courses, NURS 4000, 4020, 4100, 4115, 4130

**NURS 4115 (S/F) Nursing in Adult Health Care II** This senior level nursing course continues to integrate nursing knowledge and skills mastered in the NURS 3122 course. The student will be expected to identify and incorporate health promotion interventions, understand more advanced disease processes, utilize diagnostic and laboratory testing resources, and implement nursing care specific to the patient population being served in the health care environment. The focus of this course will be centered on the elderly population. Special emphasis is placed on nursing students successfully applying critical reasoning skills both in the classroom and clinical setting ..... 6 s.h.  
Prerequisite: All 3000-level NURS courses  
Co-requisite: NURS 4130

**NURS 4120 (F/S) Nursing Leadership and Management.** This course focuses on knowledge and skills relevant in leadership and management, quality improvement, patient safety, finance, and communication / collaboration with healthcare professionals in various clinical settings to promote high quality patient care. Topics such as leadership styles, skills and strategies; organizational structures, process of change, problem-solving, communication principles, conflict resolution, teamwork skills, delegation, supervision;

CQI principles, benchmarking, processes, and monitoring; patient safety principles; risk management; ethical and legal issues; scope of practice and healthcare finance as it relates to budgets will serve as the foundation. Students will enhance their abilities to become participatory decision-makers, set priority; and manage and evaluate nursing care ..... 3 s.h.  
Prerequisite: All 3000-level NURS courses; NURS 4000, 4020, 4100, 4115  
Pre/Co-requisite: 4110

**NURS 4130 (S/F) Pharmacology II.** This course continues to focus on the relationship between pharmacologic and pharmacokinetic knowledge and nursing practice with emphasis placed on applying critical thinking skills to safe medication administration across the lifespan..... 2 s.h.  
Prerequisite: All 3000-level NURS courses  
Co-requisite: NURS 4020, 4100, 4115

**NURS 4200 (F/S) Capstone For Nursing Practice.** This course is a combined didactic and clinical practicum course to support the transition of the senior-level nursing student to a professional practice role. The didactic portion prepares the senior nursing student for the required comprehensive competency assessment, the National Council Licensure Examination for Registered Nurses (NCLEX-RN), and the role of the professional registered nurse. The didactic portion combined with the clinical integration portion of this course emphasizes effective communication, nursing assessment, diagnostic and laboratory interpretation, appropriate nursing interventions, patient and family education, critical reasoning skills, interdisciplinary teamwork, prioritization and delegation, and time management skills essential for the successful transition into professional practice. Successful completion of this course required the student to satisfactorily complete 120 precepted clinical hours ..... 4 s.h.  
Prerequisite: All 3000-level NURS courses, NURS 4000, 4020, 4100, 4115, 4130  
Pre/Co-requisites: NURS 4120, 4110

**NURS 4310 Nursing Ethics.** In this course, students will explore ethical considerations in contemporary nursing. Topics include: historical forces influencing the development of nursing, ethical theory and principles, values clarification and development, ethical decision-making, legal issues, professional relationship issues, practice issues related to technology, patients' right to self-determination, palliative care and end of life issues, scholarship, economic, social, and gender issues, and global nursing including transcultural and spiritual considerations. This course will require students to demonstrate a competency in caring for the body, mind, and spirit of the individual, family, and community, while exploring their own ethical and values systems ..... 4 s.h.  
Prerequisites: NURS 3310, 3315, TCOM 2410

**NURS 4410 Principles of Leadership and Management.** This course provides registered nurse students with the opportunity to synthesize previous learning and experiences related to the role of professional nurse as leader and a manager in providing for the delivery of health care in the ever-changing health care market. RN-BSN students will investigate and further develop their own professional role as managers of patient care, as leaders in health care policy-making, as advocates for patient's rights, as educators of patients, the community, and of other health care professionals. The student will learn about caring for the public's community health problems and the promotion of community preventative health programs with a focus on local, state, and federal health policy issues that impact individuals, families, and groups. This course integrates organizational behavior and health and social policy in discussions and assignments, and

begins the culminating service learning project which is completed in the final course in the program of study..... 4 s.h.  
Prerequisite: NURS 3310, 3315, 3330, 3410, 3420, 4310, TCOM 2410

**NURS 4420 Capstone for Registered Nurses.** This course requires students to use knowledge from previous nursing courses particularly leadership, ethics and research, in relation to class/blackboard discussions and the service learning project. Patricia Benner’s philosophical view of nursing practice—how the knowledge of practice is acquired and how it develops over time—will serve as the starting point for blackboard debate. Additionally, students are expected to engage in activities that focus on professional role development such as writing and publishing in nursing. Clinical emphasis is placed on the design, research, and presentation of a service learning project in a community setting ..... 4 s.h.  
Prerequisite: NURS 3310, 3315, 3330, 3410, 3420, 4310, 4410, TCOM 2410

**NURS 4990 (F/S) Comprehensive Assessment.** Undergraduate-level and Registered Nurse students. All candidates for a degree from King are required to demonstrate competency in their major field of study. The final competency is focused on assessment of readiness to practice as a registered nurse at the baccalaureate level. For traditional BSN students, a standardized, proctored assessment will be given to help determine students’ preparedness for the NCLEX. Prior to graduation, seniors in the traditional nursing program are required to successfully pass this standardized comprehensive assessment. Failure to achieve at least 95% predictability of passing the NCLEX on a proctored standardized comprehensive predictor will result in a grade of “F.” Registered Nurse students will address the standards and competencies outlines in the American Association of Colleges and Nurses (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* in a reflective written assignment. This comprehensive writing assignment will link knowledge gained through educational experiences to professional practice congruent with the AACU standards and competencies ..... 0 s.h.

**NURS 5000 (S,U) Theoretical Basis of Nursing Practice.** This is a core course that prepares students to critique, evaluate, and utilize theory within their practice. In addition to nursing theories, relevant theories from related disciplines are addressed. The goal is to help students conceptualize a theoretical basis for advanced nursing practice that is comprehensive and holistic, and has the potential to impact patient care delivery models and improve patient outcomes ..... 3 s.h.

**NURS 5001 (S,U) Research Designs in Nursing.** This is a core course which focuses on the knowledge and skills needed to critically analyze and evaluate research literature in order to answer clinical questions. The student will learn how to initiate a line of inquiry using comprehensive databases. Statistics and research methods will help the student to effectively critique the status of the existing evidence to determine if a change is indicated to improve nursing practice and patient outcomes. Students gain knowledge and skills in evidence-based practice by the collection, interpretation, and integration of the best available evidence ..... 3 s.h.

**NURS 5002 (F/S) Advanced Pathophysiology.** This course prepares nurses with advanced knowledge and understanding of the pathologic mechanisms of disease to serve as a foundation for clinical assessment, clinical decision-making, pharmacotherapeutics, and nursing interventions. Course content examines deviations from homeostasis, genetic and epigenetic influences of disease in body systems across the lifespan. A systematic survey of diseases within body systems including etiology,

epidemiology, and clinical manifestations is explored. Current research findings are explored and utilized in this class..... 3 s.h.

**NURS 5004 (F/S) Advanced Physical Assessment and Health Promotion.** This course focuses on the development and practice of advanced health assessment skills needed for delivery of culturally competent care across the lifespan. Diagnostic reasoning is used to interpret data obtained from the history, physical examination, and diagnostic procedures to generate a comprehensive health assessment and problem list. Domains of interest include: family processes, transcultural issues, nutrition, genetic variations, growth and development, spirituality, and health promotion. Students refine the health assessment and clinical judgment skills needed to relate findings to underlying patho-physiologic changes in the client’s health status in order to plan therapeutic and healing interventions ..... 3 s. h.

**NURS 5006 (S,U) Advanced Pharmacology.** This course provides the advanced knowledge of pharmacokinetics, pharmacodynamics and pharmacotherapeutics needed to initiate safe and appropriate pharmacological treatment in the management of disease processes across the life span. Special concerns regarding developmental status, nutritional status, health status, cultural influences or membership in a high-risk group are identified. Strategies for counseling and education to promote adherence are explored. Ethics, cost effectiveness, legalities and regulations related to prescription writing are addressed. Students are introduced to the use of electronic drug databases for point-of-care decision-making based on up-to-date drug information ..... 3 s.h.  
Prerequisite: NURS 5002, 5004

**NURS 5010 (F/S) Social, Cultural and Political Perspectives on Healthcare and Delivery Systems.** This core course provides an overview of social, political and cultural issues impacting today’s global healthcare system, enabling students to explore and develop strategies to be influential in social and health policy formation and consumer health advocacy. Global awareness including an understanding of ethical and legal accountability, patient vulnerability, and culturally sensitive care are emphasized. In-depth exploration of strategies for health promotion and disease prevention for communities are highlighted in this course ..... 3 s.h.

**NURS 5012 (F/S/U) Global Health Awareness.** This course offers an introduction to the practice of global health nursing, the political, economic, and cultural processes of globalization, and their impact on population health and health care systems. Students will examine varying meanings of health as well as the range of factors that encourage the health of some and exclude it from others. The course includes the study of a global health ethical framework based on human rights, cultural diversity, and social justice. Students will have an enhanced understanding of the global dimensions of health and disease, various strategic health initiatives, and correlating health care interventions. Attention will be paid to a variety of topics including HIV/AIDS, human trafficking, infectious diseases, health in reproduction, social determinants of health, and more ..... 3 s.h.

**NURS 5014 (F/S) Healthcare Informatics.** The focus of this core course is exploring and understanding the concepts relevant to health care informatics and the use of computerized information systems in health care organizations. A main focus is the use of computerized applications by nurses to support decision-making in clinical, administrative, and educational settings. The development of information management skills and the use of the internet are emphasized as a means to evaluate health, wellness, and illness, thereby, positively influencing patient outcomes ..... 3 s.h.

**NURS 5018 (S,U) FNP I: Care of Women and Families.** This course is designed to prepare the student for the delivery of culturally competent care in diverse settings to women and families across the lifespan. With an emphasis on reproductive, gynecological, and family health issues, the student will acquire the knowledge and develop critical thinking skills that allow for the application of evidence in the promotion, prevention, renewal, and maintenance of health among women and families from various social and economic backgrounds ..... 3 s.h.  
60 clinical hours  
Prerequisite: NURS 5002, 5004, 5014  
Co-requisite: NURS 5006

**NURS 5019 (F,U) FNP II: Care of Geriatric and Adult Populations.** This is the second course in primary care of the family. This course continues the development of skills in decision-making and the use of an evidence-based approach in the clinical management of families through the life cycle. In addition, the course includes study and clinical application of major theories of health promotion, risk assessment, differential diagnosis, health behavior change, and disease prevention across the lifespan. Cultural and socioeconomic factors are explored. Scope of practice issues continue to be addressed ..... 6 s.h.  
180 clinical hours  
Prerequisite: NURS 5006, 5018

**NURS 5021 (F) Pediatric Growth and Development/Health Promotion and Illness Prevention.** This course provides the pediatric nurse practitioner student with a foundational theoretical and knowledge base of the developmental needs of children. Emphasis is placed on the provision of the developmentally appropriate health promotion and disease prevention methods. The course focuses on developmental milestones, nutrition anticipatory guidance, safety, screening, and immunizations for children, birth through adolescence ..... 6 s.h.  
Prerequisites: NURS 5001, 5002, 5004, 5018  
Co-Requisite: NURS 5006

**NURS 5023 (F/S) FNP III: Care of Pediatric Population.** This course focuses on the management of common pediatric health and illness concerns using an evidence-based approach to assessment, differential diagnosis, and management. Includes the study of clinical application of major theories of health promotion and assessment, family dynamics, health behavior change, and disease prevention for the well child and adolescent. Student will develop skills in the collaborative management of the ill pediatric and adolescent patient. Scope of practice issues are addressed ..... 3 s.h.  
120 clinical hours  
Prerequisite: NURS 5019

**NURS 5024 (S,U) FNP IV: Seminar and Intensive Practicum.** This course builds on the previous FNP course sequence and requires synthesis of advanced practice knowledge base and family nurse practitioner clinical skills for effective management of complex clinical problems across the lifespan. The emphasis is on acute and chronic illness as it affects all age groups. This course requires increasingly independent clinical application of evidence-based approaches to the assessment, health promotion, differential diagnosis, and management of families in their cultural and socioeconomic context. Scope of practice issues continue to be addressed ..... 6 s.h.  
240 clinical hours  
Prerequisite: NURS 5023

**NURS 5025 (U) Seminar and Intensive Practicum: Pediatric Acute Illness and Chronic Disease Management.** This is the final course in the pediatric nurse practitioner (PNP) concentration. This seminar and practicum course provides the PNP student with 240 hours of clinical practice. The emphasis of this course is on the identification and management of common acute and chronic pediatric disease patterns. Disease prevention, anticipatory guidance, family wellness and the role of the practitioner as a family advocate are emphasized ..... 6 s.h.  
 Prerequisites: NURS 5001, 5002, 5004, 5006, 5014, 5018, 5021, 5023  
 Co-requisite: NURS 5026

**NURS 5026 (S,U) Practice Management and Advanced Role Development.** This course examines issues related to assuming the advanced practice role including the legal and ethical aspects of practice, quality assurance issues, patient advocacy, leadership, interdisciplinary collaboration, and the stewardship of resources. Emphasis is placed on demonstrating a clear understanding of the professional nurse practitioner role and the transition to the professional clinicians' role, including certification and licensure requirements. Current practice issues affecting nurse practitioners are examined ..... 3 s.h.  
 Co-requisite: NURS 5024

**NURS 5030 (F) Principles of Teaching and Learning.** This course provides an introduction to the principles of teaching and learning in the context of nursing education. A variety of strategies to facilitate learning in cognitive, psychomotor, and affective domains are introduced. The student will develop learning activities for the traditional, non-traditional, and online learning environments. The use of evidence-based theories to support teaching and learning are explored. The student will analyze individual factors which impact learning and may require adaptation of teaching strategies ..... 3 s.h.

**NURS 5032 (U) Curriculum Development & Implementation in Nursing Education.** This course introduces the student to the essentials of curriculum development as it applies to nursing education. The student will explore the relationship of nursing curricula to the mission and philosophy of parent institutions and to national guidelines for nursing education at all levels. Accreditation, standards of professional nursing practice, legal, and ethical issues are analyzed within the context of curriculum development and program evaluation. Learning theories and taxonomy are applied to curricula, programs, courses, and learning units. A seminar approach, requiring collaborative work and interdependent relationships is utilized ..... 3 s.h.  
 Prerequisite: NURS 5030

**NURS 5035 (S) Focused Clinical Seminar and Practicum.** This practicum experience focuses on the synthesis of previously gained knowledge and skills in the provision of advanced nursing care to individuals, families and communities. Emphasis is placed on the management of clients within a clinical focus area. The **240-hour** seminar format will allow the student to explore in depth the provision of evidence-based nursing practice in the care of patients experiencing actual or potential health problems related to the clinical focus (2 didactic/2 clinical/1 lab) ..... 5 s.h.  
 Prerequisite: NURS 5030, 5032, 5010

**NURS 5036 (F) Nursing Education Practicum.** In this practicum/classroom experience, the student will demonstrate the application and synthesis of theory and competencies related to the role of the nurse educator. The student will use evidence-based strategies to support teaching and learning goals. Learning experiences are planned and negotiated to meet the individual learning goals of the nurse educator student in



the context of preceptor supervised experiences in a nursing education setting. The student will successfully complete 180 hours in this nursing education practicum..... 4 s.h.  
Prerequisite: NURS 5030, 5032

**NURS 5050 (F) Visionary Leadership in Nursing.** This course provides a theoretical foundation and focuses on leadership theory and assessment strategies for use in the healthcare system. This course explores the student’s capacity for leadership, including contemporary contexts, as well as strengths and barriers to effective leadership practice. It includes learning experiences designed to enhance the student’s understanding of self as a leader and provides an opportunity to increase the student’s understanding of culturally competent care. Upon the successful completion of this course, the student will receive 75 clinical hours..... 3 s.h.

**NURS 5054 (F,S) Financial/Accounting Issues for Nurse Managers.** This course focuses on essential financial management elements for delivery of health care services. Topics include economics of the U.S. health care system; accounting and budget principles; financial techniques including break-even analysis, variance analysis, cost estimation and forecasting, and capital budgeting; financial issues related to staffing; components of financial statements; and a cost management approach for measuring costs related to quality assurance. Students will enhance their abilities to become fiscally accountable for their practice while providing high-quality patient care. Upon successful completion of this course, the student will receive 20 clinical hours ..... 3 s.h.

**NURS 5056 (F) Continuous Quality Improvement and Outcomes Management.** This course prepares nursing leaders with knowledge to guide complex health care delivery and focuses on improvement of systems in order to provide safe, effective and efficient care to clients. The guidance of quality organizations and the requirements of regulatory agencies are utilized as models for quality improvement. Students are prepared to identify system problems and to use processes to find root causes and solutions. Upon the completion of this course the student will receive 60 clinical hours ..... 3 s.h.  
Prerequisite: NURS 5050  
Co-requisite: NURS 5054

**NURS 5058 (S) Transformational Strategies: Practicum I.** This first practicum experience in a series of three practicums involves the analysis and integration of theory as it relates to the nurse executive’s role. Organizational assessment designs will be explored. Students will be provided with opportunities to participate in all phases of the executive role in an acute care delivery system and community-based systems settings under the guidance of a preceptor. This course includes 60 hours of clinical practice ..... 3 s.h.

**NURS 5059 (U) Transformational Strategies: Practicum II.** This second practicum is a continuation of integration of theory as it relates to the nurse executive’s role. Emphasis is placed on the strategic planning process. Students will continue the practicum in the same setting under the guidance of a preceptor. This clinical practicum consists of 120 hours ..... 5 s.h.  
Prerequisite: NURS 5058

**NURS 5060 (F) Transformational Strategies: Practicum III.** This third and last practicum continues to expand on the first two practicums. Students will build on the information gained from the organizational assessment and strategic planning process

in order to direct nursing practice as a nurse executive. Activities for this practicum are interdependently planned with the guidance of a preceptor. This practicum includes 60 hours of clinical practice..... 3 s. h.  
Prerequisite: NURS 5058, 5059

**NURS 5800 International Nursing Mission and Service Learning** The purpose of this course is to provide the student with a directed, hands-on field experience in Christian mission allowing the integration of classroom learning and real-world practice. The student will be able to critically reflect on the area of health and healthcare delivery in developing countries..... 2 s.h.

**NURS 5990 Comprehensive Assessment.** Master’s level. Graduate level nursing at the master’s level requires a final competency demonstration. Final comprehensive competency demonstration in the MSN program consists of the graduating student’s ability to meet the expected outcomes as set forth by the American Association of Colleges of Nursing (AACN) Essentials of Masters Education in Nursing. These Essentials are core for all master’s programs in nursing, and delineate the outcomes expected of all graduates of master’s nursing programs. Completion of a final competency portfolio, which encompasses the core knowledge and skills outlined in the AACN Essentials document, serves as demonstration of the MSN student’s mastery of the required competencies. The final competency portfolio is evaluated by a rubric and is pass/fail..... 0 s.h.

