

CATALOGUE FOR 2009-2010



King College offers programs that lead to the following degrees: the Bachelor of Arts, Bachelor of Business Administration, Bachelor of Information Technology, Bachelor of Science, Bachelor of Science in Medical Technology, Bachelor of Science in Nursing, Master of Business Administration, Master of Education, and Master of Science in Nursing degrees.

King College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and masters 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 College.

King College 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, and the athletic program is approved by the National Association of Intercollegiate Athletics with membership in the Appalachian Athletic Conference. The Nursing program is approved by the Tennessee Board of Nursing and is a member of the American Association of Colleges of Nursing and accredited by the Commission on Collegiate Nursing Education.

King College is a member of the Tennessee College Association, the Tennessee Independent Colleges and Universities Association, the Appalachian College Association, the Tennessee Fund for Independent Colleges, 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 Holston Associated Libraries, the Association of Independent Liberal Arts Colleges for Teacher Education, the Tennessee Association of Colleges for Teacher Education, the Tennessee Association of Independent Liberal Arts Colleges for Teacher Education, the Association of Collegiate Business Schools and Programs, and the Association of American Colleges and Universities.

King College does not discriminate on the basis of race, color, national origin, religion, sex, disability or age in its programs and activities.

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



1350 King College Road



Bristol, Tennessee 37620-2699

Correspondence concerning matters of general interest to the college should be addressed to the Office of the President. Other inquiries should be addressed as follows:

Academic Programs
DEAN OF THE COLLEGE
DEAN OF THE FACULTY

Admissions
DIRECTOR OF RECRUITMENT & ADMISSIONS

Alumni Matters
DIRECTOR OF ALUMNI RELATIONS

Business Matters/ Information Services
VICE PRESIDENT FOR BUSINESS OPERATIONS

Financial Aid
DIRECTOR OF FINANCIAL AID

Gifts and Bequests
PRESIDENT
VICE PRESIDENT FOR MARKETING AND DEVELOPMENT

Graduate Programs
DIRECTOR OF RECRUITMENT & ADMISSIONS

International Programs
DIRECTOR OF THE CENTER STUDY ABROAD & OFF-CAMPUS PROGRAMS

Scholarships
VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

Spiritual Life
CHAPLAIN

Student Affairs
VICE PRESIDENT FOR STUDENT AFFAIRS

Transcripts and Academic Records
DIRECTOR OF REGISTRATION AND RECORDS

Visitors are welcome at King College. The administrative offices on the ground floor of the E.W. Library are open from 8 a.m. to 6 p.m. Monday through Thursday and from 8 am. to 5 p.m. on Friday. Visitors wishing interviews with members of the staff are urged to make appointments in advance of their visit. The telephone number of the college switchboard is (423) 968-1187. The Admissions Office number is (423) 652-4861. Admissions has a toll free number: (800) 362-0014. The college FAX number is (423) 968-4456. The Internet home page address is www.king.edu.

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THE MISSION AND VISION OF KING COLLEGE

MISSION

To educate students in an academically rigorous and collegiate setting that integrates Christian faith, scholarship, service, and career, leading to meaningful lives of achievement and cultural transformation in Christ.

VISION

To grow continually as a Christian comprehensive college, with pre-professional and professional schools, that builds lives for achievement and cultural transformation in Christ.

IDENTITY

King College is a comprehensive Christian college 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 College is to educate students so that they may live meaningful lives of achievement and cultural transformation in Christ. 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 College positions itself as a missional college that prepares students to engage the world and nurtures students in vital Christian faith, rather than as a college with an inward focus that attempts to protect and separate students from the larger culture and world. King College seeks to foster a campus ethos that stresses the importance of exploration, personal initiative, character and integrity, collegiality, humane instincts, aesthetic sensitivities, and leadership. When students leave King they will be intellectually proficient and disciplined, spiritually astute and mature, technologically competent and innovative, vocationally focused and adaptive, socially confident and

compassionate, and will possess a life-long love of learning and service.

CORE VALUES

Our mission, vision, and identity create seven core values that represent our goals and expected outcomes for our graduates. These core values should guide all of our discussions and decisions, be understood and embraced by the King College community, and are intended to create measurable performance outcomes. Thus, when a student graduates from King College they will be:

Intellectually Proficient and Disciplined—*King graduates will value learning by demonstrating their ability to think critically, gain and apply knowledge and skills, and appreciate truth, beauty, creativity, and imagination.*

Spiritually Astute and Mature—*King graduates will be distinguished by their integration of the Christian faith into their lives at home, at work, and in their communities.*

Technologically Competent and Innovative—*King graduates will use emerging technology to creatively frame problems and make decisions, while appreciating, understanding, and discerning its practical and ethical limitations.*

Vocationally Focused and Adaptive—*King graduates will pursue their calling, identify with, and serve their communities as leaders in their chosen profession.*

Socially Confident and Compassionate—*King graduates will recognize the inherent worth and uniqueness of individuals, modeling acceptance, empathy, and respect for the global community.*

Life-Long Learners—*King graduates will possess the self-motivation and desire to gain new knowledge and explore new ways to learn and grow.*

Transformers of Culture in Christ—*King graduates will live lives of service and stewardship, actively engaging their culture by modeling Christ.*

PHILOSOPHY OF EDUCATION

A King College education is one that integrates faith, learning, and life in keeping with the mission and identity of the College. 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 College graduate is intended to be a broadly educated person, prepared for active participation in our contemporary society. Therefore, in addition to career-focused preparation in a chosen field of study, a King College education should emphasize the following skills and areas of learning:

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- Literacy and the effective use of language
- Understanding of numbers and the language of quantification
- Knowledge of western cultural heritage and the historical process
- Knowledge of natural science and the history of science
- Understanding of human nature, relationships, and institutions
- Appreciation of the aesthetic dimensions of life
- An enlarged vision of and appreciation for other peoples and cultures
- Appreciation of personal health and physical well-being
- Demonstration of the inter-relatedness of all fields of learning
- Engagement with contemporary world problems, including suffering and injustice
- Knowledge of Christian scriptures, community, and traditions in the context of modern scholarship
- Knowledge of and participation in civil society
- Technology and its use in contemporary work and social environments
- Leadership within professional and social communities
- Knowledge and application of Judaeo-Christian ethical principles
- Social skills and the effective interaction with others in formal and informal engagements

While seeking to emphasize these elements, teaching and learning expectations should recognize the variability of student talent, background, and preparation. Consequently, the King College 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 College is concerned for the wholesome and 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 college community in the teaching and learning process.

King College holds that knowledge of self, the world, and God are connected and, therefore, that learning and intellectual inquiry are acts of worship. King College 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 College seeks to foster a campus 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 college 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 College 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 College education seeks to integrate faith, learning, and life in keeping with the mission and core values of the College.

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 their character in the depths of their being. Such a process can be negative or positive, destructive or beneficial. In the context of a college, 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 college 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 college draws on its vast resources of curricula, extra-curricula 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 college facilitates not only student 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 college is to develop each student’s character toward meaningful lives of achievement and cultural transformation in Christ, and toward responsible service and stewardship in the world. The college stresses praxis as well as intellectual achievement for it is understood that the “mind of Christ” was 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 college has core values that are distinctly Christian, we have historically been open to all

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students of quality regardless of religious persuasion. We serve students from the various segments of the Christian family, both protestant and catholic, but also students from other religions and from totally secular perspectives. Our mission and vision is to serve all students regardless of religious orientation 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 in a variety of ways, including the requirement of accumulating chapel/convocation/service credits (CCS). In addition, spiritual formation will be reviewed by the student's participation in and evaluation of the following activities:

- regular academic offerings;
- service and mission projects;
- the 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 College 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 College 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 College is committed to a regional, national, and international constituency. King College strives to enrich the collegiate experience and broaden its service by having an ethnically and geographically diverse student body. Applicants are accepted into the College upon evidence of academic qualifications and are

admitted without regard for ethnic or religious background.

HISTORY

King College 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 stances, those Presbyterians who had supported the Confederate cause found themselves without a church college in their region following the conflict.

Manifesting the historic zeal for education that has long been a hallmark of the Reformed tradition, leaders of the Holston Presbytery in Northeast Tennessee determined to establish a college. Though conditions were difficult in the post-Civil War South, the presbytery set forth its vision in a ringing declaration of purpose on April 9, 1866: "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 and Senior minister of the denomination in Northeastern Tennessee, came forward with a gift of 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 to which he had been accustomed to retire with his Bible for personal meditation. King called it 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 the erection of a large three-story building, with a central Victorian tower, while the Reverend George A. Caldwell, minister of the Bristol Presbyterian Church, embarked on a campaign to develop a permanent endowment, soliciting donations from locations as far away as New York City as well as within Northeastern Tennessee. The Reverend James Doak Tadlock, a graduate of Princeton Seminary and a member of Holston Presbytery, was chosen as the founding president of the College, which matriculated its first students and began classes in August, 1867. A man of faith and dedication, Tadlock had well-defined views as to the proper character of a collegiate education, believing that it should conform to the strict classical model of the liberal arts set forth by Yale College. Course offerings were limited to the classical languages, mathematics, and science, but the instruction was thorough and demanding. Tadlock maintained close personal relationships with his students and inspired his young men to accept personal commitments to lives of service to their God and fellow men, and he encouraged

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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 went forth to make their mark in the world. From this number would come forty ministers, seven of whom were missionaries in foreign lands. 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*. As one graduate would write 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 College 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 College was facing new challenges and opportunities. The growth of the town of Bristol 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. It was essential, then, that King should become an accredited institution.