**NURS 7000 (F) Theoretical and Philosophical Foundations of Nursing Practice.** Building on the masters-level foundation of knowledge and core concepts of theory and scientific frameworks, this course prepares doctoral students to critique, evaluate and utilize theory within their practice, and assists them in the identification of models used to guide research and knowledge development within the discipline. Philosophical foundations of knowledge development in nursing, and the natural and social sciences are explored. Relevant theories from bioethics, biophysical sciences, psychosocial science, analytical science and organizational science are also addressed. Emphasis is placed on middle range theories and concepts used to guide nursing practice. In preparation for their scholarly project, students are expected to demonstrate the ability to conceptualize a theoretical basis for their specialty practice that is comprehensive, holistic, and has the potential to impact patient care delivery models and improve patient outcomes ..... 3 s.h.  
Co-requisite: NURS 7001

**NURS 7001 (F) Nursing Informatics.** Building on previous knowledge in healthcare informatics, this course provides an opportunity to examine the forces driving the migration to digital information systems in health care, and the associated desired goals for improvements in value, outcomes, quality, and cost efficiencies. Health information technology and systems are explored for their impact on population health, work flow process improvement and fiscal bearing. The course explores data-driven science within the realm of clinical and translational research to assist the nurse in advanced roles to mine electronic data sets and to prepare for the future, with skills for knowledge management to support evidence-based practice and research application..... 3 s.h.  
Co-requisite: NURS 7000

**NURS 7005 (S) Applied Statistics for Evidence-Based Practice.** This course explores descriptive and inferential statistics with special emphasis on the application of statistics in translational research. The course explores how data are collected, and describes and

evaluates research methods that are essential for statistical analysis. Discussions cover measures of central tendency, variability, data representation, correlation and linear regression. A brief discussion of probability theory precedes hypothesis testing, and the course emphasizes hypothesis testing as it relates to different research designs for practice applications. Inferential Statistics that evaluates one sample (e.g.: t-test), two samples (e.g.: independent groups t-test), and two or more samples (e.g.: analysis of variance) are included. The course includes exploration of research designs that include more than one independent variable (e.g.: factorial designs) and nonparametric statistics. In addition to exploring the application of statistics regarding research methods and designs, exploration of statistical methods pertinent to those utilized in the interpretation of health care data sets such as absolute risk, absolute risk reduction, odds ratio, and number needed to treat are included..... 3 s.h.

Pre-requisite: NURS 7000, 7001

Co-requisite: NURS 7006

**NURS 7006 (S) Evidence-Based Practice and Translational Research** This course examines the underpinnings of nursing knowledge and the methods by which nursing knowledge is generated. This course explores the role of the nurse scholar in translating evidence into practice. Students will use evidence-based findings to choose an area of interest for their translational research project and begin examining the literature surrounding this topic. After thorough review of the literature and identification of gaps in the knowledge base, students will begin their project proposal and form their PICOT questions to guide their project. Upon successful completion of the course the student will be awarded 30 clinical experiential learning hours ..... 3 s.h.

Prerequisite: NURS 7000, 7001

Co-requisites: NURS 7005

**NURS 7007 and NURS 7018 Clinical Experiential Learning I and II.\*** The DNP clinical experiential learning courses are designed to provide an opportunity for doctoral students enrolled in the program to fulfill the practice experience requirements specified in the DNP curriculum, which are based on the American Colleges of Nursing (AACN, 2006) DNP Essentials. The DNP Essentials outlines competencies expected of DNP graduates and designates a minimum of 1000 post-baccalaureate practice hours. The DNP clinical experiential learning courses provide the opportunity for students to demonstrate expertise in practice, and will be individualized for students based on their prior education and experience. Clinical experiential learning hours are designed to help students build and assimilate knowledge for advanced practice at a high level of complexity and focus in practice specialty. In depth work with experts from nursing and other disciplines as well as other knowledge-building experiences are incorporated into the clinical experiential learning courses to provide meaningful student engagement in practice environments. Students have had supervised practice requirements as part of the clinical MSN program, and will have already accumulated a portion of these required hours prior to entering the DNP program in order to complete the DNP program with a minimum of 1000 post-baccalaureate practice hours. The clinical experiential learning hours must be fulfilled prior to implementation of the translational research project..... 1-3 s.h. each

\*Not designed for transfer

**NURS 7011 (F) Population Health Epidemiology and Data Analysis.** This course examines the science of demography and how demographic phenomena affect public health. The focus of demography includes birth rates, death rates, age and gender, structure of populations, population change and distribution. The course prepares the

student to define and identify populations and sub-populations of interest, describe the health status and needs of populations, and evaluate services provided to populations by local, regional, and federal public health agencies, as well as population-based private health care organizations. An emphasis on a critical analysis of the evidence-based literature on assessment, development, intervention, and evaluation of population health will assist the student to incorporate successful population health interventions into practice. The student will utilize accountability in determining priorities and evaluating outcomes of population-focused programs. Upon successful completion of the course the student will be awarded 70 clinical experiential learning hours..... 3 s.h.  
Prerequisites: NURS 7000, 7001, 7005, 7006

**NURS 7012 (U) Translational Research Project Development.\*** *Students must have identified and gained approval of community mentor/preceptor for the Translational Research Project with all contracts and site requirements completed prior to starting the Translational Research Project Development course.* The student will select a practice setting based on his/her individual interest and expertise and conduct an assessment to identify opportunities for improvement. Building upon formative coursework, students are expected to synthesize theoretical, empirical and clinical knowledge to analyze critical issues in current practice and identify a phenomenon of interest within their area of expertise. The student will analyze data, develop a theory-based project proposal and define a research question(s) for a translational research project addressing a clinically relevant problem within a specific population. An IRB proposal will be submitted for approval of clinical project implementation. This course will include the systematic collection and evaluation of research evidence through a comprehensive literature review and initial project proposal. The student will develop his/her project under the guidance of a faculty member and in conjunction with a community preceptor. Upon successful completion of the course the student will be awarded 180 clinical experiential learning hours ..... 3 s.h.  
Prerequisite: NURS 7000, 7001, 7005, 7006  
\*Not designed for transfer

**NURS 7016 (F) Leadership of Complex Healthcare Systems and Organizations.** This course synthesizes leadership theory, behaviors, and organizational models within the context of the healthcare industry. Models of resource management, change process, gap analysis, strategic planning, and performance excellence are explored and applied. Based on these theories, models, and applications, the student will put the DNP role precepts into practice across complex health care organizations and system..... 3 s.h.  
Prerequisite: NURS 7000, 7001, 7005, 7006, 7011  
Co-requisite: NURS 7017

**NURS 7017 (U) Healthcare Policy and Advocacy.** This course examines the ethical, socioeconomic, political, legal, and power considerations in the development of local, state, and national health policy. This course prepares the student to critically evaluate the unique challenges influencing health care policy, the policy process, and issues concerning social injustice. An emphasis on professional values, advocacy, cultural diversity issues, and political activism assists the student to become influencers in policy formation and evaluation. A critical analysis of health policy will be completed, with the goal of developing leadership skills to identify, analyze, and influence policy at the local, state, and federal levels ..... 3 s.h.  
Prerequisite: NURS 7000, 7001, 7005, 7006, 7011  
Co-Requisite: NURS 7016

**NURS 7022 (S) Ethical Issues in Advanced Nursing Practice.** This course explores complex ethical issues related to health care in advanced nursing practice. Application of ethical principles and theories are examined and applied through analysis of selected issues and themes at the individual, population, institutional and societal levels. This course prepares the student to analyze, synthesize and evaluate information in order to develop the precepts required to examine ethical dilemmas and to create a decisional framework as required by nurses at the doctoral level ..... 3 s.h.  
Prerequisite: NURS 7000, 7001, 7005, 7006, 7011, 7016

**NURS 7023 (S) Translational Research Project Implementation.\*** *Students must have identified and gained approval of a community mentor for implementation of the translational research project with all contracts, site requirements and IRB approval completed prior to starting the Translational Research Project Implementation Course.* In this course students will implement the translational project developed in the Translational Research Development course, incorporating knowledge from ethics, biophysical, psychosocial, analytical and organizational sciences. A focus on transformational leadership in the practice setting to deliver advanced-level nursing services to individuals, families, communities, or systems is emphasized. The project will embody ethical, culturally sensitive, fiscally responsible and politically sound principles to improve current and future health care outcomes of identified populations. The student will implement his/her project under the guidance of a faculty member, committee, and in conjunction with a community preceptor. This project will produce a tangible and deliverable scholarly manuscript derived from the practicum immersion experience which will be completed in the Translational Research Project Evaluation course. Upon successful completion of the course the student will be awarded **180** clinical experiential learning hours ..... 3 s.h.  
Prerequisite: NURS 7000, 7001, 7005, 7006, 7011, 7012, 7016, 7017  
\*Not designed for transfer

**NURS 7027 (U) Theoretical Foundations of Knowledge Development.** This course provides the student with an overview of educational theories and principles, the triad role of the nurse educator, instructional design and evaluation methodologies, and delivery models. Additionally, the experience of evaluating the quality of an educational program is offered. The student will explore the relationship associated with societal learning demands, technological advances and how evidence-based learning outcomes can be achieved through active teaching-learning strategies. It is recommended, but not required that the student have some previous teaching experience ..... 3 s.h.  
Prerequisite: NURS 7000, 7005

**NURS 7028 (U) Transforming Healthcare Performance through Information Technology.** This advanced health informatics course focuses on the critical appraisal of the role of nurse leaders, practitioners, and specialists as they interface with health care information systems for outcomes management and improvement. Advanced data mining skills will be used to evaluate a selected practice issue, provide decision support, identify best practices, and to make evidence-based recommendations for improved patient, system, financial and efficiency outcomes ..... 3 s.h.  
Prerequisite: NURS 7000, 7001, 7006, 7011, 7016

**NURS 7032 (U) Translational Research Project Evaluation.\*** *Students must have identified and gained approval of a community mentor for completion of the translational research project with all contracts, site requirements completed prior to starting the translational research project evaluation course.* The DNP program culminates in the

successful completion of an individual scholarly project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. During this course, students will engage in scholarly inquiry to analyze and evaluate their evidence-based project. The completed project will be presented and will be evaluated by the student's committee. A manuscript for publication is derived from the completion of the translational research project. The student will complete the project under the guidance of a faculty member, committee, and in conjunction with a community preceptor. Upon successful completion of the course, the student will be awarded **180** clinical experiential learning hours ..... 3 s.h.  
 Prerequisite: NURS 7000, 7001, 7005, 7006, 7011, 7012, 7016, 7017, 7022, 7023  
 \*Not designed for transfer

**NURS 7990 Comprehensive Assessment.** Doctoral level. Graduate level nursing at the doctoral level requires a final competency demonstration. The demonstration of final competency at the DNP level is embodied in the culminating translational research project. Elements of the translational research project are founded on the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice. The Essentials document contains outcome competencies deemed essential to all graduates of a DNP program and serves as the guidance and evaluation framework for the DNP graduate's translational research project. The final competency translational research project is guided by and evaluated against a rubric. Students are required to pass according to the minimum requirement of the School of Nursing. Any student who does not meet the requirement (pass) of their comprehensive assessment of their major field will not graduate until the requirement is met.  
 Pass/fail ..... 0 s.h.  
 Prerequisite: NURS 7000, 7001, 7005, 7006, 7011, 7012, 7016, 7017, 7022, 7023, 7027/7028, 7032

**PHIL 2010 (F) Truth, Value, and the Good Life: An Introduction to Philosophy.** This course offers a survey of pivotal philosophical theories relating to truth, value, and the good life. It will provide an introduction to the history of philosophical thought, engender a reflective stance toward these topics, and promote clear and critical thought about the health of our culture and how we ought to live as U.S. and global citizens ..... 4 s.h.

**PHIL 2020 (S) Logic and Critical Thinking.** This course covers the principles of logic and critical thinking. It provides insight into the structure of arguments and the nature of inference, and introduction to basic forms of symbolic logic, and awareness of predominant kinds of informal fallacies. It promotes an appreciation for virtues of sound reasoning and a healthy respect for the gravity of truth..... 4 s.h.

**PHIL 2410 (D) Philosophy of Religion.** A course designed to acquaint the student with some of the basic questions of philosophy of religion, the answers philosophers have given, and to help the student develop answers of his/her own ..... 4 s.h.

**PHIL 2420 (A/S-O) Christian Philosophy.** Introduction to significant philosophical and apologetic thought within the Christian tradition, from the Church Fathers to select contemporary Christian thinkers ..... 4 s.h.

**PHIL 2430 (A/S-E) Classic Islamic Philosophy.** Introduction to significant philosophical thought within the classical Islamic philosophical tradition, from al-Fārābī to Ibn Rushd..... 4 s.h.

**PHIL 2440 (A/F-O) Asian Philosophy.** Survey of principal writings within the Asian philosophical tradition, from the Upanisads to the Buddhist scriptures, and examination of their metaphysical, epistemological, psychological, and ethical standpoints ..... 4 s.h.

**PHIL 2510 (F) History of Philosophy I: Ancient and Medieval Philosophy.** This course is centered on the philosophy of Plato (c.427-347 BCE) and Aristotle (384-322 BCE). It will survey the Presocratic thought that influences their work, carefully examine their most influential writings, and explore schools of Medieval thought that follow in their wake ..... 4 s.h.

**PHIL 2520 (A/S-O) History of Philosophy II: Modern Philosophy.** This course offers a survey and examination of principal works from within the Modern philosophical tradition, from Descartes to Mill ..... 4 s.h.

**PHIL 2530 (A/F-E) History of Philosophy III: 19<sup>th</sup> and 20<sup>th</sup> Century Philosophy.** A survey and examination of significant philosophical thought in the 19<sup>th</sup> and 20<sup>th</sup> centuries. Covers both the analytical and existential traditions..... 4 s.h.

**PHIL 2720 (F) Ethics.** A study of philosophical and religious theories of ethics and of their application to selected problems ..... 2 s.h.

- PHIL 2730 (A/S-O) Biomedical Moral Dilemmas.** A study of the philosophical and theological foundations of biomedical ethics and their application to specific issues such as abortion, euthanasia, organ transplants, and genetic engineering. Cases are examined and discussed ..... 2 s.h.
- PHIL 3740 (D) Ethics Seminar.** Selected ethical issues are examined in detail. Classical ethical theories are studied and applied to each issue. Cases are discussed. Emphasis is placed on student research, writing, and debate. .... 4 s.h.
- PHIL 3750 (A/S-E) Philosophy Seminar: The Meaning of Life.** Philosophy seminar exploring philosophical and religious texts on The Meaning of Life. Students research primary sources, lead class sessions, engage in reflective discussion, attend a class retreat, and write an analytical paper..... 4 s.h.
- PHIL 3760 (D) Aesthetics: The Philosophy of Art, Beauty, and Culture.** This course offers an in-depth study of significant thinking within the field of aesthetics. Students will examine influential theories relating to the nature of art, beauty, aesthetic appreciation, and art criticism; conduct a detailed study of a selected work of art or topic in the field of aesthetics; and reflect on the state of the arts today and the role that they play within contemporary culture..... 4 s.h.
- PHIL 3780 (D) Philosophy of Mind and Consciousness.** This course offers a survey and examination of significant thought from within the philosophy of mind and consciousness. Topics of study include the way in which first-person subjective experience is related to objective brain processes; the neuroscience of cognition and consciousness; the nature of self; altered states of consciousness; and the possibility of artificial intelligence..... 4 s.h.
- PHIL 3790 (D) Environmental Ethics.** Study of ethical thought regarding our relationship to non-human living systems, environmental obligation, conservation, and sustainment..... 4 s.h.
- PHIL 3810 (D) Death, Dying, and Quality of Life.** An explanation of various philosophical, scientific, and clinical views on death, dying, hospice, and the afterlife ..... 4 s.h.
- PHIL 3820 (D) Philosophy of Human Nature.** Survey and examination of philosophical thought relating to the nature of the human being, freewill, value, human rights, happiness, love, purpose, development, and survival..... 4 s.h.
- PHIL 3830 (D) Individual and Society.** A survey and examination of significant philosophical and literary thought on the relationship between the individual and society, from Plato to Orwell. Special attention is placed on the tension between radical individualism and collectivism, along with the role that the media and government play in shaping our views about ourselves as individuals in relation to society at large ..... 4 s.h.
- PHIL 3900 (D) Special Topics.** Detailed examination of select topic in Philosophy..... 4 s.h.
- PHIL 4000 (D) Capstone Project.** Majors will compose a polished philosophical paper under faculty supervision for publication or public presentation ..... 2 s.h.



**PHIL 4990 Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. In order to demonstrate competency in philosophy, students must earn a grade of 8.5 or higher on the rubric for the philosophy capstone project/paper .....0 s.h.



**PHOT 1010 (F/S) Photographic Foundations.** Through a combination of lectures, demonstrations, assignments, and critiques, students learn to see photographically through an exploration of the basic tools, techniques, and aesthetics of digital photography, with an emphasis on the creative use of camera controls, exposure, digital imaging software, and basic output techniques..... 4 s.h.

**PHOT 1500 (D) Macintosh Management.** This course is an introduction to hardware and software management for the Macintosh computing platform. Topics may include use of computers for media production and as a primary component of the full digital lifestyle. No previous computer experience is required for this course ..... 2 s.h.

**PHOT 1510 (D) Multimedia Production.** This course is an introduction to multimedia creation and publishing through the Macintosh computer platform. Instruction in Web design, Digital Video, Audio construction and Interactive disc production will prepare students for a broad range of media projects..... 4 s.h.  
Pre-requisite: PHOT 1500

**PHOT 2010 (F) Digital Photography.** This course is an introduction to technical and creative application of digital imaging. Students will learn full control of their Digital SLR camera and apply it to a variety of situations. Students will explore Digital Asset Management and advanced output options to apply to their own workflow and creative final products..... 4 s.h.

**PHOT 2100 (D) Exhibition Management.** This course is an introduction to the operation and practical management of public display spaces for final photographic or media based products. Students will plan, install, and promote exhibits. .... 1 s.h.  
Pre-requisite: PHOT 1510

**PHOT 2500 (S) Advanced Digital Imaging.** This course will emphasize the creation of expressive visual statements utilizing advanced image manipulation, compositing and publishing ..... 4 s.h.  
Pre-requisite: PHOT 2010

**PHOT 2510 (D) Photographic Book Making.** Students will edit new and previous work in book format. Basic adhesive and non-adhesive handmade bookmaking and print on demand technology will be used. Historical and contemporary photobooks will be studied. .... 2 s.h.  
Pre-requisite: PHOT 2010

**PHOT 3010 (S) Lighting.** This course will introduce photographic lighting in the studio as it applies to still imaging and video. Emphasis will be on control of artificial lighting in a studio situation..... 4 s.h.  
Pre-requisite: PHOT 2010

**PHOT 3700 (D) Photojournalism, Media, and Culture.** Through the investigation and visual exploration of a story pertinent to the community, students are made more aware of the link between journalism, the media and culture. This course deals with the skills, theory, ethics and production of contemporary journalism. Students work collaboratively and individually on a newsworthy project that reflects current issues in the community .....4 s.h.  
Prerequisites: PHOT 2010

**PHOT 3710 (D) Documentary Photography.** This course will involve the study and production of photographs, video and/or audio to document current events or conditions. Students will design a project from concept to creation to presentation. Study of the history and tradition of documentary photographic works will allow a foundation for discussion and exploration in the proposed projects ..... 4 s.h.  
Prerequisite: PHOT 2010

**PHOT 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.

**PHOT 3900 (D) Special Topics.** For Junior and Senior majors .....credit to be arranged

**PHOT 4000 (D) Professional Seminar.** This course is designed to prepare senior level students for practical post-graduation success. Topics included will be final portfolio presentation, entrepreneurial considerations, employment options and senior thesis preparations ..... 1 s.h.  
Prerequisites: Consent of the instructor

**PHOT 4100 (D) Event/Location Management.** This course will provide students with information, skills and techniques necessary for successfully capturing, processing and delivering imagery and media elements from on-location events..... 4 s.h.  
Prerequisite: PHOT 2010

**PHOT 4600 (D) Professional Community Services.** This course is designed to provide students an opportunity to make relevant contributions to the community using their photo and media skills. Student projects may include work with local clients, location management, and end product development .....4 s.h.  
Prerequisite: PHOT 2010

**PHED 1110 (F/S) Wellness for Life.** This course provides each student an opportunity to assess his/her wellbeing through a battery of physical fitness tests. Class content includes basic principles that support a physically active lifestyle. Each student is challenged to consider the personal, spiritual, and social responsibilities of maintaining an implementation of physical activity ..... 2 s.h.