The Reverend Tilden Scherer, who assumed the presidency of the institution 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 steady and reliable 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 in the Southern highlands. The result was the formation in 1915 of the Synod of Appalachia, encompassing Presbyterian congregations throughout Eastern Tennessee, Southwestern 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 that larger constituency which would be necessary to its future development. In the following year the 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 college 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 would be erected on the new campus.

King College also achieved national prominence for its prowess in athletics during this period. The college football team seemed unbeatable in the early years following World War I, and the highlight of its triumphs came in 1921 when the King College team defeated 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 won on the gridiron. 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 College Tornado.

Like almost all educational institutions, the college was hit hard by the Great Depression, and simple survival became the watchword. In 1931, Stonewall Jackson College, a Presbyterian institution for women in Abingdon, Virginia, closed its doors, and King responded by becoming coeducational. When the Reverend Thomas P. Johnston assumed the presidency in 1935, he made financial stability his foremost goal. Gathering about him dedicated ecclesiastical and lay leaders throughout the Synod of Appalachia, he launched a comprehensive fund-raising drive that enlisted the united support of Presbyterians in the Southern mountains. Their efforts were remarkably successful, permitting the College to face the future with confidence.

The post-World War II years were a time of remarkable growth and achievement for King College. In March, 1943, the Reverend Robert Todd Lapsley Liston assumed the presidency and began a twenty-five year tenure that would be one of the most significant in the history of the institution. Liston was determined that King must achieve in the fullest measure the academic distinction that had been the goal of its founders, and he turned to the task with vigor and bold determination. Given strong support by a Board of Trustees whose leaders during this period included Dr. Huston St. Clair, James C. White, and Frank W. DeFriece, Jr., he made academic quality his first priority. New moneys were poured into faculty salaries, the library, and laboratory equipment, while Liston personally recruited bright high school graduates to fill the classrooms. Major campaigns were launched to build a larger permanent endowment fund. By 1948 King had won accreditation from the Southern Association of Colleges and Schools, and by 1960 King was recognized in leading graduate and professional schools for the high academic quality of its alumni.

Initially Liston had concentrated his energies upon academic achievements, but he soon recognized the need for physical improvements to the college, and the 1960s decade witnessed a building program that transformed the appearance of the hilltop campus. A major campus plan completely redesigned the physical

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appearance of the school, and a grassy central lawn known as the "Oval" was developed, about 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, dormitories for men and women, an astronomical observatory, and the F. B. Kline Gymnasium.

The programs that Liston had carried out were continued and expanded during the 1970s in the presidencies of Powell Alexander Fraser and the Reverend Roy Kinneer Patterson, Jr. The James C. White Building offered state-of-the-art facilities for scientific instruction and laboratory work in the natural sciences, and a new home for the college president was constructed. Athletic fields were upgraded, and renovations to existing facilities provided larger and better-equipped classrooms. The academic curriculum was broadened to meet changing curricular needs, with special emphasis given to pre-professional programs such as teacher preparation. Development and recruitment efforts were greatly expanded, and with the restructuring of the Presbyterian Church (USA), the college constituency was broadened to include an expanded region of Presbyterian congregations in the Southeast.

In 1979, the College completed a transition in legal ownership. A new Board of Trustees assumed control of the institution, and King became an independent school, but with formal covenantal relationships with various Presbyterian judicatories to develop cooperative and participatory relationships for sharing in the work of Christian higher education. The Reverend Donald Rutherford Mitchell, who served as president from 1979 to 1989, led the faculty and trustees in a careful refinement of the college's statement of purpose, strengthening its emphasis upon the mission of King to bring together faith, learning, and living in an educational setting of academic challenge and Christian nurture. Enrollment doubled during the early years of Mitchell's administration, and greater emphasis was placed upon the recruitment of international students. The increased enrollment necessitated construction of a new dining hall-student union, Maclellan Hall, an additional residence hall for women, and remodeling of the college chapel to increase its seating capacity. Mitchell's programs were given solid support by the Trustees under the leadership of Board chairman Hugh O. Maclellan, Jr., whose unwavering dedication provided assurance of financial stability during this period of growth.

The presidencies of Charles E. Cauthen, Jr., and Richard J. Stanislaw from 1989 to 1997 built upon former achievements. Major campus renovations continued, with improvements in heating and air-conditioning of buildings, and maintenance facilities were improved. 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, thus greatly expanding access to reference and research materials. During the administration of President Stanislaw the largest financial campaign in the history of the school, for \$12.5 million dollars, was launched, coming to a successful conclusion in 1998 with an over-subscription of \$15 million dollars.

In 1997, the Reverend Gregory Doty Jordan was elected president of King College, and his efforts have extended the work of his predecessors. Dr. Jordan and the Trustees undertook a year-long study, which resulted in the preparation of a comprehensive strategic plan for the future of King. The statement of purpose of the institution was clarified and made more explicit. Specific developments which have been undertaken since then include the redesign of the College's core curriculum, together with a totally new curricular calendar. A nursing program has been inaugurated after careful planning revealed the critical need for nurses in the years ahead. The Peeke School of Christian Mission was opened in the fall of 2001. The Center for Graduate and Professional Studies now offers a total of four adult-oriented degree programs: Master of Business Administration, RN to Bachelor of Science in Nursing, Bachelor of Business Administration, and Post-Baccalaureate Teacher Licensure. There is a new emphasis upon providing an international focus for the College. The computing network has been enhanced with the installation of fiber optic cabling in all dormitories and classrooms of the college, permitting a full range of facilities for transmitting audio-visual information. Major changes have been made in the appearance of the campus. The adjoining golf course, which had been leased for years, has been appropriated for college use and has been redesigned for new athletic fields, a new campus gate and entrance to the college, and for the construction of additional buildings in the near future. A new student Athletic/Convocation Center was dedicated in December, 2002. The new auditorium seats 1,200 for convocations and sporting events. In addition, it houses an indoor running track, a weight training room, exercise space, a hospitality room, and faculty offices for athletic personnel.

A campaign for \$50 million dollars, well beyond any former goal in the institution's history, has been completed. Thus, King College is positioning itself to play a significant role of service and leadership in the 21st century that promises to fulfill and carry forward the vision laid down by its founders more than 130 years before.

CAMPUS

King College, 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, a

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city of 43,300 residents. Bristol, Johnson City, and Kingsport, Tennessee, form the Tri-City metropolitan area with an aggregate population of approximately 450,000.

Public transportation includes Greyhound bus line and three airlines. 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 National Highways 11, 58, 421, and US Interstate 81.

Several buildings comprise the college physical plant, which has been attractively planned with a Georgian architectural theme:

Bristol Hall (1917) houses faculty offices (Social Sciences, English, Kaysean/Yearbook, Instrumental Music, Nursing, and Business) and the Academic Center for Excellence.

Burke Observatory (1962) contains a classroom and research space as well as a reflecting telescope with an electronic camera that records digitized images.

The Counseling Center (1972) is for both campus and community use. In addition, it houses the Vice President for Business Operations and some administrative staff.

The Facilities Services Building (1991) houses the Maintenance, Grounds, and Housekeeping Departments.

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, an office, study and meeting rooms, and a kitchen.

Hyde Hall (2000) houses 33 female students and has a laundry room on each floor, formal and informal lobbies, and large private bathrooms adjoining each pair of rooms.

E. W. King Library (1962) houses a collection of over 140,000 items in open stacks, an instructional computer lab, and office space for the Library staff. The lower level houses the executive, academic, business, advancement, and college/alumni relations offices of the college. Some of the Caldwell Art collection is on display.

F. B. Kline Hall (1964) is equipped for indoor sports such as badminton, basketball, indoor soccer, and volleyball. The men's and women's soccer, baseball, softball, and wrestling teams have their own locker facilities in the basement. It also houses the School of Education, faculty, some coaches, classrooms and support spaces.

Liston Hall (1966) is a residence hall for 200 men on four floors, with lounges and laundry facilities; the lower level houses 52 women.

Maclellan Hall (1983) houses the Dining Hall, Student Affairs, Widener TV Lounge, King's Den Snack Bar, Wager Faculty Lounge, College Mail Room, Career Development, Conference Services, Student Government, the central campus computer network, the

main student computer lab, and the Tornado Alley Shoppe.

Memorial Chapel (1932) seats 358 and is the site of chapel services and convocations. On the lower level are classrooms, practice rooms, and faculty offices for the Department of Music.

Mitchell Hall (1985) is a residence hall for about 90 students and is located between the athletic fields and the main campus, housing men and women in separate units.

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 Security Office.

Pauline Massengill DeFriece Place (1976) is the campus welcome center and houses the office of Admissions.

The Margaret M. Sells Hall (1927) houses the Office of Academic Affairs, Graduate and Professional Studies, Marketing, and the Department of Modern Languages and Literatures. It also contains the Computer Help Desk, faculty offices, classrooms, and a computer lab.

The Student Center Complex (2002) provides the main competition arena for intercollegiate basketball and volleyball. It houses all the coaches' offices, a concession stand, Hall of Fame room, Trustee Board Room, weight room, cardiovascular equipment areas, an indoor walking track, lounge areas, and locker rooms for men's and women's basketball, women's volleyball, and visitor's lockers for both men and women, which are available to all faculty, staff, and students, except during games and tournaments.

Tadlock Wallace (1921) is the location of the Center for Global Development and Peeke School of Christian Mission and the offices for the same, in addition to the Bible and Religion department and the Buechner Institute. It is a place of gathering for faculty, students, and international guests.

White Hall (1976) houses classrooms, computer and science laboratories, E. Ward King Auditorium, and faculty offices for the Division of Natural Sciences and Mathematics and the Nursing program.

The Women's Auxiliary Building (1918) served as the College dining hall through December 1982. It is now occupied by the Performing and Visual Arts Department, and has a small theatre, art workshop, a dance studio, and costume and stage storage, and an antique print shop.

Parks Field (2002) In addition to the above buildings, the College has an intercollegiate baseball field, an intercollegiate soccer field, a practice soccer 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.

ADMISSION TO THE COLLEGE

King College 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 to the College is competitive and based on an overall evaluation of the ability to benefit from a King College education, rather than focusing on any single factor. Important criteria include demonstrated academic achievement, personal motivation, and qualities of character and leadership ability. Decisions on admission reflect genuine concern for the applicants as well as for the integrity of King College. Inquiries and requests for application materials should be addressed to the Office of Admissions. An online application is also available at apply.king.edu.

APPLYING FOR ADMISSION AS A FRESHMAN

An application for admission as a 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. 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.

ACADEMIC PREPARATION

General requirements for admission include graduation from an accredited or recognized high school or secondary institution with a minimum of 16 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. One unit of Natural Science; and
7. Four units of other academic electives.

A student who does not present this pattern of preparation along with a minimum of 2.6/4.0 academic grade point average and a minimum ACT or SAT I composite score of 19 or 890 may be conditionally accepted with permission from the Admissions Committee of the Faculty.

ADVANCED STANDING

The College 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 may receive college credit for corresponding courses taught at King College. Applicants desiring information on scores required for credit on specific courses should contact the Registrar.

Students enrolled in the college 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.

King College recognizes the International Baccalaureate Diploma. 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 amount of credit awarded will be decided by the Registrar in conference with the Dean of the College. The maximum number of credit hours awarded for IB is 30.

APPLYING FOR ADMISSION AS A TRANSFER

Applicants are considered for transfer to King College from other colleges and universities primarily on the basis of their previous college work. An application for admission as a transfer student is complete only after official transcripts from all institutions of higher education previously attended are received. Students with fewer than thirty hours (or the equivalent) are expected to follow the freshman entrance procedures described above and to show a cumulative grade point average on previous college work of 2.0/4.0 or better. Students who have previously earned a degree at another college or university will generally be considered as having met all of the King College Core Curriculum requirements except for the Common Experience courses that are required of all students or any other course specifically required by the major or concentration. Students whose previous degree did not include: English Composition – 6 s.h.; English Literature – 3 s.h.; History – 6 s.h.; Social Science – 6 s.h.; College

ADMISSION TO THE COLLEGE

Mathematics – 3 s.h.; Natural Science (with lab) - 4 s.h. will have to satisfy any deficiencies to meet graduation requirements, and their former degree will not be recognized. Students who enter major programs with modified core requirements must meet those requirements. In addition, Common Experience courses, or any other course specifically required by the major or concentration, would have to be taken to meet graduation requirements. All transfer students must meet the residency requirement of 50 King College credits. Students with thirty or more hours of credit will be evaluated solely on the basis of previous college work. Credits from previously attended colleges or universities will be evaluated based on institutional accreditation, level, content, quality, comparability, and degree of program relevance and those accepted will be applied to the new degree being sought, up to a maximum of 88 s.h. However, the College 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. Nursing majors are required to earn a C or better in natural science courses.

Virginia Intermont College

King College and Virginia Intermont College have approved a cooperative program, whereby students enrolled at one institution may take certain courses at the other campus. No additional tuition will be charged during the regular semester; however, specific course fees may be assessed. Courses taken during the summer are treated as transfer credits and all appropriate fees are paid to Virginia Intermont. King students wishing to register for any of these courses must meet all prerequisites set by Virginia Intermont and are subject to enrollment limitations established by that institution, with first priority going to Virginia Intermont students.

King students are responsible for arranging their own transportation to Virginia Intermont and should be careful to avoid conflicts in their schedules.

Courses taken at Virginia Intermont will be considered a part of the academic load being carried by the student, who will be subject to the normal semester-hour limitations and fees stated in this catalogue.

Grades will be transferred from Virginia Intermont and accepted at face value.

Students wishing to enroll for a course at Virginia Intermont should complete a special form that may be obtained from the Office of Registration and Records, King College.

APPLYING FOR READMISSION

A student who desires to return to King College after not being enrolled for at least one semester may apply for readmission. Applicants must submit an Application for Former Student, which is available from the Office of Admissions. Students who left King in good academic standing with a grade-point average

over 2.0 in coursework completed at the College may be readmitted. Students who were academically suspended or dismissed must submit a letter of appeal and receive approval from the Dean of the College to be readmitted. If the student attended any other colleges during the time away from King, he or she must also submit official transcripts from all institutions of higher education. Students will receive transfer credit for courses that correspond or are equivalent to courses taught at King College.

ADMISSION OF PART-TIME STUDENTS

A student, who desires to become a degree candidate, but not to 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.

THE APPLICATION PROCESS

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

Accepted applicants are strongly encouraged to submit the enrollment deposit upon receipt of acceptance. This deposit secures the student's housing reservation and enables the student to register for classes. The deposit is refundable if requested before May 1.

INTERNATIONAL STUDENTS

King College encourages application from students who are interested in pursuing a degree program. International students applying to King College are required to submit a completed King College International Student Application form along with a non-refundable \$50.00 application fee. This application is available from the King College Office of Admissions and is also available at admissions.king.edu. Any international student demonstrating a TOEFL score of 600 (paper) or 100 (Internet) may be admitted directly into the regular curriculum. Such students can choose to take the English language proficiency test in order to be exempt from the core curriculum foreign language requirement. For all other international students, King College will require 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 college:

1. A completed and notarized Sponsor's Statement of Financial Support along with financial documents proving financial ability;

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2. Original official transcripts of all high school and college/university grades and courses;
3. Official TOEFL test scores;
4. Official English translations of education transcripts and other documents (e.g. bank statements) related to the admissions process; and
5. 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, room, and board for one semester and health 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.

King College affirms Christian values; however, we do not require that international students be Christian. Each student is required to earn 14 Chapel, Convocation, and Service (CCS) credits per semester. Students are also expected to respect and to comply with the Community Life Standards.

FINANCIAL INFORMATION

FULL TIME STUDENT COST STRUCTURE

The cost of attending King College includes tuition, a comprehensive fee, the cost of books and course materials, and personal expenses which will vary according to a student's tastes, customs, and self-discipline. A reasonable estimate of such expenses for an academic year would include \$1,200 for books and \$3,000 for comprehensive personal expenses plus transportation costs.

The comprehensive fees cover approximately half the total cost of the College program provided the student. The balance is paid from endowment income and gifts from individuals, corporations, and Presbyterian churches.

For the 2009-2010 academic year, the cost structure for full-time students carrying a normal load, between 12 and 18 hours, excluding any special course fees, is:

Academic Year 2009-2010	Semester	Year
Full-Time Tuition	\$10,296	\$20,592
Comprehensive Fee	\$644	\$1,288
Add for Boarding Student		
Room	*\$1,863	*\$3,726
Room Hyde Hall	\$1,963	\$3,926
Board	\$1,846	\$3,692
Total	\$14,649	\$29,298

*Plus a one-time \$100.00 damage deposit

All students taking twelve 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 comprehensive fees of degree-seeking students.

The costs of attending Summer Term are:

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

Academic Year 2010-2011

Total fees for 2010-2011 are subject to change and will be set by the King College Board of Trustees by January 1, 2010. For more information, contact the Office of Admissions at (423) 652-4861 or admissions@king.edu.

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PART-TIME FEES

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 activity fee.

SPECIAL FEES AND CHARGES

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

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. Student who take more than one course per semester will be considered degree-seeking, and standard rates will apply.

Senior Citizens. All persons 65 years of age or older may receive tuition remission for one 4 semester hour course each semester.

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 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 eighteen hours by special permission of their advisor and the Dean of the College. A charge of \$150 is made for each semester hour taken above eighteen (prorated for fractional hours). Overload fees are not refundable.

Late Registration Fee. A late registration fee of \$100 will be imposed on any student who initially registers, or who must re-register due to schedule cancellation, on or after the sixth day of the semester. Schedule cancellations may be a result of unapproved late arrival or failure to pay or make arrangements for payment of semester bills. The Dean of the College must approve in writing all late arrivals prior to the beginning of classes. Arrival date will be determined by the verification process.

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.

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 clinical experience. This applies to both undergraduate and post-baccalaureate programs.