**PHED 1120 (D) Aerobics/Kickboxing**..... 1 s.h.

**PHED 1130 (D) Badminton** ..... 1 s.h.

**PHED 1140 (D) Fly Fishing** ..... 1 s.h.

**PHED 1150 (S) Beginning Golf** ..... 1 s.h.

**PHED 1160 (S) Intermediate Golf** ..... 1 s.h.

**PHED 1180 (F) Beginning Tennis** ..... 1 s.h.

**PHED 1190 (F) Intermediate Tennis** ..... 1 s.h.

**PHED 1210 (F/S) Weight Training** ..... 1 s.h.

**PHED 1220 (S) Volleyball**..... 1 s.h.

**PHED 1230 (D) Racquetball**..... 1 s.h.

**PHED 1240 (D) Beginning Yoga.** This course is an introduction to yoga and focuses on the development of the physical body to increase flexibility, balance, and strength. Course includes stretching, correct yoga postures, breathing, and philosophy ..... 1 s.h.

**PHED 1250 (D) Intermediate Yoga.** This course is designed for students who are already familiar with the traditional postures of yoga and are ready to practice more difficult postures, as well as inversions and arm balances. This course will require greater physical strength, flexibility, and physical endurance than the beginning class..... 1 s.h.  
Prerequisite: PHED 1900 or permission from the instructor

**PHED 1260 (F/S) RAD (Rape Aggression Defense) Training.** The Rape Aggression Defense (RAD) course is specifically designed to empower women to take charge of their own survival. This course will concentrate on domestic situations and combines discussion, instruction, and physical activity to educate women in prevention strategies and self-defense techniques to avoid rape and physical assault. The participants will take part in an optional simulated live attack. RAD is taught in a safe, secure environment with sensitivity to the needs, values, and wellbeing of women ..... 1 s.h.

- PHED 1270 (F) Indoor Racquet Sports.** This course will introduce the basic skills, rules, and strategies of badminton, pickleball, and racquetball, and provide the student an opportunity to develop an intermediate level of skill in each..... 1 s.h.
- PHED 1280 (D) Zumba.** This course is designed to give an intensive cardio workout using Latin-inspired music and dance movements, creating a fun, exciting, and exhilarating fitness challenge..... 1 s.h.
- PHED 1290 (S) Hiking.** The course will introduce basic skills and knowledge of hiking. Topics receiving special emphasis will include: safety, clothing/equipment, map/trail reading/ navigating with a compass, simple outdoor cooking/food preparation, and emergency care ..... 1 s.h.
- PHED 1291 (F/S) Archery.** The beginning archery course is designed to introduce learners to the sport of target shooting with a recurve bow. This course will focus on range safety, equipment, stance, posture, aiming, follow-through, and scoring. There is a \$50 course fee..... 1 s.h.
- PHED 1620 (F/S) CPR.** This course trains students in cardiopulmonary resuscitation. Successful completion can lead to American Red Cross certification ..... 1 s.h.
- PHED 1630 (F/S) First Aid.** This course trains students in basic first aid. Successful completion can lead to American Red Cross certification ..... 1 s.h.
- PHED 2010 (F) Personal and Community Health.** This course will explore a variety of personal and community health issues including personal hygiene, disease prevention, healthy lifestyle decisions, mental health, drug and alcohol use and abuse, safety education, and environmental health ..... 4 s.h.
- PHED 2110 (S) Varsity Baseball** ..... 1 s.h.
- PHED 2120 (S) Varsity Basketball-Men** ..... 1 s.h.
- PHED 2130 (S) Varsity Basketball-Women.** ..... 1 s.h.
- PHED 2140 (S) Varsity Cheerleading**..... 1 s.h.
- PHED 2141 (S) Varsity Dance** ..... 1 s.h.
- PHED 2142 (S) Varsity Acrobatics** ..... 1 s.h.
- PHED 2150 (F) Varsity Soccer-Women** ..... 1 s.h.
- PHED 2160 (F) Varsity Soccer-Men**..... 1 s.h.
- PHED 2170 (S) Varsity Tennis-Men**..... 1 s.h.
- PHED 2180 (S) Varsity Tennis-Women** ..... 1 s.h.
- PHED 2190 (F) Varsity Volleyball-Women** ..... 1 s.h.
- PHED 2191 (S) Varsity Volleyball-Men** ..... 1 s.h.

<b>PHED 2200 (S) Varsity Golf-Men</b> .....	1 s.h.
<b>PHED 2201 (S) Varsity Golf-Women</b> .....	1 s.h.
<b>PHED 2210 (F) Varsity Cross-Country-Women</b> .....	1 s.h.
<b>PHED 2211 (S) Varsity Track &amp; Field-Women</b> .....	1 s.h.
<b>PHED 2220 (F) Varsity Cross-Country-Men</b> .....	1 s.h.
<b>PHED 2221 (S) Varsity Track &amp; Field-Men</b> .....	1 s.h.
<b>PHED 2230 (S) Varsity Softball</b> .....	1 s.h.
<b>PHED 2240 (S) Varsity Swimming/Diving-Women</b> .....	1 s.h.
<b>PHED 2241 (S) Varsity Swimming/Diving-Men</b> .....	1 s.h.
<b>PHED 2250 (F) Varsity Wrestling -Men</b> .....	1 s.h.
<b>PHED 2251 (F) Varsity Wrestling-Women</b> .....	1 s.h.
<b>PHED 2260 (S) Varsity Cycling-Men</b> .....	1 s.h.
<b>PHED 2261 (S) Varsity Cycling-Women</b> .....	1 s.h.
<b>PHED 2500 (S) Recreational Leadership.</b> This course focuses on teaching a variety of mental, active, and sports-related games for both school and recreational settings. ....	2 s.h.
<b>PHED 2800 (D) Beginning Ballet</b> .....	1 s.h.
<b>PHED 2810 (D) Intermediate Ballet/Pointe Technique</b> .....	1 s.h.
<b>PHED 2820 (D) Modern and Interpretative Movement</b> .....	1 s.h.
<b>PHED 2830 (D) Jazz/Choreography</b> .....	1 s.h.
<b>PHED 2832 (D) Hip Hop Dance</b> .....	1 s.h.
<b>PHED 2833 (D) Lyrical Dance</b> .....	1 s.h.
<b>PHED 2840 (D) Ballroom Dance.</b> The basics of tempo, form, and etiquette are taught and several basic ballroom steps for foxtrot, swing, cha-cha, tango, waltz, and others.....	1 s.h.
<b>PHED 2850 (D) Folk and Square Dance</b> .....	1 s.h.
<b>PHED 2910 (F) Athletic Administration.</b> This course emphasizes the plans of organization, supervision, administrative policies, budget and finance, legal aspects, staff, physical plant, equipment and facilities, scheduling, and problems and procedures in conducting an athletic program. This course will also explore a variety of sports-related career fields .....	2 s.h.

**PHED 2920 (F) Sport Marketing.** This course will explore basic marketing concepts in the sports industry, including fundraising, advertising, sales, and sports promotions ..... 2 s.h.

**PHED 2940 (S) Psychology of Coaching.** This course includes the application of basic psychological principles to everyday coaching situations and problems ..... 2 s.h.

**PHED 3200 (F) Event Management.** Through a combination of theory and practice, this course will explore the basic principles of the organization, promotion, and management of various sporting events ..... 2 s.h.

**PHED 3530 (D) Volleyball Officiating.** This course is designed to train students in the techniques of officiating volleyball, leading to certification as an official ..... 2 s.h.

**PHED 3565 (S) Ethics and Legal Issues in Sport Management.** This course will provide students an opportunity to examine moral and ethical concepts, principles, and issues in the administration and organization of sport. This course will also aid students in gaining a basic understanding of tort law and legal issues prevalent in sport management, as well as give students direction in developing a program of risk management and liability assessment for a variety of sport specific situations ..... 4 s.h.

**PHED 3580 (F) Sport Finance.** This course is designed to expose students to basic financial concepts as they relate to sport. Analyzing and performing budget functions is also part of this class ..... 2 s.h.

**PHED 3590 (S) Sport Facilities.** This course is designed to examine the concepts of athletic/sport facility design and layout. Part of the course will include visiting and analyzing facilities and designing a sport complex ..... 2 s.h.

**PHED 3600 (F) Teaching Individual/Dual Sports.** A study of the rules, strategies, and performance mechanics of a variety of individual and dual sports such as golf, tennis, racquetball, badminton, pickleball, bowling, and track, with emphasis on teaching these sports ..... 4 s.h.

**PHED 3610 (S) Teaching Team Sports.** A study of the rules, strategies, and performance mechanics of a variety of team sports including volleyball, basketball, soccer, and softball ..... 4 s.h.

**PHED 3620 (A/S-E) Adaptive Physical Education.** This course explores the principles and techniques necessary for adapting physical education activities to meet the needs of children and adolescents with special needs ..... 2 s.h.  
Prerequisite: PSYC 3300

**PHED 3650 (A/F-O) Assessment and Evaluation.** This course will explore the methods of constructing, selecting, administering, and interpreting a variety of cognitive, motor skill, and physical fitness tests. Also included are procedures for analyzing, converting, and evaluating students' scores for grading purposes ..... 3 s.h.  
Prerequisites: MATH 1560

**PHED 3660 (D) Program Organization and Administration.** A study of methods of organizing and administering physical education and intramural programs. Topics covered include philosophy, budgeting, problem solving, leadership, personnel management, facility management, equipment management, and liability and risk management ..... 2 s.h.

**PHED 3800 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.

**PHED 3900 (D) Special Topics.** Open to advanced students with the consent of the department .....credit to be arranged

**PHED 4990 (F/S) Comprehensive Assessment.** Comprehensive assessment in Physical Education allows students to demonstrate competency in lesson development, presentation of content knowledge, and application of business knowledge by means of a portfolio that is presented to department faculty. The portfolio is completed near the end of the semester in which the student intends to graduate..... 0 s.h.





**Course Descriptions**  
**Physics**  
**PHYS**

**PHYS 2010 (F) Physical Science.** This course is an introduction to the study of matter and energy with practical applications of science to modern technology and engineering. Topics covered include a description of motion, forces such as gravity and electromagnetism including how they affect motion, thermodynamics, optics, wave motion, and atomic and nuclear physics. Engineering concepts might include energy production and use, the application of basic principles of physics to environmental concerns, the growing influence of computers and robotics, and future medical advances..... 4 s.h.

**PHYS 2030 (S) Survey of Astronomy.** An introductory study of the solar system, stars and stellar evolution, star clusters, galaxies, and cosmology. This class is lecture and small group discussion, with several evening labs scheduled when opportunities to use the observatory present themselves, and several computer simulation experiments done outside of class..... 4 s.h.  
Recommended Prerequisite: Students planning to pursue educator preparation licensure are encouraged to complete the PHYS 2010 prior to enrolling in PHYS 2030.

**PHYS 2210 (F) General Physics I.** This is the entry-level course for all students enrolled in one of the science majors. This calculus-based course includes Newtonian mechanics, wave motion, thermodynamics, computer-based laboratory experience, and extensive problem solving. Two hours of laboratory each week..... 4 s.h.  
Prerequisite: MATH 2350

**PHYS 2220 (S) General Physics II.** This is a continuation of Physics 2210, and includes electricity and magnetism, circuits, optics and modern physics. Two hours of laboratory each week ..... 4 s.h.  
Prerequisite: MATH 2350

**PHYS 3010 (A/F-O) Theoretical Mechanics.** Kinematics, force fields, work and energy in mechanical systems, free and forced harmonic oscillations, Lagrangian and Hamiltonian formalisms, central force motion and collisions.....4 s.h.  
Prerequisites: PHYS 2210, 2220  
Co-requisite: MATH 3430

**PHYS 3030 (A/F-E) Electricity and Magnetism.** Classical electricity and magnetism including electrostatics, Laplace's equation, multipole expansions and magnetostatics ..... 4 s.h.  
Prerequisites: PHYS 2210, 2220  
Co-requisite: MATH 2370

**PHYS 3052 (D) Optics.** Image formation using lenses and mirrors, interference, Fraunhofer and Fresnel diffraction, and polarization..... 4 s.h.  
Prerequisites: PHYS 2210, 2220

**PHYS 3060 (D) Introduction to Modern Physics.** An introduction to special relativity, quantum physics, nuclear physics, and other modern topics. Includes selected applications to modern technologies..... 4 s.h.  
Prerequisites: PHYS 2210, 2220

**PHYS 3072 (D) Heat and Thermodynamics.** A study of the concepts of temperature and heat, thermodynamic systems, the first and second laws of thermodynamics, entropy, and ideal gases with applications to various thermodynamic systems..... 4 s.h.  
Prerequisites: PHYS 2210, 2220

**PHYS 3401 (D) Medical Physics.** Modern science has had a profound impact upon the diagnosis and treatment of human diseases. The safe use of radioactive isotopes for treatment of various cancers is an example of how physics is applied to medicine. MRI, PET, CT, and other techniques illustrate the new diagnostic tools that have grown from modern technology. It will include field trips to local hospitals ..... 4 s.h.  
Prerequisites: PHYS 2210, 2220

**PHYS 3500 (D) Computational Physics.** This course covers basic computational techniques for solving physical systems, including numerical solutions of differential equations, Monte Carlo methods, and ground state systems ..... 4 s.h.  
*No prerequisites for this course.*

**PHYS 3502 (A/F-O) Experimental Methods.** An introduction to data analysis, error analysis, propagation of error, basic mathematical statistics, and a study of significant historical experiments that will be reproduced in a two-hour laboratory setting each week..... 2 s.h.  
Prerequisites: PHYS 2210, 2220

**PHYS 3510 (D) Electronics.** A study of basic dc and ac circuits with emphasis on analog and basic digital electronic circuits and devices. Circuit theory is developed for diodes, transistors, operational amplifiers, and logic gates. One two-hour laboratory each week..... 2 s.h.  
Prerequisites: PHYS 2210, 2220

**PHYS 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.  
Prerequisites: PHYS 2210, 2220

**PHYS 4080 (A/S-O) Introductory Quantum Mechanics.** Introduction to quantum mechanics, with emphasis on the Schrodinger equation, operators and expectation values, sectionally constant potentials, the harmonic oscillator, the one electron atom, and angular momentum ..... 4 s.h.  
Prerequisites: PHYS 2210, 2220

**PHYS 4201 (A/S-O) Advanced Topics.** A systematic study of classical and modern physics topics including reproducing laboratory experiments. Two hours of laboratory each week ..... 2 s.h.  
Prerequisites: PHYS 2210, 2220

**PHYS 4900 (D) Special Topics.** This course may be theoretical or experimental and should lead to a Senior thesis. This is the common forum in which new courses are developed, or

courses of special interest are taught. Often the outgrowth of directed and/or independent study with a research group, either at King or through a NSF sponsored REU or similar experience.....credit to be arranged  
Prerequisite: At least 16 s.h. of Physics and the consent of the program coordinator

**PHYS 4990 Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. All students will have to Pass according to the minimum requirement of their department. Any student who does not meet the requirement (Pass) of their comprehensive assessment of their major field will not graduate until the requirement has been met..... 0 s.h.

**PSCI 2010 (F) United States Government.** This introductory course addresses such basic questions as: Who has power in the United States? How are decisions made? Can we make a difference? Pluralist and Elite theories are examined. The course broadly surveys the American political system focusing on the Constitution, political processes, and government institutions. Non-government institutions such as interest groups and the media are also considered ..... 4 s.h.

**PSCI 2020 (S) World Politics.** This introductory course to world politics examines the nation-state, power, war, and cooperation—in short, the nature of the international political system. This course surveys the predominant theoretical paradigms that explain the international political system, the historical evolution of the international political system, sources of conflict in world politics, international political economy, as well as features of international government..... 4 s.h.

**PSCI 2120 (F/S) Cultural Diversity in America.** An examination of the socio-demographic, cultural, political, religious, and economic heritage of America's major ethnic groups (White Ethnics, African Americans, Native Americans, Latinos, Asian American, Arab Americans). This course is designed to incorporate the methodologies of history, anthropology, sociology, cultural studies, political science and economics. Students will begin with an examination of the concepts of prejudice and discrimination, explore these concepts as they encounter each major ethnic group, and end the course with personal statements of their own racial and ethnic identity development. Additional emphasis placed on Appalachian heritage and gendered roles of ethnic men and women. Students in this course will read and interpret relevant course texts, take quizzes, write essays, participate in class discussions and small group discussion, conduct research using peer reviewed resources, and conduct qualitative interviews to increase cultural knowledge of major ethnic groups, to acknowledge personal prejudice, and to confront stereotypes..... 4 s.h.

**PSCI 2200 The Future of Citizenship.** Since its first conception, the notion of who can be a citizen and what citizenship entails has changed. In the United States the rights and privileges of citizenship have been won by an increasing proportion of the population since the founding of the nation. Those considered outside the realm of full political equality have organized resources to obtain recognition and rights to participate in governing. By claiming the rights of citizenship, women, minorities, and young people have won the right to vote and equal protections under the Constitution. Outside of the U.S. context, groups have worked to shape their own governments through both political and extra-political means. The course surveys the practice of American citizenship and asks what this means in a global age. Students will reflect on their own practice of citizenship, the challenges of being engaged citizens in the federal system of the U.S., and what it means to be citizens in an increasingly diverse nation and interdependent world..... 4 s.h.

**PSCI 2320 (D) American Politics after 9/11.** On September 11, 2001, four hijacked passenger airplanes were deliberately crashed into civilian and military targets in Washington, DC, New York, and Pennsylvania. It was the first foreign assault on the

American mainland in modern times, and its impact on US politics has been extraordinary. Students will trace the transformation of American politics since 9/11 and delineate its major features. Students will examine the US response to 9/11 with particular reference to national security and the “global war on terrorism,” among other issues. The events of 9/11 and their ramifications will serve as the background for a thorough assessment of core elements of contemporary American political life, including Congressional checks and balances, civil rights and liberties, bureaucratic institutions, and the role of the media and interest groups.....4 s.h.

**PSCI 2900 (D) Special Topics in Political Science.** Advanced readings and research for Juniors and Seniors majoring in Political Science/History.....2-4 s.h.

**PSCI 3020 (A/S-E) The American Presidency.** This course examines the original design, history, and political significance of the Chief Executive of the United States, including elections, shared government with Congress, and the constitutional basis for presidential power, both domestically and internationally. Students will examine the careers of various presidents and learn to assess their contributions, for better or worse, to American political life.....4 s.h.  
Prerequisite: PSCI 2010

**PSCI 3210 (D) American Law.** An introduction to the study of American law and the American legal system, focusing on the development and contemporary interpretation of the American Constitution. The case method of analysis is utilized.....4 s.h.  
Prerequisite: PSCI 2010

**PSCI 3250 (D) Politics and History of China.** An introduction to the study of Chinese politics and history. Traditional China will be considered, yet the focus will be on China since the Revolution of 1911: the Chinese civil war, the Sino-Japanese war, the rise of communism, the People’s Republic of China, and recent domestic and foreign policy .....4 s.h.

**PSCI 3220 Current Issues in US Public Policy.** This course will examine a salient current issue in American public policy, including the theoretical principles pertinent to the issue, its development throughout American history, the contemporary contending policy positions surrounding it, the effects of the media, interest groups, government actors, grassroots campaigns, and public opinion upon the public policies related to the issue. Finally, this course will compare and contrast American policies against policies and practices in other nations .....4 s.h.  
Prerequisite: PSCI 2010

**PSCI 3500 (S) Comparative Politics.** This course engages in the comparative analysis of the various forms of government in the world, and analyses how different governments are disposed to serve different types of societies. Their political and social systems are examined to answer questions such as: How do nation states differ? How are they similar? How are nation-states developing? What is the impact of tradition? This course moves from the theoretical and general to the specific study of various countries, including The United States, Great Britain, Russia, China, India, Iran, and others.....4 s.h.