Nursing Fees. All pre-licensure nursing students will be charged a one time non-refundable fee of \$550 when they begin their clinical classes to cover clinical lab supplies, ATI testing, liability insurance, NCLEX review materials, and educational benchmarking surveys. A \$50 Background Check Fee is required to meet new standards by the clinical agencies associated with the School of Nursing.

Off-Campus Field Experience Fee. A fee of \$30 per semester hour will be charged for Summer Term off-campus internships that provide academic credit.

Private Dormitory 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.

Dormitory 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 College 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.

GENERAL FINANCIAL INFORMATION

All obligations incurred during the semester must be paid before the semester examinations. No academic credentials (grades, transcripts of record, or diploma) will be issued to the student until all college bills are paid.

Students are responsible for all charges on the student account, including all fees and fines. The College 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 90 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 College, and it is likely that this will make necessary an increase in student fees from time to time. Therefore, the College reserves the right to change fees 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.

FINANCIAL INFORMATION

Insurance. Students are required to carry insurance. All full-time traditional undergraduate students attending King College are automatically enrolled in the Student Accident Insurance Plan (SAIP). The fee for this coverage will be charged to the student's account and may NOT be waived.

The cost of the SAIP for students entering the fall semester will be \$163. The cost for students entering the spring semester will be \$109, and for those entering the summer term will be \$54.

In addition to the SAIP, all full-time traditional undergraduate students are required to purchase the Student Sickness Plan. The fee for this coverage will be charged to the student's account. **The Sickness Plan may be waived by completing the online Student Sickness Insurance Waiver Form by the first day of class, verifying proof of comparable coverage.** This form must be completed annually in order to waive coverage and charge. After the first day of class, August 19, the coverage and premium **cannot** be waived. All international Students are required to purchase the Student Sickness Plan.

The cost of the Student Sickness Plan for students entering the fall semester will be \$479. The cost for students entering the spring semester will be \$319, and for those entering the summer semester will be \$160.

Boarding Fees and Meals. All students living in college residence halls must pay boarding fees and should take their meals in the Dining Hall. Dining Hall privileges will cease if balance is not paid or financial arrangements are not complete. Students with off-campus employment conflicts, or with special dietary needs as prescribed by a medical doctor, may request a meeting with the Vice President for Student Affairs and the Director of Dining Services to discuss possible accommodations.

Payment Online. King College offers an online payment system for your convenience in making payments on your account. You may access the system at <https://payments.king.edu>.

To access the system, students will enter their student number, found on their King College ID card or on their student portal account. Students will then enter credit card information, including expiration date and security code. Once students click "submit," the payment will be credited to the student account.

Payment by Check. You expressly authorize your 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 your acknowledgement and acceptance of this policy and its terms and conditions.

If your 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 College. The College 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 College offers as a service to students and their parents a deferred payment plan that allows families to budget educational expenses in convenient monthly payments. The plan is administered through Nelnet Business Solutions (NBS), accommodating down payments and monthly payments. There is no interest charged since this is not a loan. There is a \$25 non-refundable enrollment fee per semester. Monthly payments will be automatically debited from the designated bank account or charged to the designated credit card on the 5th of each month.

PAYMENT OF STUDENT ACCOUNTS

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. Summer term tuition and fees are to be paid at the time of registration.

All student account balances must be paid in full by August 3 for Fall semester, and by December 15 for Spring semester. Otherwise, the student must enroll in the NBS program as the only payment option. Students will not be allowed to attend classes or eat in the Dining Hall if balances are not paid or if not enrolled in the NBS payment plan.

All student accounts must either be paid in full by the due date, but no later than the first day of class, or payment arrangement made by secured financial aid, or enrolled in the NBS payment plan.

Financial aid awards shown on the Pre-Billing Combination Schedule and Statement are estimated and will be removed three weeks prior to the first day of the semester if all necessary paperwork has not been completed (loan counseling, loan promissory note, PLUS loan approval and application, verification documentation, etc.)

Financial aid award amounts that have been removed from the Pre-Billing Statement must be included in NBS.

Failure to pay the full balance or enroll in NBS within the first week of the semester will result in cancellation of registration for the semester.

Book Vouchers. Students with a cash credit balance on their account may request from the Business Office a book credit to be used to purchase textbooks through eCampus Books. A credit balance occurs when all financial aid sources are fully processed

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and the funds are received or guaranteed. The book credits will only be available July 27 – August 31 for the Fall semester, and December 22 – January 22 for the Spring semester.

REFUNDS

REFUNDS OF ROOM AND BOARD

When a student moves out of the dorm 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

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 10th 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. Upon receipt of the signed request, the credit balance can remain in the account to pay for the next semester or for any subsequent charges. An automatic refund will be issued if the credit balance results from federal financial aid, which occurs only if the total amount of federal aid exceeds the allowable charges. To otherwise receive a refund, a student check request form will need to be submitted to the Business Office. This form can be printed from the student portal.

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

REFUNDS UPON WITHDRAWAL AS A DEGREE SEEKING STUDENT

When a student registers, the College assumes full-year enrollment, provides facilities, and executes contracts to provide for the student for the entire year. The College is obligated to pay these expenses whether the student is on campus or not. There are federally mandated refund calculations that apply when a student withdraws. When a financial aid recipient withdraws, refunds must be returned to various financial aid funds as well as to the student. The actual cash refund to the student is pro-rated by the amount actually paid or owed by the student. If a student with financial aid is subject to a refund upon withdrawal, that student may not be eligible for a cash refund. The student, however, frequently has refunds back to loans, thus reducing indebtedness. Upon withdrawal, if the student has a cash refund due it will be processed as quickly as possible, but will require a minimum of two weeks. Refunds are calculated based only on charges for tuition, fees, room, and board.

No refunds will be made unless the student withdraws from all courses in which registered. For refund purposes, the date of withdrawal shall be the

date that the student begins the College's withdrawal process or provides notification of intent to withdraw. In the event that a student quits without formally withdrawing, the withdrawal date will be the midpoint of the payment period. In the event that a student withdraws from all classes or stops attending all classes, and continues to live in the dorm, room and board will be charged directly to the student for the time he or she remained in the dorm and on the board plan.

The student who changes from full-time to part-time during the drop/add period at the beginning of the semester will have his or her charges and financial aid revised on that basis. Students have the first week of the semester to finalize registered courses without additional fees. Students defined as part-time who withdraw after the drop/add period will be refunded under the same policy as full-time students. No refund is given if a student changes from full-time to part-time status after the first ten (10) days of the semester. Classes dropped after this time will be considered as withdrawn and may impact a student's satisfactory progress evaluation or academic standing (see Satisfactory Progress Policy under Financial Information or Termination of Enrollment under Academics). Students who withdraw within the weeks of the term designated below will be refunded according to one of the policies below. Examples of refund calculations may be reviewed in the Business Office.

Students who give notice to withdraw from the College before the end of the term will have charges and refunds calculated on the basis of the percentage of days completed in the term (i.e. payment period). Students who withdraw within the 60% time frame will have charges and refunds calculated. Students who withdraw after 60% of the payment period is completed will be charged for the entire semester.

The amount of Title IV and other aid which must be returned to a program source will be calculated and charges will be adjusted by the aid earned in order to determine the total amount for which the student is responsible for payment to the College. There is a \$100 administrative withdrawal fee.

There are two formulas which may be applied:

- A. The Return of Title IV Funds
- B. The Return of Institutional, State and Outside Funds
 1. Calculated as a secondary formula for those who have Title IV funds
 2. Calculated as the primary formula for those who do not have Title IV funds

A. RETURN OF TITLE IV FUNDS (34CFR PARTS 668 AND 682)

(A copy of the calculation form may be obtained from the Business Office for review.)

1. Determine the percentage of aid earned by a Title IV recipient by calculating the percentage of the period

FINANCIAL INFORMATION

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.

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

2. 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.

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

3. 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.

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

4. 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.)

5. 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 Stafford Loan
- Subsidized Federal Stafford Loan
- Federal Perkins Loan
- Federal Plus Loan
- Federal Pell Grant
- Federal SEOG Grant
- Other Title IV grant or loan assistance if applicable

The calculated charges, based on the percentage of the period completed, minus the earned Title IV funds, are now submitted to the calculation below which determines how much other assistance must be returned.

B. RETURN OF INSTITUTIONAL, OUTSIDE AND STATE GRANT FUNDS

1. Determine the percentage of the period that the student completed

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

2. 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)

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

a. This will be the charge used for the remaining calculations if the student had no Title IV aid.

b. 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.

3. Deduct the administrative fee of \$100.00 from the pro-rata charge used in the above calculation.

4. 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.

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

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

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

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

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

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

8. Compare the amount owed by the student with the amount actually paid. Either refund to or collect from the student to satisfy charges for the payment period.

After the refund calculations have been completed, any remaining outstanding charges will be added to the final bill.

FINANCIAL AID

The purpose of financial aid at King College is two-fold: to provide financial assistance to students who, without such aid, would be unable to attend college and to recognize and reward those students who have demonstrated superior achievement.

The college is able to fulfill this purpose partially because of the gifts of many individuals, groups, and churches who have supported King through the years. In addition, the college participates in federal and state student assistance programs.

APPLICATION PROCESS

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

1. Formal acceptance for admission to King College as a regular degree-seeking student.
2. Completion and submission of the FAFSA (Free Application for Federal Student Aid). Indicate King College as one of the colleges you would like to attend. The complete address of the College, 1350 King College Road, Bristol, Tennessee 37620, should be used on the form, along with the school code 003496. The financial data on this form should be taken from the completed tax return for the previous year. For example, a student enrolling for the 2009-2010 academic year will be using a completed 2008 tax return to complete the FAFSA. Early application will ensure receipt of all funds for which the student is eligible. The priority application deadline for completion and processing of the FAFSA is March 1. If possible, tax returns should be completed before this date. If tax returns cannot be finalized, complete the FAFSA based on estimated income data, which can be corrected later so that the application will have an early processing date.

FACTS YOU SHOULD KNOW

1. Tennessee Residents: 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 FAFSA, listing King College first, as early as possible. Submission by February 15th or earlier should ensure that the student's data is processed before state funds are exhausted. Lost state funding is not replaced by the College.
2. The FAFSA is processed using a federal formula which determines the family's ability to pay. Eligibility for Federal Pell Grant, State Grant, and other federal financial aid programs is determined by processing this form. The processed results provide the College with information needed to distribute institutional sources of financial aid funding.

3. When the FAFSA is processed, students will receive a Student Aid Report. This should be kept with other financial aid papers for reference.
4. In most cases financial assistance will consist of part grant/scholarship, and part loan. The amount allocated to the student in either of these categories may vary from year to year.
5. Copies of student and parent tax returns should be available if requested for verification of data by the Financial Aid Office.
6. Unique financial circumstances should be reported to the Financial Aid Office in writing either on the King College Financial Aid Request for Special Consideration Form or in a letter. These will be considered on an individual basis.
7. Financial Aid for the Summer term may be available, but is usually in the form of student or parent loans. Summer term fees are discounted and the College cannot offer institutional grants or scholarships to already discounted fees.

SOURCES OF FINANCIAL AID

Over \$19,000,000.00 in total financial assistance is made available each year to King College students. Most students will be offered a combination of grants, scholarships, and loans. Student loans are always offered as a source of financial assistance when need is demonstrated. Work opportunities on campus are available on a limited basis.

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

Federal Pell Grant
Federal Supplemental Educational
Opportunity Grant (SEOG)
Federal ACG/SMART Grants
Federal Perkins Loan
Federal Stafford Loan
Federal Teach Grant
Federal Work Study Program (FWS)
Federal PLUS Loan for Parents
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.

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

living expenses, if made, are generally from loan sources and not made until all funding has been credited to the student's account.

FINANCIAL AID POLICIES

1. Financial aid is awarded for one academic year, usually for two semesters. Aid eligibility is re-evaluated each year, and a new FAFSA application must be submitted annually.
2. A financial aid recipient must be accepted for admission, pursuing a qualified degree or certificate, and enrolled at least half time. Scholarships and grants are pro-rated for students enrolled less than full-time. Changes in enrollment usually results 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 a modest but adequate living allowance for personal expenses.
4. College policy dictates that total gift aid from all sources will not exceed tuition, fees, room, board and books for a resident or tuition, fees, books, meal plan and travel expenses for a commuter.
5. Academic scholarships from King College are renewable with a 2.75 cumulative GPA for a Freshman and 3.0 cumulative thereafter. Scholarship recipients will renew their scholarships contingent upon achieving the required cumulative grade point average at the end of the previous year. Current students who receive early award notification for the next fall semester may have the award cancelled or modified if final grades in the spring do not reflect the required cumulative average GPA. Loss of scholarship when demonstrated need is present may result in the replacement of the scholarship 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.
6. If a student is selected for verification by King College or by the federal processor, reasonable efforts will be made to verify personal and financial data submitted by applicants for financial assistance. Included in the required support documentation will be verification worksheet and income tax returns 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 documentation could result in the cancellation of financial aid. All forms must be signed and returned before financial aid funds are disbursed to your account as a credit.
7. Awards are disbursed to the student account after the first day of class each semester, 50% for fall semester and 50% for spring semester, providing all required paperwork has been received. 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.
8. Disbursement of federal and state funds is contingent upon Congressional appropriation and upon receipt of the funds by King College.
9. 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, signing of the promissory note, completion of loan application, etc.
10. Outside scholarships may offset or reduce loans and/or College grant sources. Students must report in writing to the Financial Aid Office any additional aid which he or she receives from outside sources (loans, outside scholarships, state grant, etc.).
11. If a student is dismissed from a job because of unsatisfactory performance, he or she may be denied campus employment for the remainder of the academic year or in future years.
12. Endowed financial aid funds are provided by gifts to the College. 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.
13. A student's enrollment in a program of study abroad approved for credit by King College may be considered enrollment at King College for the purpose of applying for Title IV assistance. Institutional aid is not given for study abroad programs.
14. Students should have enough cash on hand to pay for books and living expenses for the first few weeks or 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 after the tenth day of class.
15. The Financial Aid Office reserves the right on behalf of the College 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.

SATISFACTORY PROGRESS POLICY

This standard shall be applicable to all students who receive Title IV aid or institutional aid or tuition remission as an employee benefit.

The Higher Education Act of 1965 as amended by Congress mandates that institutions of higher education establish minimum standards of "satisfactory progress" for students receiving financial aid. King College makes these standards applicable to all institutional funds as well as to all Title IV funds.

ACADEMIC CATALOGUE, 2009-2010

ENROLLMENT STATUS

Financial aid recipients must be regular degree-seeking students at King College, working toward an undergraduate Bachelor degree or toward teaching certification. Students must be enrolled at least half time (6 hours) to receive financial aid unless exceptions are made by Title IV regulations for specific federal programs.

All students must complete satisfactorily (D or better) a minimum number of hours per year to be considered eligible for financial aid for the next year as follows:

<u>Your Enrollment Status:</u>	<u>You Must Complete:</u>
Full-Time-12 hrs or more	24 hours toward degree
Three Quarter-9 to 11 hrs	18 hours toward a degree
Half-Time-6 to 8 hours	12 hours toward a degree

CUMULATIVE GPA REQUIREMENT

In order to maintain financial aid eligibility the student must maintain a cumulative grade point of:

- 1.60 at the end of the freshman year**
- 1.80 at the end of the sophomore year**
- 2.00 at the end of the junior year and thereafter**

Please note:

Satisfactory grades are considered to be A, B, C, D, and P. Unsatisfactory grades are F, W, I, CP, NC, NG.

An incomplete is counted as no hours completed and the attempted hours are calculated as an F.

Courses repeated to raise a previous passing grade do not count toward hours required for the semester in which the course is being repeated.

Graduate students and undergraduate students enrolling in Graduate and Professional Studies programs should refer to the G&PS Bulletin for program specific requirements.

THE PROCESS

After completion of the academic year, students are reviewed and those with deficiencies are notified by mail to their primary address. Failure to achieve the required hours and/or GPA results in removal of financial aid for the next semester.

Students that fail to meet the terms of a previously approved appeal will have their financial aid removed at the beginning of the next semester.

REINSTATEMENT OF AID AND MAKING UP OF DEFICIENCIES

The student may enroll at his or her own expense in summer terms to make up a deficiency. Hour deficiencies may be made up at another college and transferred back to King College with permission from the King College Registrar. The GPA can be raised by courses taken at King College.

The student may enroll the next semester at King College at his or her own expense to make up the required number of hours and/or raise the GPA to the required level.

The student may submit an appeal to the Financial Aid Committee – (see number nine below).

ADDITIONAL INFORMATION

1. Satisfactory Progress requirements are minimum requirements and are not adequate for promotion to the next class level. (See General Academic Information for promotion requirements.)
2. Financial aid will be provided for a maximum of 11 semesters to full time students seeking a degree. Eligible semesters for part-time students will be prorated. Tennessee's State Assistance programs are offered for four years or eight semesters.
3. The Tennessee Educational Lottery Scholarship (TELS) Program, such as the Hope Scholarship, has detailed renewal criteria and it is the student's responsibility to be aware of renewal requirements. This criteria is located at <http://www.king.edu/admissions/costs/FinancialAid/usefulwebsites.asp>. or on the States website www.collegepaystn.com/mon_college/lottery_scholar.htm.
4. Students who begin enrollment spring semester will be required to make satisfactory progress during this semester – 12 hours completed with satisfactory grades and a cumulative GPA in keeping with the standard for their class level.
5. A student who fails all courses attempted in any semester will have their financial aid removed the next semester.
6. It is the student's responsibility to be aware of the Satisfactory Progress Standard. Electronic notification of this policy is sent after the beginning of fall and spring semesters. Students with concern about their status should contact the Financial Aid Office for specific personal consultation.
7. Students at risk academically can receive assistance through college-sponsored counseling, tutoring, career guidance, and advising through The LINKing Center.
8. Renewal of financial aid is also dependent on punctual, accurate reapplication and availability of funding sources.
9. If aid has been removed, an appeal can be made to the Financial Aid Committee and submitted to the Financial Aid Office. Appeals should be made in writing within 30 days of the removal of aid OR immediately if removal occurs between the first and second semesters. Appeal may be based on such circumstances as serious illness or accident, death in the immediate family, etc. Supporting documents may be attached (e.g. medical statements). The appeal should be well presented with attention to spelling and grammar, and it should include the student's assessment of the problem and the

reasons why it will not happen again. Appeals will only be accepted two consecutive years; students who lose aid a third consecutive year are not eligible to appeal and must attend at their own cost.