**PSCI 3710 (F) Political Thought.** Political thought & its development from the Greek city-state to the political philosophers of the 20<sup>th</sup> century is examined in this two course sequence. While students should preferably take the courses in sequence, there is no

absolute rule that they do so. Plato, Aristotle, and subsequent thinkers through the Middle Ages are considered in this course ..... 4 s.h.  
Prerequisite: PSCI 2010, PSCI 2020

**PSCI 3720 (S) Modern Political Thought.** Political thought & its development from the Greek city-state to the political philosophers of the 20<sup>th</sup> century is examined in this two course sequence. While students should preferably take the courses in sequence, there is no absolute rule that they do so. Prominent political thinkers from Machiavelli through the contemporary era are studied in this course ..... 4 s.h.  
Prerequisite: PSCI 2010, PSCI 2020

**PSCI 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.

**PSCI 3900 (D) Special Topics in Political Science.** Advanced readings and research for Juniors and Seniors majoring in Political Science/History ..... 2-4 s.h.

**PSCI 3920 (D) Seminar in Non-Western Studies.** Using an interdisciplinary approach, this course will investigate, analyze, and report on a broad range of social science topics relating to a particular third world region. The area studied will rotate among African studies, Latin American studies, and Asian studies..... 2-4 s.h.  
Prerequisite: PSCI 3500

**PSCI 4990 Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.A. in Political Science/History students must earn a passing grade on the ACAT—Area Concentration Achievement Test in history... ..... 0 s.h.

**PSYC 1520 (F/S) General Psychology.** An introductory survey of the major areas of current psychology such as the scientific method, the biological bases for behavior, sensation and perception, consciousness, learning, memory, language and thought, motivation and emotion, life-span development, personality, stress and coping, psychological disorders, psychotherapy, and social behavior. Emphasis on the methods of obtaining reliable knowledge of human behavior and cross-cultural perspectives on that research and theory..... 4 s.h.

**PSYC 2200 (F) Marriage and the Family.** An introduction to a developmental study of marriage and family life (as a quest for intimacy) in a world of rapid social change. Special attention is given to American myths; diversity in families; gender roles; sexuality, dating, falling in love; mate selection; the single option; communication, power, and conflict in marriage; work and home; parenting; the family life cycle; family crisis; separation and divorce; remarriage; and step-families ..... 4 s.h.

**PSYC 3000 (S) Social Psychology.** An analysis of the ways in which the social environment influences thought, affect, and behavior. Topics covered include how we perceive our social world and the causes of events, stereotyping and prejudice, attitude formation and change, group processes, close relationships, self-concept and self-esteem. Emphasis is on the use of both theory and research to understand the social influences on why we think, feel, and behave the way we do ..... 4 s.h.  
Prerequisite/Co-requisite: PSYC 1520

**PSYC 3010 (F) Spiritual Formation and the Book of James.** Spiritual formation, our participation in the sanctification process, is the explicit responsibility of every believer according to James. This course is designed to integrate applied theology and clinical psychology into a strategy for understanding and fleshing out these challenges from the Epistle of James by using the trials of life as opportunities for growth. Students will learn the primary tasks of life, the attitudes that are commanded scripturally and substantiated by psychological research, and a strategy for the development of virtue..... 2 s.h.  
Prerequisite: Junior or Senior Standing

**PSYC 3040 (F) Cognitive Psychology.** The study of how people acquire, store, and use information with special emphasis on the impact of advances in brain and computer research. Basic topics include perceptual processes, attention, automatic processing, implicit and explicit memory, declarative and episodic memory, forgetting and disorders of memory ..... 4 s.h.  
Prerequisite/Co-requisite: PSYC 1520

**PSYC 3050 (F/S) Lifespan Human Development.** A study of the growth and development of the individual from conception to death. Emphasis will be placed on the multidimensional nature of development (physical, cognitive, emotional, and social) paying special attention to diversity in individual life paths and the multiple interacting contextual influences on development (biological, psychological, social, community, societal, cultural, and

historical). This course includes the study of major developmental theories and concepts as well as the research methods used in the study of lifespan development ..... 4 s.h.  
Prerequisite/Co-requisite: PSYC 1520

**PSYC 3100 Statistics for the Social Sciences.** A comprehensive presentation of the statistics that social scientists use to describe information in meaningful ways and to test hypotheses about human thought, behavior, and emotion. Topics covered include the role of statistics in the research process, frequency distributions, sampling, descriptive statistics, hypothesis testing, correlation, analysis of variance, and non-parametric tests ..... 4 s.h.  
Prerequisite/Co-requisite: PSYC 1520

**PSYC 3150 (F) Research Methods and Measurement in Psychology.** A comprehensive presentation of the diverse methodologies that psychologists use to test hypotheses about human thought, behavior and emotion, including a discussion of how psychologists measure psychological variables. Topics covered include correlational design, experimental design, quasi-experimental designs, measurement theory, case studies, autobiographical narratives, methods of observation, research ethics, and the preparation of research manuscripts for publication. By the end of the course, students will have critiqued published research articles and developed a research proposal summarizing a psychological study they plan to do the following semester..... 4 s.h.  
Prerequisite/Co-requisite: PSYC 1520, 3100

**PSYC 3200 (S) Individual Research Project.** Each student, with the supervision of the professor, will conduct a research project. This will involve reviewing the literature in a particular area of study, developing a sound research hypothesis, designing a study to test the hypothesis, data collection and analysis, discussing the implications of results, and writing a manuscript.....2-4 s.h.  
Prerequisite/Co-requisite: PSYC 1520, 3100, 3150

**PSYC 3220 (F) Educational Psychology.** An application of theory and research on learning and motivation to cognitive growth and development in educational settings. Topics include theories of development, behavioral theories of learning, information processing and memory, models of effective instruction, classroom management and discipline, accommodation of individual differences (cultural, social, ethnic, and racial), evaluation, and using and interpreting standardized tests ..... 4 s.h.  
Prerequisite: PSYC 1520  
*(PSYC 1520, while recommended, is not a prerequisite for those students who have declared a secondary education concentration.)*

**PSYC 3310 (S) Child Development.** Study of the growth and development of the individual from conception through childhood, emphasizing physical, cognitive, language and communication, social and emotional development. Includes study of major developmental theories and concepts that are applied to childhood as well as the major research methods used in the study of children. Naturalistic observation is used to gain insights into the process of child development..... 4 s.h.  
Prerequisite: PSYC 1520

**PSYC 3320 (F) Adolescent Development.** Study of the growth and development of the adolescent with emphasis on the biological changes at puberty, cognitive development, the contexts of adolescence (families, peers, schools, and culture) social, emotional and personality development (the self-identity, gender, sexuality, moral development, values,



religion, achievement, careers, and work issues), and adolescent problems. Includes study of major developmental theories and concepts that are applied to adolescence as well as the research methods used in the study of adolescents. Naturalistic observation, interviews, and research literature review are used to gain insights into the process of adolescent development..... 4 s.h.  
Prerequisite: PSYC 1520

**PSYC 3530 (A/S, O) Sensation and Perception.** This course will be a study of how humans sense and perceive the world. The course will include an evaluation of sensory and perceptual processes and how those processes culminate in our rich perception of the world. Special emphasis will be placed on psychophysical procedures, visual perception and auditory perception. In addition, topics in olfaction, taste, touch, and the influence of knowledge on perception will also be addressed ..... 4 s.h.  
Prerequisite: PSYC 1520

**PSYC 3620 (S) Industrial and Organizational Psychology.** An exploration of how individuals function in highly organized social systems with an emphasis on personnel decisions, training, motivation, job satisfaction, and leadership ..... 4 s.h.  
Prerequisite: PSYC 1520

**PSYC 3700 (A/S, E) History and Systems of Psychology.** A study of dimensions in the intellectual history of psychology including an examination of the effects of politics, wars, ethnicity, finances, and inventions. Similarities and differences between the development of psychology and that of other sciences will be examined along with the meaning of psychology's history for the current study of psychology ..... 2 s.h.  
Prerequisites: PSYC 1520, plus two other psychology courses.

**PSYC 3800/3830 Internship/Cooperative Education.** (D) For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.  
*(Prerequisites for PSYC 3800 or 3830 are five major courses, Junior or Senior standing, 2.50 minimum grade point average, and departmental approval.)*

**PSYC 3900 (S) Special Topics in Psychology.** Advanced readings and research for individual outstanding juniors and seniors majoring in Psychology ..... 2 s.h.

**PSYC 4000 (A/S, E) Theories of Personality.** A survey of the major psychological perspectives on human nature (dynamic, dispositional, phenomenological, and cognitive/behavioral), including how each perspective does research, assessment, and treatment, and how each explains the origins and development of personality ..... 4 s.h.  
Prerequisite/Co-requisite: PSYC 1520

**PSYC 4050 (F) Abnormal Psychology.** This course covers the diagnostic criteria and major theoretical explanations for various psychological disorders, including anxiety, mood, psychotic, and personality disorders..... 4 s.h.  
Prerequisite/Co-requisite: PSYC 1520

**PSYC 4100 (A/S, O) Theories of Counseling.** Survey of the major theoretical models of psychotherapy (dynamic, phenomenological, cognitive/behavioral, and family systems). A discussion of practical elements of counseling (ethical considerations, interviewing, confidentiality, ethnicity, and credentials) is included ..... 4 s.h.  
Prerequisite/Co-requisite: PSYC 1520

**PSYC 4150 (S) Group Dynamics.** A survey of the basic issues of group process, including legal, cultural, ethical, and professional issues. Stages of group development and group leadership skills will be explored from both theoretical and experiential perspectives ..... 4 s.h.

Prerequisite/Co-requisite: PSYC 1520

**PSYC 4200 (S) Introduction to Christian Counseling.** The study and application of integrating the orthodox Christian faith and the vocation of people-helping. An examination of various integration strategies and the theological basis of each as well as an examination of some basic strategies for Christian counseling. Students will practice what they have been exposed to in the form of a peer-mentoring relationship .....2-4 s.h.

Prerequisite/Co-requisite: PSYC 3010; Junior or Senior Standing: PSYC 1520

**PSYC 4250 Applied Psychology.** This course will introduce students to the application of psychology in a variety of settings and work situations. The student will be introduced, although not exclusively, to clinical psychology, health psychology, educational psychology, occupational psychology, and forensic psychology. The students will explore the major historical trends and research methods common to these areas of applied psychology. Additionally, students will explore a variety of career options in psychology ..... 4 s.h.

Prerequisite/Co-requisite: PSYC 1520

**PSYC 4990 Comprehensive Assessment.** All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.S. in Psychology, students must complete the Psychology Major Field Achievement Test (MFAT) ..... 0 s.h.

**RELG 1001 (F/S/S) Foundations of Christian Thought and Practice.** A general survey of Christian thought and practice utilizing both the Biblical text and human witness ..... 4 s.h.

**RELG 1002 Foundations of Christian Thought and Practice—Narratives & Poetry.** A general survey of Christian thought and practice utilizing both the Biblical text, history of Christianity, theological interpretation and human witness. Focus will be placed on understanding narrative and poetry in the Old Testament ..... 1 s.h.

**RELG 1003 Foundations of Christian Thought and Practice—Prophecy & Gospel.** A general survey of Christian thought and practice utilizing both the Biblical text, history of Christianity, theological interpretation and human witness. Focus will be placed on understanding prophecy and apocalyptic in both the Old and New Testaments ..... 1 s.h.

**RELG 1004 Foundations of Christian Thought and Practice—Letters & Apocalypse.** A general survey of Christian thought and practice utilizing both the Biblical text, history of Christianity, theological interpretation and human witness. Focus will be placed on understanding gospels (ancient Greco-Roman biography) and letters (Greco-Roman letters) in the New Testament ..... 1 s.h.

**RELG 1005 Foundations of Christian Thought and Practice—Framing a Christian Worldview.** A general survey of Christian thought and practice utilizing both the Biblical text, history of Christianity, theological interpretation and human witness. Focus will be placed on framing and writing a Christian worldview ..... 1 s.h.

**RELG 2430 (A/S-O) Encountering the World’s Religions.** This course is a survey dealing with the ideas and practices of the world’s major religions. This introduction provides opportunity for Christian interface with world religions, cults, and sects ..... 4 s.h.

**RELG 2500 Introduction to Islam.** Islam encompasses many forms of practice, scriptural interpretations, and religious knowledge, but only some forms of Islam become the focus of mainstream public attention. In this course, we will examine some of the fundamental precepts, practices, and history of this religion from an academic perspective. Special attentions will be given to militant interpretations of Islam ..... 4 s.h.

**RELG 3020 (A/S-E) Theory and Method in the Study of Religion.** This course is an introduction to theories and methods that scholars employ in the critical examination of religious beliefs, behaviors, and experiences. The class will look into the ideas of public and private religious ideas, critical review by religious peers, as well as the subjectivity of religious debate in the scholarly realm ..... 4 s.h.

**RELG 3210 (A/F-O) Introduction to Theology.** Examines the basic contents of Christian theology. It investigates theological- methodology, the philosophical presuppositions of various theological systems, and provides a basic acquaintance with theological vocabulary through readings and by survey of various creeds and confessions..... 4 s.h.

**RELG 3290 (D) The American Religious Experience.** A broad survey of American religious history from Puritanism to the present, focusing upon the major events in the development of American religious institutions, the shaping of American churches, and the impact of religion on American culture and institutions ..... 4 s.h.

**RELG 3292 (A/F-O) Religion and Politics in a Global Context.** This course examines the prominent place of religion in this religiously plural geopolitical environment. It explores Judaism, Islam, Catholicism, Native American traditions, white Protestantism, and African and Asian religions, and their expression in global communities. It examines the relationship between politics and religion and its impact on contemporary events ..... 4 s.h.

**RELG 3460 (A/S-E) Rendering the Sacred in Film.** An analysis of the relationship between religion and film. This class will use various film critical theories in order to analyze directors and their use of religious imagery and the concept of the sacred. In particular, the course will view and study the work of directors such as Mallick, Kieslowski, Tarkovsky, and Aronofsky ..... 4 s.h.

**RELG 3800/3830 Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning ..... 2 s.h.  
Prerequisite: 12 s.h. of Philosophy and Religion

**RELG 3850 (A/F-O) History of the Christian Movement.** This survey of Church History is an introductory course to the study of Christian Ecclesiastical History. It seeks to survey the important persons, ideas, and movements in the spread of the Christian faith, along with its impact upon the world. In addition, the course seeks to heighten awareness of the historical dimension of life and the Christian community, to increase understanding of the historical method and some of its problems as it applies to matters of church history, and to explore ways in which the study of history is beneficial for the contemporary church, especially as they relate to matters of evangelism, spirituality and piety, and cultural interaction ..... 4 s.h.

**RELG 3900 (D) Special Topics.** Open to advanced students with the consent of the department ..... credit to be arranged

**RELG 4750 (D) Calvin.** An introduction to the life and thought of sixteenth century reformer John Calvin. Comparisons are drawn between him and his contemporaries and also between Calvin and his followers. Calvin's *Institutes of the Christian Religion* will serve as a basic text along with other writings by him and some modern Reformed theologians..... 4 s.h.

**RELG 4990 Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. Comprehensive assessment in religious students demonstrates competency in the

graduating student's major field in these areas: Biblical content, theology, philosophy, and critical thinking and analysis. For a B.A. in Religious Studies students must earn a passing grade on the Philosophy and Religion Department Comprehensive Exam..... 0 s.h.

**SAIS 2310 (F) Espionage and Intelligence.** This course serves as an introduction to the institutional structure and evolving mission of the United States Intelligence Community and examines the complex political interface between intelligence policy and democratic citizenship in contemporary America ..... 4 s.h.

**SAIS 2330 (S) International Terrorism.** Since the end of the Cold War, direct threats to America’s security have not come from Soviet-style conventional armies, but rather from underground transnational groups, such as computer hackers, nuclear weapons smugglers, or militant Islamists. This course serves as an introduction to the constantly changing landscape of contemporary unconventional security threats, and examines the complex geopolitical identities of America’s non-state adversaries ..... 4 s.h.

**SAIS 2350 (F) Introduction to Intelligence Analysis.** This introductory that trains students in the methodologies of analyzing intelligence for the purpose of informing policy decisions. Course participants are instructed to use techniques of crafting factual analyses, reducing ambiguity, avoiding cognitive traps and employing incremental analysis. Students are evaluated in accordance to their dedication to the scientific method, objectivity, and display of intellectual precision ..... 4 s.h.

**SAIS 3310 (F) Covert Action: From Secrets to Policy.** State-sanctioned covert actions are secret operations that may become known to an adversary, or to the world at large, but the responsible parties cannot always be traced or conclusively proven. This mid-level course examines selected case studies of covert actions and assesses their strategic and political impact, as well as their value as a policy option for governments ..... 4 s.h.  
Prerequisite: PSCI 2310 or 2330

**SAIS 3350 (S) Advanced Intelligence Analysis.** This upper-level course requires participants to use the technical knowledge they acquired in Introduction to Intelligence Analysis in order to perfect their analytical tradecraft. Emphasis is given to analytical forecasting and analytical reasoning, exercised through group work and peer review ..... 4 s.h.  
Prerequisites: PSCI 2350

**SAIS 3380 (F) Counterterrorism: Concepts and Methods.** An introductory course that outlines the strategies, tactics and techniques that government agencies adopt in response to unconventional security threats in the post-9/11 period. Particular attention is given to tactical partnerships between intelligence and security agencies, and multinational organizations, non-state actors, as well as the private sector, in order to advance counterterrorist objectives ..... 4 s.h.

**SAIS 3390 (S) Intelligence Ethics.** This multi-disciplinary course explores the normative aspects that inform both clandestine operations and intelligence collection. Students are prompted to examine a variety of real-life case studies that illustrate the theoretical, empirical, or historical aspects of intelligence ethics. Known intelligence

controversies serve as the basis for a series of broader discussions on the beliefs and values that inform American national security..... 4 s.h.

**SAIS 3730 (F) American Foreign Policy.** This course is designed to familiarize the student with American Foreign Policy (AFP), with an emphasis on contemporary issues. The primary goal is to equip students with the conceptual and analytical tools to understand and interrupt connections between contemporary U.S. foreign policies and international relations theory. The course examines the role of power and specific foreign policy issues in the international system. We begin with an overview international relations theory that underlies U.S. foreign policy, move on to investigate the influence of domestic politics, and ultimately students will utilize the knowledge gained to critically analyze a major foreign policy area ..... 4 s.h.

**SAIS 3900 (D) Special Topics in Security and Intelligence Studies.** Advanced readings and research for Juniors and Seniors majoring in Security and Intelligence Studies .....2-4 s.h.

**SAIS 4310 (S) Advanced Topics in Geopolitics.** An upper-level course that analyzes the worldwide interplay between geographical settings, security perspectives, and political processes. The focus is on the manner in which these varied parameters influence the international behavior of state actors, and their significance for American national security. Case studies examined in the course change to reflect current events ..... 4 s.h.  
Prerequisites: PSCI 2330 or HIST 2710, or PSCI 3310 or HIST 3710

**SAIS 4330 (F) Security Challenges in the 21<sup>st</sup> Century.** This course focuses on pressing security issues facing the United States. Multiple challenges will be addressed, with attention given to the history, context, and implications of these issues. Particular attention will be devoted to the relationships and strategies required to address these challenges, as well as what success and failure might look like. The role of the intelligence community will be specifically discussed..... 4 s.h.