STUDENT LIFE

King College offers an environment that encourages exciting challenges and opportunities for growth. While King works at making the campus a healthy place to live and study, growth and development also depends upon the student. The student's personal investment, the willingness to work toward community, and the demonstrated respect for others contribute to the total environment. King College is committed to helping students develop in all aspects of life. An effort is made to assist students socially, physically, emotionally, spiritually, and intellectually. Leadership development exists to shape the leadership potential of King students into trained and committed individuals equipped to serve God in a variety of professions. Our mission is to prepare men and women to creatively and professionally transform culture.

CAMPUS ETHOS

The mission of King College is to educate students in an academically rigorous and collegiate setting that integrates Christian faith, scholarship, service, and career, leading to meaningful lives of achievement and cultural transformation in Christ. King College seeks to foster a campus ethos that assists students in developing personal initiative, Christian character, humane instincts, disciplined and critical thinking, a thirst for justice and righteousness, aesthetic sensitivities, and leadership. Discussions around the meal table, teamwork on the field, conversations that begin in a class and spill over to the residence hall, dialogue with a faculty member after class, assistance from a staff member in the business office, the fun of a football game on the oval, and the joy of discovery in the lab and library are vital to King College as a community of learners.

Students at King College are invited to make responsible decisions about lifestyle, beliefs, relationships, and vocation while part of an interdependent community committed to the principles of truth, justice, and mercy. We affirm that all truth is God's truth, and we are committed to inquiry as well as confession, to rigorous study and kindred friendship, challenging teaching and reflective learning, and classroom debate as well as practical learning and service. We affirm the biblical call to justice and invite students, faculty, and staff to examine critically our cultural captivities while reaching out to the world in service. We affirm that learning in a community requires mercy toward one's neighbor, integrity of mind and heart, and both humility and conviction concerning one's understanding. It is with this philosophy that King College seeks to develop the mind, body, and spirit of all who learn and live on this campus.

HONOR CODE

All students who enroll at King College sign the following "Honor Code."

On my honor, I pledge to abide by the King College policies described in the Student Handbook. I understand that students of King College 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.

SECURITY

King College Security works closely with students, faculty, staff, visitors, the Bristol Tennessee Police Department, and the Bristol Tennessee Fire Department concerning safety and security. Living and attending classes on any college campus offers exceptional opportunities for its students. Unfortunately, like many communities there are possible risks that may be encountered. We want you to be prepared for these risks by realizing that personal responsibility offers the best support for a community's safety and security. Security can be contacted by dialing 4333 from any campus telephone, or 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 College website, the King College Student Handbook, and/or by contacting the Director of Safety and Security.

The College's *Annual Security Report* can be found on the web at www.security.king.edu and is released pursuant to the Department of Education, Federal Student Aid Handbook, Chapter 6, Providing Consumer Information, Campus Security section, Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and Tennessee Code Annotated 49-7-2203.

Vehicles on Campus. The privilege of operating a motor vehicle on the campus streets and parking lots is granted to every student, faculty member, staff member, and visitor who agrees to abide by the college regulations governing the operation of such vehicles. Failure to obey these regulations may result in loss of that privilege. The following regulations apply to all motor vehicles. King College is not responsible and assumes no liability for any loss or damage to/from any vehicle parked on campus. All faculty, staff, and students who operate motor vehicles on campus must register their vehicles in the Security Office within one week of bringing a vehicle on campus. The annual student parking fee is \$60. A

student may register a second vehicle for a \$5 fee. The license plate number and vehicle identification number are necessary for registration. The vehicle registration process is completed online through the Student Portal.

KING COLLEGE STUDENT HANDBOOK

For additional information about Student Life, please consult the King College Student Handbook, found online at <http://studenthandbook.king.edu>.

ACADEMIC PROGRAMS

MAJORS AND CONCENTRATIONS

- Accounting
- Accounting and Finance
- American Studies
- Athletic Training
- Bible and Religion
- Biochemistry
- Biology*
- Business Administration
- Chemistry*
- Digital Media
- English*
- Finance
- Forensic Science
- French*
- Health Sciences Chemistry
- History*
- Interdisciplinary Studies
- International Business
- Management
- Marketing
- Mathematics*
- Modern Languages
- Music
- Music Education*
- Neuroscience
- Nursing
- Physical Education*
- Physics*
- Political Science/History
- Psychology
- Spanish*
- Sport Management
- Technical and Professional Communication
- Theatre
- Youth Ministry

*Education Licensure

MINORS

- Bible and Religion
- Biology
- Business Administration and Economics
- Chemistry
- Coaching
- Economics and Finance
- Elementary Education
- English
- French
- History
- Intercultural Studies
- K-12 Education
- Leadership
- Management and Marketing
- Mathematics
- Middle Grades Education
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Secondary Education
- Spanish
- Technical and Professional Communication
- Theatre
- Youth Ministry

EDUCATION LICENSURE ENDORSEMENTS AND ADDITIONAL ENDORSEMENTS

- Elementary (K-6)
- Middle Grades (4-8)
- Secondary (7-12)
- English As A Second Language (PreK-12)
(additional endorsement only)
- Biology (7-12)
- Chemistry (7-12)
- English (7-12)
- French (7-12)
- Geography with History (7-12)
- Government with History (7-12)
- History (7-12)
- Mathematics (7-12)
- Music Education (K-12)
- Physical Education (K-12)
- Physics (7-12)
- Spanish (7-12)

See School of Education for further details.

GRADUATION AND DEGREE REQUIREMENTS

GENERAL DEGREE REQUIREMENTS

King College confers nine degrees: Bachelor of Arts, Bachelor of Business Administration, Bachelor of Information Technology, Bachelor of Science, Bachelor of Science in Medical Technology, Bachelor of Science in Nursing, Master of Business Administration, Master of Education, and Master of Science in Nursing. Requirements for the majors will be found in academic departments. Requirements for these degrees are based upon the completion of Core Curriculum requirements, the fulfillment of requirements in a major concentration (found in the academic departments), and the completion of sufficient electives to make a total of 124 hours. This work must be completed with a minimum King College grade point average of 2.00. Nursing majors must complete a total of 124 hours of credit with a minimum grade point average of 2.75. Students seeking teacher licensure should consult the Administrative Assistant in the School of Education for graduation requirements.

Course credit is counted in hours (s.h.). Each hour represents approximately an hour of lecture, recitation, or discussion period, or one weekly laboratory session of not less than two hours, for one semester. Nursing clinical labs are on a 1:8 ratio.

DECLARATION OF MAJOR

A student's major may be declared under any catalogue published after the year of his or her acceptance into the college. Catalogues issued before a student's entry into King may not be used for a declaration of major, and majors must be declared no later than the beginning of the Junior year.

DECLARATION OF MINOR

A student's minor may be declared under any catalogue published after the year of his or her acceptance into the college. At least 50 percent of a minor subject must be completed at King. Detailed requirements for the minor concentration are found with the departmental listing of courses.

MINIMUM RESIDENCE REQUIREMENTS

A student must complete at least 50 hours in residence at King College, and at least 18 hours of the major subject must be completed at King. Credit achieved through CLEP may not be applied to the 50 hour minimum. Special permission of the Dean of the College is required for a senior to transfer credits from another institution; the last two semesters should be completed at King.

COURSES AT OTHER INSTITUTIONS

A King College student wishing to take courses at other institutions for credit must have authorization from the Office of Registration and Records. Classes

taken at other institutions may not be used to raise the cumulative GPA at King College. The college 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. Transfer credits for nursing majors require a C or better for natural science courses, and a C+ or better for nursing major (NURS) courses. When all course work has been completed, an official transcript should be sent to the King College Registrar. For more information, please go to the Office of Registration and Records.

ONLINE COURSE RESTRICTIONS

No more than 48 semester hours of credit obtained through online coursework may be counted toward degree requirements. This limit does not apply to online courses taken at another college or university and accepted by King College as transfer credit.

GRADE REQUIREMENTS IN THE MAJOR AND/OR MINOR

No student may be permitted to count toward the completion of the requirements in his major or minor field any grades below C-, including those courses in the major or minor field which are part of the general education requirements. The chairperson of the major or minor department, ordinarily in consultation with the professor of the course, may authorize the substitution of other courses, or of a special examination, for any courses in which a D is received.

APPLICATION FOR DEGREE AND FINANCIAL OBLIGATION

During the first month of their senior year, candidates for a degree must complete a form notifying the registrar of their intent to graduate. **The deadline for completing the application for May graduation is March 15; the deadline for completing the application for December graduation is October 15.** All financial obligations must be settled in full before the degree will be conferred.

COMPREHENSIVE EXAMINATION

All candidates for a degree from King College are required to take a comprehensive examination in their major field. Students with more than one major must take exams in each of their major fields. Major Field Achievement Tests will be administered each spring semester for students who graduate in spring, summer, or fall semesters of that year. A fee of \$50.00 will be required of students who fail to take the exam.

PARTICIPATION IN COMMENCEMENT EXERCISES

The commencement exercises of the college are held twice annually in May and December, although degrees are also conferred in August. Only students who have completed all graduation requirements will be permitted to participate in commencement exercises. Students who graduate in August will participate in December commencement exercises.