**SAIS 4990 Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.A. in Security and Intelligence Studies, degree candidates will be required to submit the conclusions of a research project in their area of specialization in the form of a publishable academic paper to an appropriate journal, or present the topic of their research to a panel of experts ..... 0 s.h.



**Course Descriptions**  
**Social Work**  
**SOWK**

**SOWK 3180 (F) Social Work Research and Evaluation.** This course focuses on practice and evidence-based social work research. Students will learn basic quantitative and qualitative research methodologies, including elements of designing a research study, along with various forms of evaluation of programs, policies, and studies. An emphasis will be placed on the importance of informed consent, social and economic justice, professional values and ethics, and ethical reasoning when conducting human research ..... 4 s.h.

**SOWK 3410 (F) Historical Foundations and Contemporary Issues.** This course provides a broad overview of the social work profession from its European roots to contemporary generalist practice, including fields of practice, general systems theory, professional development of the self, and special populations. Students are introduced to historical information regarding the formation of social work, as well as knowledge, skills, and values required for social work practice..... 4 s.h.

**SOWK 3420 (F) Human Diversity and Ethical Issues.** This course provides an in-depth exploration of social work-related aspects representing a broad spectrum of human diversity (socio-demographic, cultural, worldview, political, religious, sexual orientation, life experiences, economic heritages, etc.). The ethical issues of social and economic justice as they relate to diverse populations are explored with an emphasis on the impact of discrimination and oppression on various populations at risk and understanding the concepts of prejudice and discrimination. Understanding and valuing individual differences is emphasized, while developing introspective capacity related to racial and ethnic self-identities ..... 4 s.h.

**SOWK 3610 (S) Human Behavior and the Social Environment: Person in Environment Perspective.** This course is the first of two courses in a sequence on Human Behavior and the Social Environment. This course provides a multidimensional perspective on social work’s person-in-environment focus. It critically examines contemporary theory and research on the biological, psychological, psychosocial, and spiritual dimensions of person and eight dimensions of environment: the physical environment, social institutions and social structure, culture, formal organizations, communities, social movements, small groups, and families..... 4 s.h.

**SOWK 3620 (F) Human Behavior and the Social Environment: Life Course Perspective.** This course is a continuation of SOWK 3610 Human Behavior and the Social Environment: Person in Environment Perspective, which will explore life span development from conception to death. Principles of human diversity, oppression, social and economic injustice and their impact on the individual will be studied within the context of life span development, using a multidimensional perspective. The course will explore the developmental process with special attention paid to the impact of social class, gender, race, ethnicity, sexual orientation, social support systems, and disability ..... 4 s.h.



**SOWK 3810 (F) Generalist Practice.** This course provides a study of generalist skills and knowledge that can be applied to all social work practices. This course will focus on the application of knowledge, values, and skills required for entry-level practice with individuals and families..... 4 s.h.

**SOWK 3820 (S) Family and Group Practice.** This course focuses on theory and interventions with families and groups using basic practice methods..... 4 s.h.

**SOWK 3830 (F) Community and Organizations Practice.** This course focuses on transferring micro and mezzo level generalist skills to the macro level of practice, emphasizing the building of skills with communities and organizations ..... 4 s.h.

**SOWK 3840 (F) Writing for Social Workers.\*** This course prepares BSW students to successfully complete scholarly writing tasks, as well as preparation for writing documentations within the social work profession. Topics addressed include expectations and standards for scholarly writing, conducting searches of professional literature, using effective paraphrasing and summarization skills, writing logically and coherently, and appropriately citing references adhering to APA 6<sup>th</sup> edition format. The course is intended to support students' efforts on writing tasks assigned in current and future courses, and in professional social work practice..... 4 s.h.

**SOWK 4410 (S) Social Work Policy.** The focus of the course is on understanding U.S. history through the lens of social welfare advocacy; how to critically analyze social welfare policies and programs; the role of social workers in social welfare programs and policies; and how to assist clients through policy advocacy toward social and economic justice. This content provides students with conceptual frameworks to endow them with the knowledge and skills to understand, evaluate, and assess major policies that form the foundation for social welfare ..... 4 s.h.

**SOWK 4800 (S) Integrative Practice.** This course is an integration of the social work field practicum and the final social work practice methods course. The integration of generalist knowledge, values, and skills with the field instruction placement will be emphasized, as students process the field experience they receive in a professional experience in a social work agency or institution in the community. Within the practicum, emphasis is on opportunities for development of practice skills, personal growth, and professional development. This course is open to Social Work majors only..... 12 s.h.

**SOWK 4990 Comprehensive Assessment.** Students must enroll in SOWK 4990 during the final semester of BSW coursework. This course consists of a one-day examination. Students must pass the BSW comprehensive examination, which is comprised of a 60-item questionnaire, and a writing assessment that must adhere to the latest APA standards. This exam seeks to comprehensively measure the student's learning and retention of the social work subject matter ..... 0 s.h.

*\* SOWK 3840 Writing for Social Workers is not a major requirement, but may be taken as an elective.*

**NOTE:** Each Social Work course is 4 s.h. with the exception of SOWK 4800 Integrative Practice, which is a 12 s.h. class, and SOWK 4990 Comprehensive Assessment, which is a 0 s.h. course.

**SPAN 1000 (F) Introductory Spanish.** Assumes no previous study of the language. This course introduces basic vocabulary, grammar, reading, conversation, and composition. Lab work required..... 4 s.h.

**SPAN 1010 Spanish Language and Culture.** Students will learn Spanish for use in a variety of situations in everyday life and work to acquire the global skills necessary for communication. In order to learn the basics of Spanish, students will be given many opportunities for self-expression and interaction in class. Additionally, this course will examine the diverse culture of the Spanish-speaking world. Coursework encourages students to view and understand the world from additional cultural perspectives. Through these studies, participants will be better able to compete effectively in the global economy of the future..... 4 s.h.

**SPAN 2000 (S) Intermediate Spanish.** Continued study of vocabulary, grammar, reading and listening comprehension, conversation and composition at the intermediate level. Lab work required..... 4 s.h.  
Prerequisite: SPAN 1000 or permission of instructor

**SPAN 2100 (F, J) Intermediate Spanish Study Abroad.** This course will fulfill the core curriculum requirement for language and the cross-cultural experience at King. Students will learn Spanish language for use in a variety of situations in everyday life and work to acquire the global skills necessary for communication in the target language. In order to communicate, students will develop skills in reading, writing, speaking, and listening. This course will also explore the diverse culture of the Spanish-speaking world. The first part of the course will be taught on campus and the second part will take place abroad, for a total of 4 s.h. Students will earn CP (Credit Pending) at the end of the first part of the course ..... 4 s.h.  
Prerequisite: SPAN 1000 or permission of instructor

**SPAN 2210 (F) Spanish for Healthcare Workers** Continued study of Spanish skills needed for healthcare workers with emphasis on oral communication, listening, reading, and writing..... 4 s.h.  
Prerequisite: SPAN 1000 or permission of instructor

**SPAN 2220 (S) Business Spanish.** Continued study of Spanish skills needed for the business world with emphasis on oral communication, listening, reading, and writing ..... 4 s.h.  
Prerequisite: SPAN 1000 or permission of instructor

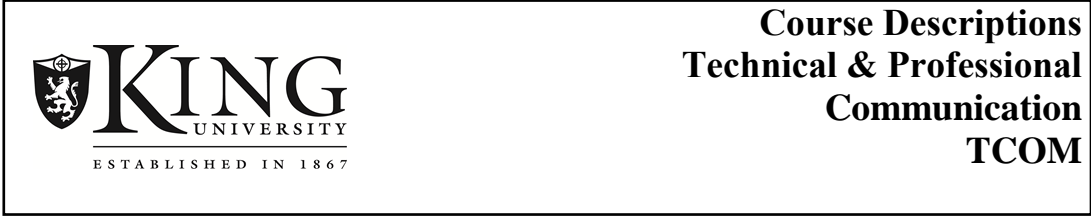
**SPAN 3010 Advanced Spanish Skills I.** Advanced development of language skills in the areas of speaking, reading, writing, and listening with integrated study of grammar and vocabulary..... 4 s.h.

- SPAN 3020 Advanced Spanish Skills II.** Advanced practice in speaking skills and listening comprehension with incorporated grammar and composition review ..... 4 s.h.
- SPAN 3120 (D) The Bible in Spanish for Missions.** A study of selected books and passages of the Bible as translated into Spanish with emphasis on communication skills useful in a mission's context ..... 2 s.h.
- SPAN 3300 (D) Civilization of Spain.** The study of the civilization of Spain including geography, history, business, international trade rules & regulations, literature, art, and culture ..... 4 s.h.
- SPAN 3310 (D) Civilization of Latin America.** The study of Latin American civilization: geography, history, business, international trade rules and regulations, literature, art, and culture..... 4 s.h.
- SPAN 3320 (S) Civilizations of Spain and Latin America.** The study of the civilizations of Spain and Latin American including geography, history, business, international trade rules and regulation, literature, art, and culture ..... 4 s.h.
- SPAN 3500 (A/F) Spanish Grammar and Composition.** Intensive Spanish grammar review with emphasis on written expression ..... 4 s.h.
- SPAN 3800/3830 Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.
- SPAN 3900 (D) Special Topics in Spanish and Latin American Studies.** Concentrated study of a particular aspect of history, language, or culture..... 2, 4 s.h.
- SPAN 4000 (A/S) Conversation.** Intensive practice in everyday situations. Reading and discussions of articles from current Spanish periodicals and magazines, oral reports, group debates, and discussions..... 4 s.h.
- SPAN 4200 (A/F) Spanish Literature: Medieval and Golden Age.** A survey of Spanish literature from its beginnings to 1700..... 4 s.h.
- SPAN 4210 (A/S) Spanish Literature: 17th and 18th Centuries.** A survey of major authors and movements of the 17<sup>th</sup> and 18<sup>th</sup> centuries..... 4 s.h.
- SPAN 4220 (A/F) Spanish Literature: 19th Century.** A survey of major authors and movements of the 19<sup>th</sup> century..... 4 s.h.
- SPAN 4230 (A/S) Spanish Literature: 20th Century.** A survey of major authors and movements of the 20<sup>th</sup> century..... 4 s.h.
- SPAN 4240 (D) Latin American Literature I.** A survey of Latin American literature from the earliest chronicles to the beginning of the Romantic period..... 4 s.h.
- SPAN 4250 (A/S) Latin American Literature II.** A survey of Latin American literature from independence through the 19th century..... 4 s.h.

**SPAN 4260 (A/F) Latin American Literature III.** A survey of Latin American literature from the 20<sup>th</sup> and 21<sup>st</sup> centuries..... 4 s.h.

**SPAN 4900 (D) Special Topics in Spanish or Latin American Language and Literature.** Study of particular authors, themes, or movements.....2, 4 s.h.

**SPAN 4990 Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. Comprehensive assessment in Spanish demonstrates competency in reading, listening comprehension, writing, and speaking the Spanish language. For a B.A. in Spanish students must show mastery on CAPE (Computerized Adaptive Placement Exam) and pass the Spanish Proficiency Exam. .... 0 s.h.



**TCOM 1000 (F/S) Speech Fundamentals.** An introduction to the fundamental principles of effective speech communication. Features public speaking, but touches upon several of the major forms of speech training: debate, discussion, and oral interpretation. Individual attention is given in matters of voice, articulation, and body language .....2 s.h.

**TCOM 1010 Speech Communication** The goal of this course is to help students become better public communicators. Students learn how to speak effectively in public, why some people are more effective than others, how to speak ethically, and how to listen and critique others. This course enables students to be effective communicators in public, organizational, and interpersonal settings. This course will be taught in an online format ..... 4 s.h.

**TCOM 2100 (D) Medical Terminology.** This course is designed for students interested in the medical and paramedical fields. Utilizing web-assisted instruction, students will study medical terminology related to the major body systems. Emphasis will include the use of medical word parts, pronunciation, spelling and the definitions of key pathology, diagnostic and treatment procedures terms..... 2 s.h.

**TCOM 2410 Writing for the Health Professions.** Course provides instruction and practice for both academic and professional writing for Health Professionals. Students will write academic papers and workplace writing typical in their field of study such as letters, memos, emails, resumes, notes, and reports. .... 4 s.h.

**TCOM 2420 Professional Writing for Information Technology.** Students practice genres of discourse and have an introduction to written and oral communication in technical and professional IT environments. Instruction and projects emphasize addressing audience, using writing processes, thinking visually, writing and editing technical documents, operating within professional ethics, and communicating with clear and accurate expression. Genres include letters, memoranda, emails, instructions, reports, and proposals. Students write and revise several cycles of documents and give oral presentations..... 4 s.h.

**TCOM 2861 (F/S) Kayseean.** Students interested in journalism and writing/editing practice may join the staff of the *Kayseean*, the student newspaper. (Maximum 4 s.h. credit)..... 1-4 s.h.

**TCOM 2930 (A/S-O) Editing** Examination of the responsibilities of an editor and grounding in basic editorial skills. The course will focus on providing students with practical experience in applying the skills developed. Topics include situations of editing, levels of editing, readability, correctness, and style ..... 2 s.h.  
Prerequisite: ENGC 1110/1180

**TCOM 3220 (F/S) Sports Information.** Utilizing a combination of public relations principles and hands-on experience, this course will prepare students to administer the

various responsibilities involved in sports information. Course content includes media writing, broadcast interviewing, special event coordination, promotion and marketing, and crisis management ..... 2 s.h.  
Recommended Prerequisites: ENGC 1110/1180

**TCOM 3230 (D) Science and Medical Writing.** Examination of science writing. Instruction in and practice of the process by which technical information about science, medicine, and technology can be communicated to a general audience and ways to apply storytelling techniques to communicate factual material. Exploration of writing markets and job opportunities in the field of science communication ..... 2 s.h.  
Prerequisites: ENGC 1110/1180

**THTR 1010, 1011 (F/S) Theatre Practicum: Acting I & II.** These courses are available for students who are cast in King theatre productions. Students will develop a character in rehearsal and perform the role as part of a theatre production. Students will apply elements of the acting process in rehearsal and performance, engage in play analysis, and assist in a technical area. Students who are cast in the first production of the semester may register for 1010, and students who are cast in the second production of the semester may register for 1011. Students who are cast in both productions in a semester may register for both courses. Students may register for both courses more than once ..... 2 s.h.  
Prerequisites: Audition

**THTR 1020, 1021 (F/S) Theatre Practicum: Technical.** These courses allow students to learn and apply the craft of performance technology towards fully realized theatrical productions. 1020 places emphasis on implementing the following design elements: building and painting scenery and properties, and costume construction. 1021 places emphasis on the organization, installation and the running of lighting and sound equipment, house management and stage management ..... 2 s.h.  
Prerequisites: Interview

**THTR 1110 (F) Acting I: Fundamentals of Acting and Play Analysis.** An introduction to the fundamentals of acting and play analysis. Students will be introduced to the methods of Konstantin Stanislavski and will engage elements of the acting process such as character analysis and development, relaxation, concentration, observation, action, given circumstances, superobjective, diction, and movement through participation in exercises, scene analysis, scene performance, journaling, and reflecting on a live performance. Students will also be introduced to the audition process and will analyze and perform an audition piece. This course is offered to both Traditional and GPS students..... 4 s.h.

**THTR 1200 (A/F-O) Stage Makeup.** The introduction and practical application of basic stage makeup techniques including contouring, old age, character, and special effects ..... 4 s.h.

**THTR 2110 (A/S-E) Acting II: Advanced Scene Study.** This course provides advanced study of acting through workshop, exercises, scene study and performance of selected scenes. Students will experience instruction in character analysis, character development, text analysis, diction, vocal expression, and movement. In addition students will study audition techniques and will prepare an audition portfolio ..... 4 s.h.  
Prerequisite: THTR 1110

**THTR 2220 (F) Introduction to Stagecraft.** Provides instruction in the technical basics of theatrical production. The fundamentals of drafting, constructing 2- and 3-dimensional scenery, scene painting, and backstage organization will be explored. The course includes laboratory practicum where students will apply techniques to stagecraft projects, backstage work, and department productions ..... 4 s.h.

**THTR 2230 (S) Introduction to Lighting and Sound.** The course is a study of the fundamentals of theatrical lighting and sound including hanging, focusing, running, and the design process. The course includes a laboratory practicum where students will apply techniques to lighting and sound projects, backstage work, and department productions ..... 4 s.h.

**THTR 2240 (A/S-E) Scenic Painting.** Scenic Painting is an introduction to and practical application of the processes, techniques, tools, and materials used in theatrical scene painting. Students study surface presentation, color theory, the manipulation of two-dimensional space through use of form and color, and the interpretation of design elevations in the execution of completed scene painting. Students will also participate as scenic painters for the semester's production ..... 4 s.h.

**THTR 2250 (A/S) Introduction to Theatrical Design.** An introduction to the fundamentals of the theatrical design process. Students will be introduced to design methods for scenery, costuming, and lighting with primary emphasis on scenic design. Course will consist of scenography, renderings, and model construction..... 4 s.h.

**THTR 2400 (F) Theatre Management.** Theatre Management is an in-depth examination of the art of the business of theatre. Students study the historical development of American theatre management and the procedures of professional stage management. Students also explore various performing arts organizational strategies (commercial, non-profit, educational, etc.) and, over the course of the semester, develop management plans for their own model theatres. Students will also develop career-building skills by examining resume and portfolio development, the audition process, and the ins and outs of performing arts unions and organizations. .... 4 s.h.

**THTR 2510 (D) Oral Interpretation of Literature.** Oral performance of literature including selection, analysis, rehearsal, and performance of poetry, prose, and/or drama. Emphasis on increasing the enjoyment and appreciation of literature, developing analytical and vocally-effective performance skills ..... 2 s.h.

**THTR 3000 (A/F-E) Dramatic Literature and Criticism.** Provides a study of world drama from the classics to contemporary, play structure, themes, and theatre criticism. Emphasis is placed on theatre's ability to reflect and interpret a culture's social values. Students will engage in play analysis, reflection, discussion, and dramaturgical research..... 4 s.h.

**THTR 3011 (F) Theatre History I.** This course provides a survey of the development of theatre from its ritualistic beginnings through the Renaissance. Specific attention is given to theatrical elements of audience, actor, stage scenery, theatre architecture, literature, and the relation of each to the social and intellectual environment of each style period ..... 4 s.h.

**THTR 3012 (S) Theatre History II.** Provides a survey of the development of theatre from the Renaissance through the Modern Period. Specific attention is given to theatrical elements of audience, actor, stage scenery, theatre architecture, literature, and the relation of each to the social and intellectual environment of each style period ..... 4 s.h.

**THTR 3110 (A/F-E) Acting III: Realism and the Acting Process.** This course builds upon the foundations of Acting I and II. Scripted scene work and exercises, gaining increased familiarity with techniques and exercises of Stanislavski and his artistic "heirs" with an



emphasis on expanding, through physical, vocal, and psychological transformation, the student's repertory of roles rooted in realism..... 4 s.h.  
Prerequisites: THTR 2110

**THTR 3220 (D) Advanced Scenic Design.** An advanced examination of the techniques and skills of scenic design from initial concept to finished scenic environment. Students will study theoretical concepts, the collaborative process, and traditional and digital methods of model making, scenic rendering, and mechanical drafting. In addition, various scales of production projects will be addressed by the student for presentation and critique ..... 4 s.h.  
Prerequisites: THTR 2220

**THTR 3230 (D) Advanced Lighting Design.** An advanced study of the technology and aesthetics of designing light for the stage. Students will engage in design research; study theoretical concepts, the collaborative process, and professional procedures and systems. Advanced methods of documentation and organization will also be explored. In addition, various scales of production projects will be addressed by the student for presentation and critique ..... 4 s.h.  
Prerequisites: THTR 2230

**THTR 3240 (D) Scenographic Theory.** Scenographic Theory explores the practice and theory of 20<sup>th</sup> and 21<sup>st</sup> century scenography. Students will study the history and development of scenography, key scenographic theories and approaches, the methods and techniques of scenographic practice, and explore the significance and application of scenographic theory to the art of contemporary scenic design..... 2 s.h.

**THTR 3400 (S) Directing I.** The course explores the director's role in a theatrical production. Students will be introduced to the fundamentals of the directing process including play analysis, conceptualization, stage blocking, composition, picturization, communication, and design and will apply these skills through scene performances..... 4 s.h.  
Prerequisites: THTR 1110, THTR 2220, THTR 2230

**THTR 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.  
Prerequisites: Permission of instructor

**THTR 3900 (D) Special Topics.** Offers an opportunity for intensive study of a specific topic in theatre. Topic must be approved by the instructor and the department chair ..... 2-4 s.h.  
Prerequisites: Consent of instructor

**THTR 4110 (A/S-O) Acting Styles and Project.** Studies in various acting styles, with an emphasis on classical material, in an atmosphere of a developing ensemble. Monologue and scene study, analysis, and practice in physical and psychological transformation will place in the context of both classical and non-traditional works. In addition, the class will explore physical and vocal exercises specifically designed to enhance the building of an ensemble ..... 4 s.h.  
Prerequisites: THTR 1110

**THTR 4400 (D) Directing II.** Further explores the director's role in theatrical production with an emphasis on interpretation. Students will apply directing skills through the

direction of a one-act play. Student will also be responsible for casting, conducting rehearsals, conducting technical rehearsals, and promoting performance under the supervision of instructor ..... 2 s.h.  
Prerequisites: THTR 3400

**THTR 4910 (F/S) Theatre Capstone Project.** The capstone project will be chosen by the student after careful consideration and advising from the theatre faculty. The project will intensely explore a specialization in theatre such as acting, directing, design, management, or research. The final project will be presented either through performance or presentation. A final paper detailing the student's work, choices, and self-assessment of the project will also be required ..... 2 s.h.

**THTR 4990 Comprehensive Assessment.** Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.A. in Theatre students must complete either a pre-approved capstone project or an internship. A grade of pass or fail will be determined by the theatre faculty ..... 0 s.h.



**YTMN 1620 (S) Foundations of Youth Ministry.** A survey course of various aspects of youth culture and experience covering some of the key principles of youth work. The course will assist the student in defining youth ministry and will incorporate discussion of common adolescent issues. Students will be required to observe and critique various youth ministries ..... 2 s.h.

**YTMN 2220 (S) Youth Ministry in Varied Contexts.** The course will redefine youth ministry by challenging assumptions about what it is and where it takes place. It will incorporate philosophical discussion regarding the contexts for youth ministry as well as first hand observations and practical ministry experiences of youth ministries outside traditional suburban church settings such as coaching, teaching, social work, inner city work, international ministries, etc ..... 4 s.h.

**YTMN 2450 (A/U-E) Recreation and Adventure-Based Learning.** This block course held in the May term will explore the rationale for active learning experiences and provide practical training in the use of recreation as a ministry tool. Students will learn ways to incorporate recreation and Adventure Based Learning into their youth ministry program for group building, leadership training and spiritual challenge. The course will include several ABL/Wilderness experiences. *(There will be an activity fee associated with this course in addition to the cost for summer term credit hours)* ..... 4 s.h.

**YTMN 2630 (D) International Perspectives (Cross Cultural Experience).** An investigation of ministry from outside the borders of the U.S. Students will be challenged to consider their experience of Christianity and Ministry from an international perspective. This course will consist of lectures by international ministry experts as well as a short term ministry/mission experience..... 4 s.h.

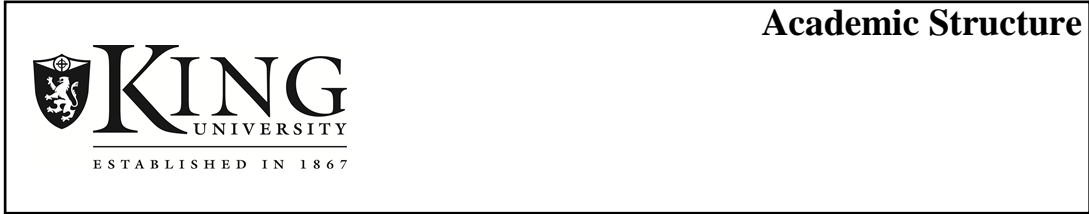
**YTMN 3210 (F) Developing A Practical Theology of Youth Ministry.** This course will cover both theory and practical application of Biblical principles of ministry, particularly as they apply to youth. Students will investigate youth culture and stages of faith development, critiquing various methods of reaching young people in ministry and their effectiveness in the era of Post Modernity. Students will be challenged to establish their own theology of youth ministry..... 4 s.h.

**YTMN 3610 (A/F-O) Program Administration for Effective Youth Ministry.** Pulls together the academic and the practical preparation. Many youth workers struggle with certain aspects of youth ministry such as budgeting, building staff relationships, planning, reporting to a board or session, working with parents and other adults, and training volunteers. Offers the student the opportunity to gain valuable experience in areas that are often problematic to the youth professional ..... 4 s.h.

**YTMN 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus Internship section under Experiential Learning.

**YTMN 4110 (S) Senior Seminar for Ministry.** Students will discuss specific ministry issues including: boundary issues, longevity, burnout, marriage and family, personal growth and development, discipline, confidentiality, apologetics and theological differences. This course is designed to prepare students for necessary self-care and encourage long term ministry involvement.....2 s.h.  
Prerequisites: YTMN 1620, 3800/3830

**YTMN 4990 Comprehensive Assessment.** Comprehensive assessment in Youth Ministry demonstrates competency in youth ministry theory and practice by means of a portfolio that is presented to department faculty. The portfolio is a course assignment within the YTMN 4110 course. For a B. A. in Youth Ministry, students must earn 75% or better on the portfolio ..... 0 s.h.



Academics at King University are organized into seven schools: College of Arts and Sciences; School of Business and Economics; School of Education; School of Nursing; School of Behavioral and Health Sciences; School of Communication, Information, and Design; and Peeke School of Christian Mission. Within each school, students may choose from one of several fields of study to pursue. Details on these fields of study in each of these areas are found in this Catalog.

**College of Arts and Sciences**

Han Chuan Ong, Dean  
William Linderman, Associate Dean  
Beatriz Macione, Associate Dean

**Peeke School of Christian Mission**

Daniel Kreiss, Dean

**School of Behavioral and Health Sciences**

Mark Overbay, Dean  
Jennifer Mongold, Associate Dean

**School of Business and Economics**

Randall Blevins, Dean  
David Robinson, Associate Dean  
Wen-Yuan Teng, Associate Dean

**School of Communication, Information, and Design**

Mark Overbay, Interim Dean  
J. Nicholas Edwards, Associate Dean

**School of Education**

Donna Watson, Dean  
Sandra Sanders, Associate Dean

**School of Nursing**

Tracy Slep, Dean  
Amber Roache, Associate Dean

## College of Arts & Sciences

- Associate of Arts

### Bachelor of Arts/Bachelor of Science

#### Majors

- Applied Science and Mathematics
- Biblical Studies
- Biochemistry
- Biology
- Chemistry
- English
- English Online
- Forensic Science
- French
- History
- History Online
- Mathematics
- Music
- Philosophy
- Physics
- Political Science/History
- Religious Studies
- Religious Studies Online
- Security and Intelligence Studies
- Spanish
- Theatre
- Youth Ministry

#### Minors

- Appalachian Studies
- Biblical Studies
- Biology
- Chemistry
- English
- French
- History
- Leadership
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Religious Studies
- Security and Intelligence Studies
- Spanish
- Theatre
- Youth Ministry

## Peeke School of Christian Mission

#### Minor

- Intercultural Studies

## School of Behavioral Health & Sciences

#### Majors

- Criminal Justice
- Exercise Science
- Healthcare Administration
- Psychology
- Social Work

#### Minors

- Coaching
- Criminal Justice
- Exercise Science
- Health Education
- Psychology

## **School of Business & Economics**

### **Majors**

- Business
- Business Administration

### **Minors**

- Business Administration
- Economics

### **Masters**

- Master of Business Administration
- Master of Business Administration for Professionals

## **School of Communication, Information, & Design**

### **Majors**

- Communication
- Digital Media Art & Design
- Health Informatics
- Information Technology

### **Minor**

- Digital Media Art & Design

## **School of Education**

### **Majors**

- Interdisciplinary Studies (Elementary Licensure, Grades K-5)
- Music Education - Instrumental (Grades K-12)
- Music Education - Vocal (Grades K-12)

### **Minors**

- Elementary Education
- K-12 Education
- Secondary Education

### **Masters**

- Curriculum and Instruction
- Instructional Leadership

## **School of Nursing**

### **Majors**

- Bachelor of Science in Nursing (traditional pre-licensure)
- Bachelor of Science in Nursing for Registered Nurses

### **Masters**

- Master of Science in Nursing

### **Doctoral**

- Doctor of Nursing Practice



## Staff & Faculty Academic Affairs

<b>Bernard, Ryan</b> .....	Regional Site Director, Kingsport and Southwest Virginia
<b>Blevins, Randall</b> .....	Dean, School of Business & Economics
<b>Brumlik, Alexander</b> .....	Associate Director, King Institute for Regional Economic Studies
<b>Eastwood, Justin</b> .....	Site Director, Knoxville Campus
<b>Evans, Samuel</b> .....	Director, King Institute for Regional Economic Studies
<b>Fagan, Yu Chi Michele</b> .....	Executive Assistant, Peeke School of Christian Mission
<b>Graybeal, Susan</b> .....	Associate Dean, Academic Affairs, Accreditation and Institutional Effectiveness
<b>Griffin, Brenda</b> .....	Administrative Assistant, School of Nursing
<b>Harr, Jon</b> .....	Associate Dean, Academic Affairs for Administration
<b>Harris, Shannon</b> .....	Director, King Institute for Faith and Culture
<b>Helt, Gail</b> .....	Director, King Institute for Security and Intelligence Studies
<b>Holloway, Kimberley</b> .....	Director, Quality Enhancement Plan (QEP)
<b>Houston, Patricia</b> .....	Services Coordinator, Academic Affairs
<b>Kreiss, Daniel</b> .....	Dean, Peeke School of Christian Mission
<b>Linnen, Constance</b> .....	Administrative Assistant, School of Nursing
<b>McConnell, Carolyn</b> .....	Administrative Assistant, School of Business & Economics
<b>Ong, Han Chuan</b> .....	Dean, College of Arts & Sciences
<b>Overbay, Mark</b> .....	Dean, School of Behavioral & Health Sciences; Interim Dean, School of Communication, Information, & Design
<b>Roberts, Matthew</b> .....	Vice President, Academic Affairs/CAO; Academic Dean
<b>Salyer, Peggy</b> .....	Support Coordinator, Academic Programs
<b>Shannon, Samantha</b> .....	Administrative Assistant, School of Education
<b>Slemp, Tracy</b> .....	Dean, School of Nursing
<b>Streetman, Craig</b> .....	Director, Jack E. Snider Honors Program; Chief Marshal
<b>Thead, Jason</b> .....	Research and Assessment Specialist
<b>Thomas, Rebecca</b> .....	Chief of Staff
<b>Vande Brake, Katherine</b> .....	Dean, Academic Programs
<b>Watson, Donna</b> .....	Dean, School of Education
<b>Wood, Jerry</b> .....	Director, Strategic Partnerships





**Staff & Faculty  
Academic Center for Excellence  
ACE**

- Byington, Elizabeth Lorene**.....Director, Speaking Center  
**Hardy, Laura Hicks** .....Director, Writing Center  
**Ratcliff, Holly** .....Assistant Director, Knoxville  
**Traynor, Wendy** .....Director, Math Center  
**Vande Brake, Katherine**.....Director, Academic Center for Excellence (ACE)



**Staff & Faculty  
Administration & Finance**

**Beidleman, Sue** ..... Business Office Clerk  
**Baratta, Lisa** ..... Student Accounts Receivable Specialist  
**Donahue, James** ..... Vice President for Administration and Finance;  
Chief Financial Officer  
**Gibson, Ronnie** ..... Mail Room Supervisor  
**Jackson, Lettie** ..... Controller and Business Manager  
**Larson, Thomas** ..... Director, Business Operations  
**Marshall, Susan** ..... Tornado Alley Shoppe Manager;  
Conference Services Coordinator  
**Mays, Angel** ..... Assistant Student Accounts Receivable Specialist  
**Pennington, Kelly** ..... Payroll & Benefits Coordinator Specialist  
**Regan, Dawn** ..... Administrative Assistant, NCAA Compliance  
**Reynolds, Deborah** ..... Student Accounts Receivable Specialist—Collections  
**Rogers, Betsy** ..... Payroll Specialist  
**Shaffer, Martha** ..... Assistant Controller  
**Slone, Sharon** ..... Accounts Payable Specialist  
**Walker, Bart** ..... NCAA Compliance Officer



## Staff & Faculty Athletics

<b>Bamford, Megan</b>	Head Acrobatics and Tumbling Coach
<b>Blair, J. T.</b>	Assistant Men's Basketball Coach
<b>Blankenship, Kasey</b>	Assistant Athletic Trainer
<b>Booher, Ryan</b>	Head Men's Volleyball Coach
<b>Brown, Blaine</b>	Head Baseball Coach
<b>Bullock, Caitlin</b>	Assistant Men/Women's Volleyball Coach
<b>Cephas, Morris</b>	Head Women's Volleyball Coach
<b>Chell, Travis</b>	Sports Information Director
<b>Cockerham, Jake</b>	Assistant Softball Coach
<b>Crockett, Shelia</b>	Head Athletic Trainer; Senior Women's Administrator
<b>Funk, Jeremiah</b>	Assistant Athletic Trainer
<b>Hicks, David</b>	Athletic Director
<b>Howard, Luke</b>	Assistant Baseball Coach
<b>Ilina, Maria</b>	Head Men's and Women's Tennis Coach
<b>Kamm, Brian</b>	Head Men's and Women's Golf Coach
<b>Mercado, Travis</b>	Assistant Women's Wrestling Coach
<b>Moorman, Jason</b>	Head Men's/Women's Wrestling Coach
<b>Morgan, Frank</b>	Weight Room Coordinator; Assistant Wrestling Coach
<b>Neilson, Deborah</b>	Head Cheerleading/Dance Coach
<b>Oliver, Mikki</b>	Assistant Athletic Trainer
<b>Pasqua, Nick</b>	Associate Men's Basketball Coach
<b>Pierce, Desmond</b>	Assistant Cross Country/Track & Field Coach
<b>Pitts, George</b>	Associate Athletic Director; Head Men's Basketball Coach
<b>Presley, Leah</b>	Head Women's Soccer Coach
<b>Rahn, Nancye</b>	Assistant Athletic Director, External Affairs
<b>Regan, Dawn</b>	Administrative Support Coordinator, Compliance & Athletics
<b>Rutledge, Bill</b>	Assistant Athletic Trainer
<b>Salata, Julia</b>	Assistant Women's Wrestling Coach
<b>Schrotenboer, Jordan</b>	Head Men's and Women's Swimming & Diving Coach
<b>Seybold, Nicole</b>	Assistant Acrobatics & Tumbling Coach

**Sparks, Alan** .....Head Men’s and Women’s Cycling Coach  
**Strang, Shelly**.....Assistant Women’s Basketball Coach  
**Stroud, Talon**.....Head Men’s Soccer Coach  
**Testa, Jennifer** .....Head Softball Coach  
**Thompson, Josh**.....Head Women’s Basketball Coach  
**Walker, Bart** .....Assistant Athletic Director, Compliance  
**Williamson, Amanda** .....Head Cross Country and Track & Field Coach



**Staff & Faculty  
Development**

- Asbury, Denise**.....Director, Development  
**Brown, Jennifer**.....Development Services Coordinator  
**McMurray, Dana** .....Director, Alumni Relations  
**McMurray, Dawn**.....Administrative Assistant, Development  
**TBD** .....Vice President, Development



## Staff & Faculty Enrollment Management

<b>Anderson, Elizabeth</b> .....	Admissions Processor
<b>Beverly, Nancy</b> .....	Territory Manager/Enrollment Counselor
<b>Browne, Elvin</b> .....	Director of Transfer & International Recruitment
<b>Blankenship, Natalie</b> .....	Territory Manager/Enrollment Counselor
<b>Carrier, Jonathan</b> .....	Tele-Counseling Manager
<b>Castellanos, Jeennyfer</b> .....	Territory Manager/Enrollment Counselor
<b>Crews, Micah</b> .....	Associate Vice President, Enrollment Management
<b>DePaolo, Emma</b> .....	Campus Visit Coordinator
<b>Ferris, David</b> .....	Regional Director of Recruitment
<b>Gaby, Tyler</b> .....	Enrollment Counselor
<b>Hall, Malissa</b> .....	Admissions Processor
<b>Hartless, Ashley</b> .....	Team Leader / Territory Manager/Enrollment Counselor
<b>Jennings, Logan</b> .....	Enrollment Counselor
<b>Lane, Samantha</b> .....	Team Leader / Territory Manager/Enrollment Counselor
<b>Lee, C. Matthew</b> .....	Enrollment Counselor
<b>McGregor, Michelle</b> .....	Admissions Processor
<b>Reynolds, Kristi</b> .....	Assistant Vice President, GPS Enrollment Management—Knoxville
<b>Roberts, Mandie</b> .....	Administrative Assistant
<b>Robertson, Emily</b> .....	Enrollment Counselor
<b>Salyer, Ramona</b> .....	Assistant Vice President, GPS Enrollment Management – Tri-Cities
<b>Scarborough, Kimberly</b> .....	Enrollment Counselor
<b>Seals, Erica</b> .....	Territory Manager/Enrollment Counselor
<b>VerDow, Tom</b> .....	Undergraduate Recruitment
<b>West, Ceretia</b> .....	Application Specialist
<b>White, M. Hunter</b> .....	Enrollment Counselor
<b>TBD</b> .....	Enrollment Counselor



**Staff & Faculty  
Facility Services**

**Arnold, Chris**..... Groundskeeper  
**Barr, Freddie**..... Groundskeeper  
**Blevins, Collin**..... Groundskeeper  
**Cox, Vince**..... Carpenter  
**Harmon, Lynda**..... Housekeeper  
**Jackson, Michael**..... Maintenance Technician  
**Jones, Michael**..... HVAC Technician  
**King, Greg**..... Maintenance Technician  
**Lynch, Joy**..... Housekeeper  
**Rhymer, Charles “Peanut”** ..... Senior Groundskeeper  
**Roark, Mark**..... Housekeeper  
**Shaffer, Debbie**..... Housekeeping Supervisor, Administrative Assistant  
**Snyder, Chris**..... Housekeeper  
**Stitt, Kathy**..... Housekeeper  
**Thomas, Todd**..... Supervisor, Maintenance Operations  
**Timian, John**..... Carpenter  
**Widner, Allison** ..... Housekeeper  
**Wise, Teddy** ..... Mechanic



**Bartel, Robert J.**

AB (Wheaton College)  
MA (The Fletcher School of Law and Diplomacy, Tufts University)  
Professor of Business and Economics, Emeritus, 1984

**Bloomer, Raymond H., Jr.**

BS (The Citadel)  
MS, PhD (The University of Florida)  
Professor of Physics and Astronomy, Emeritus, 1993

**Cross, Dan A.**

BE, MS (Vanderbilt University)  
PhD (Auburn University)  
Professor of Physics, Emeritus, 1969