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TIME LIMIT FOR COMPLETION OF DEGREE REQUIREMENTS

Candidates who do not complete the work for the degree within the sixth year from the date of first registration will be required to comply with graduation requirements applicable to the class with which they are graduating. Otherwise, students may graduate under the requirements of any catalogue of the college published during the period of their enrollment.

THREE-YEAR BACCALAUREATE DEGREE

King College offers a three-year baccalaureate degree program, which makes it possible for some students to complete their baccalaureate degree earlier than normal. For those highly motivated and academically proficient students who are enrolled in an appropriate major, the three-year program may offer significant savings, leaving more resources for graduate school. Students interested in this program should see their advisor or the Registrar.

COMPLETING AN ADDITIONAL MAJOR AFTER EARNING A BACHELOR'S DEGREE

Students who have already earned a degree from King College 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 college, declare the appropriate major in the Office of Registration and Records, and register as seniors. Students who return to King College to complete another major must meet the requirements for that 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. A student who has completed such an additional major will not take part in a second graduation ceremony nor receive a second degree from the college.

COMPLETING A MINOR AFTER EARNING A BACHELOR'S DEGREE

Students who have already earned a degree from King College and are not enrolled in a graduate program may return and fulfill the requirements for a minor. These students must apply for readmission to the college, declare the appropriate minor in the Office of Registration and Records, and register as seniors. Students who return to King College to complete a minor must meet only the requirements for that minor. Students must complete 50% of the credits in a traditional program minor at King College if transferring some of the minor courses in. It will be the student's responsibility to fill out a Completion of Minor form in the Office of Registration and Records upon completion of the requirements for the minor so that a notation can be placed on the transcript. Students who hold a

bachelor's degree from another college or university may not complete a minor only, at King College.

DEGREE REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE

Students who have already earned a degree from King College and are not enrolled in a graduate program may return and fulfill the requirements of another degree. In no circumstances would a student be allowed to receive two of the same degree. A student could receive a Bachelor of Arts degree and a Bachelor of Science or a Bachelor of Science in Nursing degree, but not two of the same. The major would dictate whether the student was working toward an additional degree or an additional major. Students who return to King College to complete another degree must apply for readmission to the college, declare the appropriate major in the Office of Registration and Records, and register as seniors. A minimum of 28 hours must be completed beyond those required for the first degree to be eligible for a second degree. A graduation fee would be charged the student in order to receive the second degree.

DEGREE REQUIREMENTS FOR STUDENTS WHO HAVE PREVIOUSLY EARNED A DEGREE AT ANOTHER COLLEGE OR UNIVERSITY

A student who has completed an associate's, bachelor's or a master's degree at another college or university may apply for admission with the intent of completing a bachelor's degree at King College. The transfer student must meet normal admission requirements. Credits from previously attended colleges or universities will be evaluated based on institutional accreditation, level, content, quality, comparability, and degree of program relevance and those accepted will be applied to the new degree being sought. Students who have previously earned a degree at another college or university will generally be considered as having met all of the King College Core Curriculum requirements except for the Common Experience courses required of all students or any other course specifically required by the major. Students whose previous degree did not include: English Composition - 6 s.h.; English Literature - 3 s.h.; History - 6 s.h.; Social Science - 6 s.h.; College Mathematics - 3 s.h.; Natural Science (with lab) - 4 s.h. will have to satisfy any deficiencies to meet graduation requirements, and their former degree will not be recognized. In addition, Common Experience courses, and any other course specifically required by the major, would have to be taken to meet graduation requirements. All transfer students must meet the residency requirement of 50 King College credits and complete all requirements of the new major.

GENERAL ACADEMIC INFORMATION

CLASSIFICATION OF STUDENTS

At the beginning of each semester the classification of students is determined and announced by the Registrar. All classifications of students must make application for admission. Part-time students are usually not eligible to live in the residence halls or to participate in some extracurricular activities.

A full-time regular student is one who has satisfied entrance requirements as a candidate for a degree at King College and one who is, for the current session, enrolled for not fewer than 12 hours. This category includes conditionally accepted first-time students. This student is eligible to apply for financial aid.

A part-time regular student is one who has satisfied entrance requirements as a candidate for a degree at King College and who, for some acceptable reason, is permitted to enroll for fewer than 12 hours. This student is eligible to apply for financial aid.

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 or more hours successfully completed.
GRADUATION	124 hours successfully completed with all requirements met for the major.

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

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

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

Note: Classification of students enrolled in graduate programs is detailed in the *Graduate and Professional Studies Bulletin*.

ORIENTATION AND ADVISING

Entering students come to the campus several days before registration to participate in an orientation program conducted by Office of Academic Affairs and the Office of Student Affairs. During this period, students are acquainted with their faculty mentor, other students, and the academic and extracurricular programs of the college.

It is the responsibility of each student to monitor his or her academic progress at King College. 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. To assist in making these important decisions, the College provides each student with an Academic Advisor. Advice and information are also available to each student from the Dean's and the Registrar's Office.

FIRST YEAR EXPERIENCE

The First Year Experience program at King College seeks to help students make a successful transition to college life. The program begins with *Launch Weekend* preceding the fall semester and continues throughout the fall semester with the *First Year Seminar* course and an experiential learning trip to Washington, DC. Through these various avenues, First Year Experience seeks to provide students with strategies for academic success, opportunities for service and leadership, and occasions to plan for the remainder of their college experience as well as their future career. In addition, specific interventions and services are available to students who have learning challenges through the Academic Center for Excellence (ACE).

All first year students who have fewer than 30 hours are enrolled in First Year Seminar. A student's First Year Seminar instructor also serves as his or her mentor, providing frequent advisee-advisor contact. During the course of the First Year Experience, students are provided opportunities to evaluate their major interests, meet faculty, and learn of programs in a variety of areas.

PLACEMENT FOR ENGLISH COURSES

All students upon matriculation will be required to provide a writing sample on a topic chosen by the English Department. ACT/SAT and/or AP scores will be taken into account in assigning placement, but emphasis will be placed on the writing sample. The writing sample, which will be administered under timed conditions, will then be used by members of the English Department to determine whether students will enroll in regular composition or for honors composition. Should the readers so deem, students may be required to take English 1010 (Basic Communication Skills) designed to equip them for written performance at a college level. Assignment to such a class is a means of helping students to make a successful transition.

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CLASS SCHEDULE

The four semester hour class is the basis for the majority of courses at King College. These classes meet for 195-200 minutes per week for the entire 15-week semester.

REGISTRATION AND CHANGE OF SCHEDULE

Registration material is available in the Office of Registration and Records. Each student is assigned a faculty advisor who assists in planning a program suitable to individual interests and level of preparation. During the latter part of the fall and spring semesters all students in residence who plan to be enrolled for the next semester will register online after consultation with their faculty advisors. Registration schedules may be changed without fee with the advisor's approval at any time during the first ten days of a regular semester.

Financial obligations must be met in the Business Office before the registration procedure is complete. A student who fails to register at the time indicated by the college calendar will be charged a late registration fee of \$100.00.

A student is not excused from attending a course he or she wishes to discontinue until the signatures of the faculty advisor and the Financial Aid Office have been secured on the form provided for that purpose and the completed form has been returned to the Office of Registration and Records.

LAST DAY TO ADD A CLASS

The last day to add a class will be the tenth day of the semester. For summer terms, the last day to add a class will be the third day of the term. Students wishing to add a class after this date must have the approval of their advisor, the instructor of the course, and the Dean of the College.

MEDICAL FORM

All students are required to have a medical form filed with the Office of Student Affairs by the first day of classes.

LATE ARRIVAL POLICY

The Dean of the College 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 class meeting of the semester, the instructor has the option of dropping that student from the roster. If a student has not arrived in class by the end of the first week of the fall or spring semester, the instructor will notify the Registrar, who will drop the student from the class roll unless prior approval has been given. The student will have to petition to be reinstated in the course for which he was originally registered and only allowed in if space is available. This policy is intended to aid students placed on waiting lists for full courses.

A late registration fee of \$100.00 will be imposed on any student who initially registers, or who must re-register due to schedule cancellation, on or after the sixth day of the semester. Schedule cancellations may be a result of unapproved late arrival or failure to pay or make arrangements for payment of semester bills.

AUDITS

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 class is registered for credit, this can be changed to audit until the last day to withdraw from a class with a W. This must be done with permission of the advisor.

WITHDRAWAL FROM A CLASS

A student should withdraw from a class as soon as the determination is made that he or she will not be completing the course. The student withdraws from a course by obtaining a form from the Office of Registration and Records and completing the course withdrawal process. The student and/or professor should indicate when the student last attended the course. Please refer to the academic calendar at the back of this publication for all dates applicable to withdrawals from courses. For Summer term an automatic W may be obtained for the first two weeks; after that a WP or F will be given with the exception of the last week. An automatic F will be recorded for withdrawal during the final week.

WITHDRAWAL FROM THE COLLEGE

To officially withdraw from King College, a student must complete a Withdrawal Form, available in the Office of Student Affairs. In addition, resident students must check out of their residence hall by completing the Room Condition Form and turning in their key(s) to their Resident Director. The student will submit the completed Withdrawal Form to the Office of Registration and Records for placement in the academic record.