**Gaines, John Strother**

AB (Occidental College)  
MA (California State University)  
EdD (University of Southern California)  
Professor of Education and American Studies, Emeritus, 1969

**Mattice, Dorothy Pennick**

BFA, MA (East Tennessee State University)  
Professor of Art and Drama, Emerita, 1970

**Owens, Charles A.**

BA (King College)  
MS, PhD (Virginia Polytechnic Institute and State University)  
Professor of Biology, Emeritus, 1970

**Peake, Thomas Rhea**

BA (King College)  
MA, PhD (University of North Carolina)  
Professor of History, Emeritus, 1966

**Quinn, Johanne A.**

BS (Boston College)  
MS (Boston University)  
PhD (Boston College)  
Professor of Nursing, Emerita, 1998



**Rohr, Errol G.**

BA (Central State University)

BD (Princeton Theological Seminary)

MA (University of Illinois)

DMin (Trinity Lutheran Seminary)

Professor of Philosophy and Religion, Emeritus, 1984

**Rohr, Karen G.**

BA (Wheaton College)

MS (University of Illinois)

PhD (Ohio State University)

Professor of Psychology, Emerita, 1985

**Schroder, Mary (Lisa) B., CPA**

BA (University of Chicago)

MAcc (Virginia Polytechnic Institute and State University)

Professor of Accounting, Emerita, 1991

**Schroder, Thomas R.**

BA, MA (University of Chicago)

PhD (University of California at Riverside)

Professor of Political Science, Emeritus, 1979

**Wade, William Junius**

BA (Southwestern at Memphis)

MA, PhD (University of North Carolina)

Professor of History, Emeritus, 1952



**Staff & Faculty**  
**Full-Time Faculty**

**Whitaker, Alexander W., IV**

BA (Berry College)  
JD (University of Virginia)  
LLM (Georgetown University)  
MAR (Trinity Episcopal School for Ministry)  
DMin Candidate (Duke Divinity School)  
President, 2016

**Adams, Susan L.**

BSN (East Tennessee State University)  
MN, FNP (Emory University)  
PhD Candidate (East Tennessee State University)  
Associate Professor of Nursing, 2011

**Alderman, Brian J.**

BA (Lee College)  
MDiv (Princeton Theological Seminary)  
PhD (Emory University)  
Associate Professor of Philosophy and Religion, 2014  
Chaplain

**Bernard, Ryan C.**

BS (Middle Tennessee State University)  
MA (East Tennessee State University)  
MS (University of Tennessee)  
Assistant Professor, 2010  
Program Coordinator, Appalachian Studies  
Outreach Services Librarian  
Regional Site Director, Kingsport and Southwest Virginia

**Black, Jacqueline A.**

BA (University of Alabama)  
MA (East Tennessee State University)  
PhD (Nova Southeastern University)  
Assistant Professor of Criminal Justice, 2014  
Program Coordinator, Criminal Justice GPS

**Blevins, Christy M.**

BS (Emory & Henry College)  
BSN (King College)  
MSN (East Tennessee State University)  
Assistant Professor of Nursing, 2013

**Blevins, Randall C.**

BS (Virginia Intermont College)  
MBA (Averett University)  
DBA (Argosy University)  
Professor of Management and Marketing, 2005  
Dean, School of Business and Economics

**Bordwine, Karen L.**

BSN (King College)  
MSN (East Tennessee State University)  
Assistant Professor of Nursing, 2017

**Boring, Cody A.**

BBA (East Tennessee State University)  
MBA (King College)  
PhD Candidate (Capella University)  
Assistant Professor of Business, 2013

**Boyer, Pepsi**

BS (University of North Carolina at Asheville)  
MS (East Carolina University)  
Assistant Professor of Information Technology, 2014

**Brammer, Erika E.**

BA (North Central College)  
MLS (University of Wisconsin-Madison)  
Assistant Professor, 2009  
Dean, Library Services

**Brown, Mica L.**

BSN (Radford University)  
MSN (King University)  
Assistant Professor of Nursing, 2012  
Clinical Coordinator, Bristol

**Brumlik, Alexander**

BS (University of Central Florida)  
MA, PhD (Georgia State University)  
Assistant Professor of Business, 2013  
Associate Director, King University Institute for Regional Economic Studies (KIRES)

**Byington, Elizabeth L.**

BA (King College)  
MA (East Tennessee State University)  
Assistant Professor of English, 2005

**Cash, Michelle**

AS, AAS (Roane State Community College)  
BSN, MSN (Kaplan University)  
Instructor of Nursing, 2014  
Program Coordinator, Nursing RN-BSN

**Caudill, Jason G.**

BS, MBA, PhD (University of Tennessee)  
Associate Professor of Business, 2012

**Clay, Shea A.**

AS (Virginia Highlands Community College)  
BM (East Tennessee State University)  
MS (Radford University)  
DMA Candidate (Boston University)  
Assistant Professor of Music, 2008

**Coggin, Linda S.**

BS (Purdue University)  
MS (Indiana University-Purdue University)  
PhD (Indiana University Bloomington)  
Assistant Professor of Education, 2016

**Connor, Mary L., CPA**

BS (University of Tennessee)  
MBA (East Tennessee State University)  
DBA (Argosy University)  
Professor of Management and Accounting, 2003  
Chair, Accounting & Information Systems  
Program Coordinator, Business MBA

**Cooper, Terry P.**

BA, BSN, MSN (University of Tennessee)  
Associate Professor of Nursing, 2016

**Corvin, Jason L.**

BA, BS (Emory & Henry College)  
MS (Liberty University)  
Assistant Professor of Business, 2016

**Cusaac, Joan C.**

AS, BS (East Tennessee State University)  
BSN, MSN (King College)  
Instructor of Nursing, 2013

**Dalton, Tassi M.**

ACJ (Louisiana State University at Alexandria)  
BA (Northwestern State University)  
MA (University of Louisiana at Monroe)  
JD (Southern University)  
Assistant Professor of Criminal Justice, 2016

**Darko, George**

BS (Arkansas State University)  
MA, DA (Middle Tennessee State University)  
Associate Professor of Finance and Economics, 2009

**DeFord, J. Kevin**

BA (University of Tennessee)  
MA (Austin Peay State University)  
PhD (University of Louisville)  
Professor of Psychology, 2002  
Chair, Psychology  
Program Coordinator, Psychology

**Dotterweich, Martin H.**

BA (Wheaton College)  
MDiv (Gordon-Conwell Theological Seminary)  
PhD (Edinburgh University)  
Associate Professor of History, 2004  
Chair, History and Political Science

**Drum, Kathryn A.**

BA, MBA (University of North Carolina)  
Associate Professor of Business, 2009

**Eastwood, Justin B.**

BA (King College)  
MA (Regent University)  
MS (University of Tennessee)  
Assistant Professor, 2012  
Outreach Services Librarian  
Site Director, Knoxville

**Edmison, Amy J.**

AS (Northeast State Community College)  
BSN (East Tennessee State University)  
MSN (King University)  
Instructor of Nursing, 2016

**Edwards, James N.**

BS, MS, MBA (University of Maryland University College)  
EdD Candidate (University of North Carolina at Charlotte)  
Assistant Professor of Information Technology, 2009  
Program Coordinator, Information Technology  
Associate Dean, School of Communication, Information, and Design

**Eisenhower, Olga C.**

BS, MS, MSN (University of Tennessee)  
Assistant Professor of Nursing, 2016

**Evans, R. Samuel**

BS, PhD (Virginia Polytechnic Institute and State University)  
Associate Professor of Finance and Economics, 2008  
Director, King University Institute for Regional Economic Studies (KIRES)

**Ferguson, Julia A.**

AASN (Walters State Community College)  
BSN (East Tennessee State University)  
MSN (King University)  
Instructor of Nursing, 2015

**Flannagan, William P.**

BA (King College)  
BM, MM (Westminster Choir College)  
PhD (Catholic University of America)  
Professor of Music, 1982  
Director of Choral Activities  
Chair, Music

**Foreman, Robin A.**

ASN (Excelsior College)  
BSN, MSN (King College)  
PhD Candidate (East Tennessee State University)  
Assistant Professor of Nursing, 2008

**Fraysier, Donna C.**

AASN (Walters State Community College)  
BSN, MSN (King College)  
DNP (Union University)  
Assistant Professor of Nursing, 2012

**Funk, Jeremy**

BS (King University)  
MS (West Chester University)  
Assistant Professor of Athletic Training, 2017  
Clinical Education Coordinator

**Galloway, E. Marshall**

BA, MA (East Tennessee State University)  
Instructor of History, 2012  
Program Coordinator, Online Associates of Arts Degree

**Gilmer, John W.**

BS (College of William and Mary)  
MS, PhD (University of Massachusetts)  
Professor of Chemistry, 2006  
Program Coordinator, Forensic Science

**Gilmore, Randall**

BA (King College)  
MEd (Milligan College)  
EdS (Lincoln Memorial University)  
Assistant Professor of Education, 2015  
Director, Teacher Education

**Gomez, Christina M.**

BA, MA (University of Memphis)  
Instructor of Spanish, 2014

**Goodart-Lovette, Jennine M.**

BA (Barat College)  
MLIS (University of Wisconsin Milwaukee)  
Instructor, Online Learning Librarian, 2016

**Graham, Bernadine R.**

BS, BSN, MSN (University of Tennessee)  
DNP (University of Tennessee-Memphis)  
Associate Professor of Nursing, 2014

**Graybeal, Susan E.**

AAS (Northeast State Community College)  
BS (Milligan College)  
MEd, MBA, EdD (East Tennessee State University)  
Assistant Professor, 2016  
Associate Dean, Academic Affairs, Accreditation and Institutional Effectiveness

**Hardy, Laura Hicks**

BA (King College)  
MA (University of Tennessee)  
Instructor of English, 2012  
Director, Writing Center  
Co-Facilitator, Online Writing Lab (OWL)

**Harosky, Tammy R.**

BA, MAT (Carson-Newman College)  
EdS (Lincoln Memorial University)  
EdD (Northcentral University)  
Assistant Professor of Education, 2013

**Harr, Jon P.**

BA (King College)  
MAT, EdD (East Tennessee State University)  
EdS (Appalachian State)  
Assistant Professor, 2013  
Associate Dean, Academic Affairs, Administration

**Helbert, Jodi M.**

BSW (Virginia Intermont College)  
MSW (Radford University)  
PhD Candidate (Norfolk State University)  
Assistant Professor of Social Work, 2014  
Program Coordinator, Social Work

**Helt, Gail**

BS (University of Nebraska at Kearney)  
MA (Iowa State University)  
Assistant Professor of Political Science, 2014  
Program Coordinator, Security and Intelligence Studies  
Director, King Institute for Security and Intelligence Studies

**Holloway, Kimberley M.**

BS (Tennessee Technological University)  
MA (East Tennessee State University)  
PhD (Indiana University of Pennsylvania)  
Associate Professor of English, 1998  
Program Coordinator, Composition  
Director, Quality Enhancement Plan

**Hudson, Don Michael**

BA, MA, MDiv (Bob Jones University)  
MA (Colorado Christian University)  
ThM (Grace Theological Seminary)  
PhD (Westminster Seminary)  
Associate Professor of Religion, 2004  
Chair, Philosophy and Religion  
Program Coordinator, Religious Studies

**Johnson, Eugene**

BS, MA, EdD (East Tennessee State University)  
Assistant Professor of Education, 2015

**Jones, Herbert Lee, III**

BA (Carson Newman University)  
MFA (Savannah College of Art and Design)  
Assistant Professor, 2014

**Kauffman, Christopher**

BA (Muskingum College)  
PhD (University of Tennessee)  
Associate Professor of Economics, 2015

**Kingsley, Erin**

BA (George Fox University)  
MA, PhD (University of Colorado)  
Assistant Professor of English, 2015

**Knight, Margaret A.**

BLS (Loyola University)  
MPH (Tulane University)  
MS, PhD (University of Texas at Dallas)  
Assistant Professor of Health Sciences, 2015



**Knowles, Amy L.**

BSN (Carson Newman College)  
MPH, PhD (University of Tennessee)  
Associate Professor of Nursing, 2009

**Kothapalli, Karunakar**

BS (Andhra Loyola College, Vijayawada)  
MS (University of Hyderabad)  
PhD (New Mexico State University and LANSCE)  
Assistant Professor of Physics, 2017

**Kreiss, Daniel S.**

BA (Eastern College)  
MEd (Massey University)  
MDiv Candidate (Emmanuel Christian Seminary)  
Assistant Professor of Bible and Youth Ministry, 2005  
Program Coordinator, Youth Ministry  
Program Coordinator, Intercultural Studies  
Dean, Peeke School of Christian Mission

**Krizanac-Bengez, Ljiljana**

MD, PhD (School of Medicine, University of Zagreb, Croatia)  
Associate Professor of Health Sciences  
Program Coordinator, Health Informatics, 2014

**Krug, Emily D.**

BA (Milligan College)  
MLIS (Clarion University)  
Instructor, 2014  
Instructional Services Librarian

**Landis, Scott**

BA (Point Loma Nazarene University)  
MA (San Jose State University)  
DAT (University of Idaho)  
Assistant Professor of Athletic Training, 2015  
Program Coordinator, Athletic Training  
Faculty Athletic Representative

**Lee, G. Aubrey**

BS (East Tennessee State University)  
MA (Tusculum College)  
DM (University of Maryland University College)  
Associate Professor of Business, 2010  
Chair, Management, Human Resources, and Healthcare

**Liendo, Martha**

AAS (Virginia Highlands Community College)  
BS (King College)  
MS (East Tennessee University)  
Instructor of Mathematics, 2014  
Assessment Coordinator, Core Curriculum

**Linderman, William C.**

BA (Erskine College)  
MS (Virginia Polytechnic Institute and State University)  
PhD (University of Memphis)  
Professor of Mathematics, 1999  
Chair, Mathematics and Physics  
Associate Dean, College of Arts & Sciences  
Faculty Athletic Representative

**Little, Charles D.**

BS, MBA (University of Tennessee)  
PhD (University of North Texas)  
Associate Professor of Business, 2014

**Littleton, Robert A.**

BS (East Tennessee State University)  
MS, EdD (University of Tennessee)  
Assistant Professor of Leadership, Interdisciplinary Studies, and Liberal Studies, 2005

**Love, Logan R. Gillen**

BA (King College)  
MA (East Tennessee State University)  
PhD (Capella University)  
Instructor of Psychology, 2014

**Love, Sherry W.**

BSN, MBA (King College)  
MSN (King University)  
Instructor of Nursing, 2016

**Macione, Beatriz Huarte**

Licenciatura en Filosofía y Letras (Universidad de Navarra, Spain)  
PhD (University of Alabama)  
Professor of Spanish, 1991-2000, 2011  
Spanish Program Coordinator  
Chair, Languages and Literatures  
Associate Dean, College of Arts & Sciences

**Mann, Amy**

BA (Radford University)  
MS (University of North Carolina)  
PhD (Walden University)  
Assistant Professor, 2013  
Director, Online Learning

**McDonald, J. Craig**

BA (Davidson College)  
MA (College of William and Mary)  
DPhil (University of York)  
Professor of English, 1982-1993, 1995

**McRae, Sheri L.**

AAS, AASN, BSN, MSN (East Tennessee State University)  
DNP (King University)  
Assistant Professor of Health Sciences, 2013  
Program Coordinator, Healthcare Administration

**Mears, Gregory S.**

BA (Cedarville University)  
MA (Edinboro University of Pennsylvania)  
PhD (Liberty University)  
Assistant Professor of Psychology, 2012  
Program Coordinator, Psychology Online

**Mongold, Jennifer L.**

BS, MA (East Tennessee State University)  
PhD (Capella University)  
Associate Professor of Criminal Justice, 2011  
Program Coordinator, Criminal Justice  
Associate Dean, School of Behavioral & Health Sciences

**Morgan, Rhonda M.**

BSN (East Tennessee State University)  
MSN (University of Virginia)  
DNP (Waynesburg University)  
Associate Professor of Nursing, 2011

**Morrison, Brendia M.**

AAS (Virginia Highlands Community College)  
BS (Virginia Intermont College)  
MBA (East Tennessee State University)  
Assistant Professor of Business, 2013  
Associate Program Coordinator, Business MBA

**Neal, Penelope L.**

BS, MSN (University of Tennessee)  
PhD (East Tennessee State University)  
Associate Professor of Nursing, 2012

**Nelson, Monica M.**

BSN (Indiana University)  
MEd (Lincoln Memorial University)  
PhD (East Tennessee State University)  
Assistant Professor of Nursing, 2014

**Nicholson, Susan E.**

BME (Winthrop University)  
MME (Winthrop University)  
DMA (University of Miami)  
Assistant Professor of Music, 2017

**O'Neil, Jennifer N.**

BSEd (State University of New York)  
MSS (United States Sports Academy)  
Assistant Professor of Physical Education, 2015  
Program Coordinator, Physical Education  
Program Coordinator, Exercise Science

**Ong, Han Chuan**

BA (Wabash College)  
PhD (Indiana University)  
Associate Professor of Biology, 2012  
Dean, College of Arts & Sciences

**Ong, Laura E.**

BS (University of Kentucky)  
PhD (Indiana University)  
Associate Professor of Biology, 2012

**Osborn, Kyle N.**

BA, MA, MAT (East Tennessee State University)  
PhD (University of Georgia)  
Instructor of History, 2014

**Overbay, Mark R.**

BS (East Tennessee State University)  
MD (James H. Quillen College of Medicine, East Tennessee State University)  
Assistant Professor of Healthcare Administration, 2012  
Dean, School of Behavioral & Health Sciences  
Interim Dean, School of Communication, Information, & Design

**Pate, Mark J.**

BSPE (University of Tulsa)  
PhD (University of Tennessee)  
Associate Professor of Finance and Economics, 2007  
Chair, Finance, Economics, and Law

**Paulson, Keri-Lynn**

BA (Bryan College)  
MS (University of Tennessee)  
Instructor, Electronic Resources Librarian, 2015  
Assistant Director, Quality Enhancement Plan

**Peltier, Matthew S.**

BA (King College)  
MSLS (University of Kentucky)  
PhD (University of Nebraska)  
Associate Professor, 1999  
Program Coordinator, Leadership  
Associate Vice President, Student Affairs  
Dean of Students  
Faculty Parliamentarian

**Percy, Janet M.**

BS (Houghton College)  
MACCT (East Tennessee State University)  
DBA Candidate (Grand Canyon University)  
Assistant Professor of Accounting, 2009

**Pickard, Simeon T.**

BS, MS (Western Kentucky University)  
PhD (Vanderbilt University)  
Professor of Chemistry, 1992  
Chair, Chemistry  
Program Coordinator, Chemistry and Biochemistry

**Pipino, Kiara**

BFA, PhD (University of Genoa)  
MFA (University of Arkansas)  
Assistant Professor of Theatre, 2015

**Pitts, George S.**

BS (University of Tennessee)  
MA (Tennessee Technological University)  
Assistant Professor of Education, 2006

**Polk, Xanshunta L.**

BBA (Jackson State University)  
MPA (Tennessee State University)  
DBA (Argosy University)  
Assistant Professor of Business, 2016

**Price, Jessica L.**

AS (Southwest Virginia Community College)  
BSN (Radford University)  
MSN (King University)  
Instructor of Nursing, 2016

**Ratcliff, Holly E.**

BA (King College)  
MA (University of Tennessee)  
Assistant Professor, 2011  
Director, Knoxville Campus Writing Center  
Co-Facilitator, Online Writing Lab (OWL)

**Rémillard, Annie**

BA (College St. Jerome)  
MEd (Milligan College)  
Assistant Professor of French, 2006  
Program Coordinator, French

**Roaché, Amber E.**

BS, BSN, MSN, DNP (University of Tennessee at Chattanooga)  
Associate Professor of Nursing, 2012  
Associate Dean, Graduate Studies in School of Nursing

**Roberson, Shawn T.**

BA (East Tennessee State University)  
MIBS (University of South Carolina)  
DBA (Argosy University)  
Associate Professor of Business, 2009

**Roberts, A. Matthew**

BA (East Tennessee State University)  
MA (University of Houston)  
EdD (Appalachian State University)  
Associate Professor of Education, 2008  
Vice President, Academic Affairs/Chief Academic Officer  
Academic Dean

**Robertson, Andrea M.**

BS, MSN (University of Tennessee)  
DHed Candidate (A.T. Still University)  
Associate Professor of Nursing, 2016  
Knoxville Liaison, Traditional BSN Program

**Robinson, David E.**

BS (Virginia Polytechnic Institute and State University)  
JD (George Mason University)  
LLM (New York University)  
Associate Professor of Business, 2011  
Program Coordinator, Business BA  
Associate Dean, School of Business & Economics

**Rudd, Joshua A.**

BS, MS (East Tennessee State University)  
Instructor of Biology, 2014

**Sanders, Sandra L.**

BS (University of Tennessee)  
MA, EdD (East Tennessee State University)  
Associate Professor of Education, 2007  
Program Coordinator, Master of Education  
Associate Dean, School of Education

**Sapp, James F.**

BS (Kentucky Christian College)  
MEd (East Tennessee State University)  
PsyD (Southern California University)  
PhD (Northcentral University)  
Assistant Professor of Psychology, 2014  
Program Coordinator, Psychology GPS

**Sellstrom, Teresa L.**

BSN (East Tennessee State University)  
MSN (University of Tennessee)  
PhD Candidate (University of New Mexico)  
Associate Professor of Nursing, 2004

**Shaw, Karen L.**

BA (King College)  
MPhil, PhD (Drew University)  
Professor of English, 1993  
Chair, English  
Coordinator, Study Abroad Affiliations

**Shim, Changsub S.**

BA (Pusan National University)  
MS, DBA (Mississippi State University)  
Associate Professor of Information Technology, 2008

**Simoson, Andrew J.**

BS (Oral Roberts University)  
PhD (University of Wyoming)  
Professor of Mathematics, 1980

**Slaughter, Christopher R.**

BA (Virginia Intermont College)  
MFA (University of Memphis)  
Associate Professor of Theatre, 2007  
Chair, Theatre

**Slemp, Tracy J.**

BSN (University of Tennessee)  
MSN (East Tennessee State University)  
DNP (University of Alabama)  
Associate Professor of Nursing, 2006  
Dean, School of Nursing

**Sloan, Alyssa Millner**

BA (University of Central Arkansas)  
MA (University of Arkansas at Little Rock)  
PhD (University of Kentucky)  
Associate Professor of Communication, 2011  
Program Coordinator, Communication

**Stiltner, Ashley Owens**

BS (Alice Lloyd College)  
DC (Sherman College of Chiropractic)  
Assistant Professor of Athletic Training and Biology, 2014

**Story, Brandon H.**

BA (King College)  
MA (East Tennessee State University)  
PhD Candidate (University of Tennessee)  
Assistant Professor of English, 2000

**Streetman, William Craig**

BS (Presbyterian College)  
MA (Denver Seminary)  
MA, PhD (University of Kentucky)  
Assistant Professor of Philosophy, 2012  
Program Coordinator, Philosophy  
Director, Snider Honors Program  
Chief Marshal

**Strickland, Joseph G.**

BS (Appalachian State University)  
MFA (Utah State University)  
Assistant Professor, 2013  
Program Coordinator, Digital Media Art and Design

**Teng, Wen-Yuan (William)**

BE (Feng-Chia University)  
MBA, PhD (University of Memphis)  
Professor of Finance and Economics, 1999  
Associate Dean, School of Business & Economics

**Thomas, Rebecca J.**

BS (Middle Tennessee State University)  
MBA (East Tennessee State University)  
PhD (Capella University)  
Assistant Professor of Business, 2010  
Chief of Staff

**Tkach, Benjamin K.**

BA (Whitworth University)  
PhD (Texas A&M University)  
Assistant Professor of Security and Intelligence Studies, 2015

**Todt, Kendrea L.**

ADN (Virginia Highlands Community College)  
BSN, MSN (King College)  
Instructor of Nursing, 2013

**Traynor, Wendy L.**

BS, MEd (North Georgia College)  
Assistant Professor of Mathematics, 2006  
Director, Bristol Math Center

**Van Antwerp, Sue Ellyn**

BSN (University of Evansville)  
MSN (Vanderbilt University)  
Assistant Professor of Nursing, 2014



**Vance, Shannon H.**

BA (East Tennessee State University)  
MA, PhD (Michigan State University)  
Associate Professor of History, 2003  
Director, King Institute for Faith and Culture

**Vance, T. Joel**

BBA (National University)  
MS (Radford University)  
PhD (Northcentral University)  
Assistant Professor of Business, 2011  
Chair, Statistics  
Knoxville Mathematics Tutor

**Vande Brake, Katherine G.**

BA, MA (Michigan State University)  
PhD (Michigan Technological University)  
Professor of English, 1980  
Dean, Academic Programs  
Director, Academic Center for Excellence (ACE)

**Vaughan, L. Kelly**

BS (Berry College)  
PhD (Texas A&M University)  
Assistant Professor of Biology, 2014  
Chair, Biology

**Watson, Donna H.**

BA (Bluefield College)  
MS (Radford University)  
PhD (Virginia Polytechnic Institute and State University)  
Professor of Education, 2017  
Dean, School of Education

**Yokshas, Lisa J.**

BA (Milligan College)  
MA (East Tennessee State University)  
Assistant Professor and Learning Specialist, 2004  
Director, Learning Services



**Staff & Faculty  
Information Services/Technology**

**Allison, Boyce** ..... Network Manager  
**Anderson, Dwayne** ..... Senior IT Software Engineer  
**Byington, Logan** ..... Programmer  
**Goodman, Euell** ..... Programmer  
**Hobbs, Benjamin** ..... Database Manager  
**Houk, Zachary** ..... IT Support Specialist  
**Robertson, Joel** ..... Chief Information Officer  
**Short, Patrick** ..... IT Help Desk Specialist  
**Snapp, Andrew** ..... IT Support Specialist



**Staff & Faculty  
King University Libraries**

**Bernard, Ryan** ..... Outreach Services Librarian, Kingsport  
**Brammer, Erika** ..... Dean of Library Services  
**Curtis, Frances E.** ..... Cataloguing Specialist  
**Davidson, Crystal L.** ..... Acquisitions Manager, International Student Advisor  
**Eastwood, Justin** ..... Outreach Services Librarian, Knoxville  
**Goodart-Lovette, Jennine** ..... Online Instruction Librarian  
**Kimerer, H. Marika** ..... Circulation Manager  
**Klingensmith, Tessa** ..... Evening/Weekend Reference Assistant  
**Krug, Emily D.** ..... Instructional Services Librarian  
**Paulson, Keri-Lynn** ..... Electronic Resources Librarian



**Staff & Faculty  
Marketing**

- Boggan, Laura** ..... Associate Director, Communications  
**Clevinger, Sarah** ..... Director, Marketing & Communications  
**Peterson, Angelia** ..... Senior Graphic Designer  
**Plaisted, Courtney** ..... Graphic Designer  
**Ridley, Micah** ..... Multimedia Manager



## Staff & Faculty Part-Time Faculty

Achilles, Wendy W.  
Ackerman, George M.  
Allison, Boyce D.\*  
Allsteadt, John R.  
Alpers, John K.  
Andrade, Julie D.  
Andrews, Nita L.  
Anthony, Amy L.\*  
Anthony, Rhonda L.  
Arrington, Vernard E. (Trey), III  
Atkins, David W.  
Atwell, Jason W.  
Bailey, Carrie A.  
Bailey, Charisma K.  
Bailey, Philip E.  
Bailey, Sharon A.  
Baise, Patricia A.  
Barkley, Regina L.  
Bartee, Seth J.  
Bartley, Mark A.  
Barwick, Ronald C.  
Bateh, Justin  
Battel, Charise N.  
Beavers, Neyia J.  
Beavers, Vonda S.  
Belnap, Jessica S.  
Bernard, Mark B.  
Berry, Benny L.\*  
Bird, William D.  
Black, Ronald G.  
Blackmon, Matthew L.  
Blackwell, Leonard  
Blalock, Melissa H.  
Blankenship, Kasey  
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Bloomer, Raymond H.  
Bolling, Jess P.  
Bolling, Sharon H.  
Bonner, Layla J.  
Booher, Ryan D.\*  
Booker, Pamela S.  
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Boyd, Michael B.  
Bradeen, Cherylynn A.  
Brandon, Robert R., II  
Brewer, Evelyn P.  
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Brines, Nathan E.  
Browder, Sharon W.  
Brown, Beverly N.  
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Brown, Robert  
Brown, Tessa  
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\*King University Staff

Burchell, Jodine  
 Burger, Kenneth J.  
 Burnett, Sheri  
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 Caine, Stephanie K.  
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 Campbell, Steven R.  
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 Carter, Timothy R.  
 Cassity, Rachel S.  
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 Chandler, Terry M.  
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 Cole, Brandon M.  
 Cole, Carol S.  
 Cole, Kathryn R.  
 Coleman, Debra L.  
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 Cook, Amy L.  
 Cortese, Leonard A.  
 Cotton, Amir S.  
 Courts, Bari L.  
 Cox, David L.  
 Cox, Felix O.  
 Crandell, Kelly R.  
 Crasto, Chiquito J.  
 Creel, Timothy S.  
 Crews, Micah R.\*  
 Cross, Alexander D.  
 Cruz, Beth A.  
 Curl, Kady M.  
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 Delph, Norma F.  
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 deWitt, Charles B.  
 Downing, Amanda C.  
 Duenkel, Priscilla C.\*  
 Duffy, Simon G.\*  
 Dunbar, Kent M.  
 Dunnagan, Monica B.  
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 Eastwood, Justin B.\*  
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 Edwards, Karl E.  
 Ellick, Todd W.  
 England, Teresa L.  
 Engle, Darci L.  
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 Evans, James N.  
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Gray, Aaron D.  
Gray, Richard J., II  
Green, Finley L.\*  
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Hagy, Mark R.  
Hale, Cynthia H.  
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Harper, Amanda B.  
Harris, Stewart L.  
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Hearl, Alisa L.  
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Heldreth, Sheila B.  
Henry, Joy T.  
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Holler, Ann K.  
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Hughes, Cynthia D.  
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Kane, Karen L.  
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Kelly-Gilly, Rebecca D.  
Kerr, Anna M.  
Kerr, L. Gabie  
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King, Donnell A.  
Kleinmann, Christie M.  
Knight, Jacqueline L. "Anita"  
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Littleton, Robert A.\*  
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Loudon, Emily C.\*  
Lowe, Roger L.  
Luffman, Ingrid E.  
Lumpkins, Deborah L.  
Lundy, James W., Jr.  
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Majic, Christina R.  
Makres, Joseph C.  
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Mann, Amy\*  
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McCall-Burton, Melissa D.  
McCowan, Elizabeth I.  
McMurray, Joseph W.  
McReynolds, Julie R.\*  
Meadows, Beverly J.  
Mehl, David D.  
Meinecke, Lonny D.  
Meredith, Grayson W.  
Messer, Emily D.  
Miller, Lowell E.  
Miller, Wendy B.  
Milligan, Rachel E.  
Mills, Brian S.  
Millsaps, Catherine L.  
Mitchell, Anthony C.  
Mitchell, Holly K.

Mitchell, Lauren G.  
Mitchell, Nathan L.  
Mitchell, Thomas G.  
Moorman, Jason D.\*  
Monk, David T.  
Moran, Kelly D.  
Moran, Nora B.\*  
Morison, Jane D.  
Morton, Dana  
Mountain, Karen S.  
Moyer, Richard A.  
Mueller, Marguerite L.  
Mullins, Foney G.  
Mullins, Suzanne M.\*  
Mumpower, Deborah  
Myatt, Ellen M.  
Nason, Christine L.  
Nason, Scott A.  
Neilson, Debbie A.\*  
Nelson, Sheri L.  
Nelson, Teresa A.  
Noriega, Pender B.  
Nother, Elizabeth A.  
O'Dell, Louann  
O'Dell, Warren T.  
Olenich, Svitlana O.  
Osborne, Valerie L.  
Oster, Gloria F.  
Payne, Terry L.  
Pennington, Tammy R.  
Peltier, Matt S.\*  
Peters, Rachel L.  
Peterson, Eric  
Peterson, Steven K.

\*King University Staff



Phillips, Sherrie	Seager, Gregory D.
Pilcher, G. Michael	Seay, Tammy
Pippin, Deborah C.	Shannon, Samantha B.*
Pitt, Justin D.	Shell, Carol B.
Playl, Sammie N.*	Shempert, Shelly R.
Playl, Stephen L.	Shepherd-Powell, Julie A.
Ponder, Maurice J.	Sherman, Darlene E.
Prater, Thomas M.	Sherman, Margaret A.
Presnell, Jill	Simmons, Alana J.
Priano, Jennifer	Simmons, Travis M.
Price, Bradley H.	Simpson, Misty
Price, Vanessa G.	Slaughter, Adriel H.
Qualkenbush, Chastity D.	Smallen, Chris M.
Quigg, Brooke C.	Smallen, Stephanie W.
Ramey, Jodi W.	Smathers, Susan M.
Rasnake, John S., II	Smith, Barbara G.
Rasnic, R. Scott	Smith, Rhonda F.
Reece, Corey C.*	Snyder, Lucinda M.
Rees, Tracy R.	Sparks, Alan W.*
Reno, Katie M.	Spates, Stephen A.
Richards, Janet L.	Sproll, Dagmar E.
Ringley, Gary S.	Spurgeon, Marcia E.
Roberts, Matt*	Stallard, Michelle
Robertson, Joel C.*	Staples, Neil C.
Robertz, Gary W.	Sterbens, Elizabeth R.
Roger, Kristen L.	Sterling, John A.
Rogers, Ryan K.	Stigers, Katherine M.
Rolen, Rachel	Stockton, Ketron J.
Russell, Gordon R.	Stoddard, Brian L.
Rutherford, Robert B.	Stokes, Stacey L.
Rutherford, Thomas P.	Strang, Fred Foy
Rutledge, William T.*	Strang, Michelle Y.*
Salerno-Anthony, Mary	Stroud, Curtis A.
Scott, Amy M.	Sturgill, Faith E.

\*King University Staff

Sturm, Roberta R.  
Suit, Natalia  
Sunday, Jill M.  
Swiney, Jessica W.\*  
Swiney, Wendy D.  
Taylor, Millicent M.  
Terrell, Robert L.  
Terry, Jake M., Jr.  
Testa, Jennifer L.\*  
Thomas, Rebecca\*  
Thompson, Charles S.\*  
Thompson, Chelsea  
Thompson, Josh L.\*  
Thornhill, Larry W.  
Thornton, James W.  
Tipton, Whitney L.  
Toomey, Susie K.  
Towns, Thia C.  
Triplett, Tami M.  
Tudor, Annette M.  
Tull, Annalee\*  
Underwood, Amanda D.  
Valentine, Jennifer J.  
Valeriano, Aurelio R.  
Vanburen, Stephanie N.  
Vance, Charles D., Jr.  
Vance, Christina R. "Alaska"

Vance, James A.  
Vaughan, Kyle D.  
Vick, Alison B.  
Waggle, Rebecca  
Wagner, Nancy C.  
Ward, Billy D.  
Ward, Scott D.  
Warhurst, Amber K.  
Warhurst, Paul C.  
Weems, Reginald D.  
Werner, Dawn H.  
Westgate, Richard A.  
Whisman, Derek K.  
White, Karen M.  
Wilder, James A.  
Wilks, Kimberly S.  
Willard, Katie I.  
Williams, Kelly M.  
Williams, Sherry L.  
Williamson, Amanda R.\*  
Winship, David B.  
Wolfe, Jerry A.  
Wolfenbarger, Christie L.  
Woods, Holly I.  
Woods, Lori D.  
Youland, David S.  
Young, Cora E.

\*King University Staff



**Staff & Faculty  
President's Office**

**Whitaker, Alexander** ..... President

**Bell, Jewel** ..... Executive Administrative Assistant, Communications

**Stevens, Holly** ..... Executive Assistant to President



**Staff & Faculty  
Registration and Records**

**Cleland, Whitney**..... Records Specialist II  
**Gentry, Chelsea** ..... Transfer Assessment  
**Lipscomb, Natalie** ..... Transfer Assessment  
**Lynch, Erin**..... Registration Clerk  
**Robbins, Alondra** ..... Transfer Assessment  
**Swiney, Jessica**..... Director, Registration and Records  
**Thornsberry, Cheyenne**..... Transfer Assessment  
**Worley, Jennifer**..... Assistant Registrar



## Staff & Faculty Student Affairs

<b>Anthony, Amy</b> .....	Student Success Specialist, Morristown
<b>Barton, Caitlin</b> .....	Area Coordinator, Coordinator for Student Activities
<b>Berry, Benny</b> .....	Director, Security
<b>Combs, Beverly</b> .....	Student Success Specialist, Kingsport
<b>Dalbey, Justine</b> .....	Student Success Specialist, Nashville
<b>Duenkel, Priscilla</b> .....	Regional Director of Student Affairs, Knoxville Campus
<b>Felty, Donna</b> .....	Director, Career Development
<b>Frazier, Jon</b> .....	Security Investigator
<b>Gingrich, Jocelyn</b> .....	Office Manager, Counseling Center
<b>Green, Carol</b> .....	Senior Student Success Specialist, Bristol
<b>Green, Finley</b> .....	Director, Career Services
<b>Jennings, Leona</b> .....	Executive Assistant to the Vice President for Student Affairs
<b>Johnson, Amber</b> .....	Area Coordinator for Liston Hall, Coordinator for Intramurals
<b>Leonard, Heidi</b> .....	Student Success Specialist, Bristol
<b>Littleton, Robert</b> .....	Vice President for Student Affairs
<b>Loudon, Emily</b> .....	Director, Student Life
<b>McReynolds, Julie</b> .....	Assistant Dean for Student Engagement
<b>Miller, Homer</b> .....	Student Success Specialist, Bristol
<b>Mullins, Suzanne</b> .....	Assistant Dean for Residence Life
<b>Peltier, Matthew</b> .....	Associate Vice President for Student Affairs, Dean of Students
<b>Playl, Sammie</b> .....	Director, Academic Success
<b>Rachel, Sarah</b> .....	Student Success Specialist, Knoxville
<b>Steffey, Laura</b> .....	Student Success Specialist, Kingsport
<b>Taylor, Jobieann</b> .....	Administrative Assistant, Student Affairs
<b>Thompson, Charles</b> .....	Director, Counseling Center
<b>Yokshas, Lisa</b> .....	Director of Learning & Disability Services



**Staff & Faculty  
Student Financial Services**

- Brand, Richard**..... Director, Financial Aid  
**Eastridge, Cindy**..... Associate Director, Financial Aid  
**Edwards, Ashley**..... Assistant Director, Financial Aid  
**Mustard, Christin** ..... Technical Specialist  
**Overton, Janette**..... Technical Specialist, Financial Aid Counselor  
**Stiltner, Brittoney** ..... Financial Aid Counselor  
**Tolbert, Melissa**..... Customer Service Specialist, Financial Aid



**Staff & Faculty  
The Learning Commons  
TLC**

- Feagins, Corey** ..... Course Design Specialist
- Mann, Amy** ..... Director, Online Learning
- Reece, Corey** ..... Educational Media Specialist
- Watts, Kyndall**..... Course Design Specialist