The Vice President for Student Affairs may, at his or her discretion, facilitate an expedited withdrawal process due to special or extenuating circumstances.

Upon withdrawal, it is the responsibility of the student to resolve all outstanding obligations to the college (pay outstanding fees, return laptop, return library resources, return athletic equipment) and to turn in their student ID card and any keys issued to them by the College. 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 date the student initiates the withdrawal process will be considered the date of official withdrawal. The Office of Registration and Records will notify other campus offices (Financial Aid, Business

Office, Library & Learning Services, Information Technology, etc.) of the withdrawal.

Students not officially withdrawn could receive a grade of F in all courses at the end of the semester. If a student has all Fs at the end of the semester, the Office of Registration and Records will determine if the F's are earned or due to non-attendance. If the F's are due to non-attendance, the mid-term of the semester will be used as the official withdrawal date for the student. Refunds, if due, will be calculated based on this date. A student who fails to attend class during the semester but who remains in the dorm will have his or her refund calculated based on the midterm date, and he or she will be charged for room and board for the period that he or she lived in the dorm after ceasing to be enrolled. For more information please refer to the section on refunds. When financial aid is involved, refunds must be made to all financial aid funds before the refund is made to the student. The actual cash refund to the student may be very low. Frequently, student loans are reduced or cancelled, thus reducing indebtedness.

LIMITATION OF HOURS

Full-time students must take a minimum of 12 hours each semester. Freshmen normally take between 14-16 hours, but with the advice of the faculty advisor a freshman is permitted to enroll in more hours.

Students in their sophomore through senior years may take up to 18 hours per semester. Exceptions to that are: (a) a student with a 3.00 average for the previous semester and with a 2.50 overall average or (b) a senior with a 2.00 overall average who can graduate within the semester. These students may register for 19 hours without special permission. All exceptions to the above require the approval of the Dean of the College. In no instance will a student be allowed to register for more than 24 hours per semester. There is an additional tuition charge for any hours above 18.

CLASS ATTENDANCE

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, including what penalties might be imposed for excessive absences. Attendance is required at all laboratories, announced tests, and final examinations, and the opportunity to take make-up tests will be granted only to those students who are absent for legitimate reasons.

Students that are absent for legitimate reasons, such as serious illness, personal or family emergency, or participation in an official King College activity, should present their instructors written statements of excuse from an appropriate person, such as a physician, dean, or other College official. Where absences can be anticipated, students are responsible for notifying their

instructors and making arrangements to make up missed work.

FINAL EXAMINATIONS

Final examinations are held at the end of each semester. Attendance at final exams is required. No exams will be given or due on Reading Day. Instructors are encouraged not to give major exams in the seven days prior to Reading Day, and absolutely no final comprehensive exams should be given during that time.

Instructors will not reschedule final exams; however, if a student has more than two final exams scheduled on one day, that student may request to reschedule exams. A student absent from a final examination because of illness or an emergency must make arrangements with the Dean of Faculty and the instructor for a special examination.

PASS/FAIL POLICY

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. It is also the purpose to encourage students to take as many courses as possible at King rather than transferring credits from other colleges.

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 credit hours awarded Pass/Fail shall not exceed 12 for any student's entire undergraduate program. Students transferring to King College as sophomores or higher will be limited to 8 credit hours Pass/Fail at King College.

A student shall have the option of declaring Pass/Fail or regular graded method until two weeks after mid-semester. No courses required of a student's major and only 4 credit hours from their minor shall be taken on a Pass/Fail basis by a student that 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/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 normally offered on a Pass/Fail basis shall not count against a student's limits per semester or career. A grade of P shall not influence a student's grade point average in any way; an F shall be included in the calculation of grade point average. Grades from transferred courses will not be converted to Pass/Fail.

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GRADING, GRADE REPORTS, AND THE QUALITY POINT SYSTEM

Grade reports are issued at the middle and end of each semester. Mid-term grade reports are mailed to the student's advisor. Final grade reports are mailed to the student's reporting address as given by the student.

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

GRADE	QUALITY POINT VALUE
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

If a course is repeated, only the highest grade and the hours earned 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 4.0.

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 class ends shall not exceed six weeks into the next semester. Until the incomplete is removed, it is calculated as an F in the semester grade point average. An incomplete grade not removed by the end of the sixth week 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). In the "comments" section of the final grade report faculty members should write a note explaining what assignments are unfinished. The student will have six weeks from the end of the semester 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 an 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 Registrar 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 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. Changes must be made 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 Dean of the College.

Students who wish to dispute their final grade in a course are first encouraged to make an appointment and speak with the instructor of the course. If a satisfactory resolution cannot be reached, students may file an appeal with the Academic Standards Committee. All such appeals must be made in writing to the Dean of the Faculty, who also serves as Chair of the Academic Standards Committee, within six weeks of the conclusion of the term in which the grade was received.

COLLEGE PRESIDENT'S AND DEAN'S LISTS

All 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.

ACADEMIC PROBATION AND SUSPENSION

The Academic Standards Committee reviews the record of each student at the end of each semester. Students will be placed on academic probation if their grade point average for the semester falls below the following minimal standards which serve as guidelines for the evaluations of students' records: Freshmen - 1.60; Sophomores - 1.80; Juniors - 2.00; Seniors - 2.00. Probationary status is determined at the end of regular semesters. Academic probation involves a reduction in the number of hours allowed during the semester. Academic assistance is available for all students through the Academic Center for Excellence (ACE). Full-time students are allowed to continue at King on probation if they achieve the minimum grade point average required

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for their grade classification or a higher level specified by the academic standards committee. Students unable to fulfill the terms of their academic probation in a given semester will normally be suspended. Students will have the opportunity to submit a written appeal of the suspension to the Dean of the College. At the end of the semester for which a student is suspended, he or she may make a written appeal and apply for readmission.

ACADEMIC DISMISSAL

A regular full time student who in any semester fails to pass eight hours of work shall not be permitted to remain in college for the next regular semester. Freshmen entering college for the first time must pass a minimum of six hours in their first semester of enrollment. When a student withdraws from courses while in good standing for illness or emergencies, and when these reasons are documented in the Office of Registration and Records, the student will not be judged by this standard for dismissal purposes.

Any student whose academic record at the end of his fourth semester indicates that he or she does not have a reasonable expectation of being graduated from King College may be refused readmission. The same general policy will apply at the end of the sixth semester. The Academic Standards Committee will carry out the execution of this policy.

Note: *Until an incomplete grade is removed, it is calculated as an F in the semester grade point average. This will sometimes cause a student to be suspended, placed on academic probation, or dismissed. At the time the incomplete is removed the academic standards committee will reevaluate the student's status.*

LEAVE OF ABSENCE

A student who wishes to have a leave of absence for one semester from King College must make the request in writing before the beginning of the semester. This request should be addressed to the Dean of the College and should outline the reasons for the request.

RECORDS AND TRANSCRIPTS

For each student a complete record showing entrance credit, college credits, majors, minors, honors, and degrees 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 college seal. All transcripts will clearly indicate when and to whom they are issued. Transcripts will be withheld if the student has not settled all financial obligations to the college.

CREDIT BY EXAMINATION

Students who wish to receive credit for learning outside of college may demonstrate their proficiency by achieving satisfactory scores on specific tests included in

the College Level Examination Program (CLEP). Such tests are available for many courses including:

- Accounting
- American Literature
- American Government
- American History
- Biology*
- Business Law
- Business Management
- Calculus
- Chemistry*
- Composition
- Economics
- Foreign Languages
- General Psychology
- Human Growth And Development
- Mathematics
- Sociology
- Western Civilization
- *Does Not Include Laboratory.

If designated scores are achieved, the student will be awarded credit with the permanent record noting that the credit was earned through CLEP. A maximum of 30 hours of credit may be earned in this fashion. Such hours are not included in the 50-semester hour minimum that must be taken at King to establish residence.

INTERNATIONAL BACCALAUREATE PROGRAM

King College 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 Dean of the College will decide the amount of credit awarded. The maximum number of credit hours awarded for IB is 30.

CONTINUING EDUCATION UNIT (CEU) PROGRAMS

Many non-credit activities are organized as Continuing Education Unit (CEU) programs. One CEU is defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. The Registrar permanently records CEU credits and transcripts may be obtained from the Office of Registration and Records.

SUMMER TERM

King College offers one voluntary term with three sessions in which Core Curriculum courses, academically related job and work experiences, opportunities for off-campus travel/study programs, and special topic courses are offered. Students may complete up to six hours of course work each session. Financial aid for the summer term is usually limited to loans.

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SUMMER SCHOOL AT OTHER INSTITUTIONS

With special permission from the Dean of the College and the major advisor, a student may take up to 12 hours of academic courses at another institution during the summer. The Office of Registration and Records has special permission forms which must be completed before permission is granted.

THE HONORS PROGRAM AND HONORS CONFERRED UPON GRADUATION

THE JACK E. SNIDER HONORS PROGRAM

A former president of King College, 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 Honors Program will challenge 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 will offer 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 and maintain a 3.0 GPA, and achieve 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 and formal essay such students must demonstrate intellectual curiosity, a collegial spirit, and facilities in written and oral expression.

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Academic honors shall be determined by the undergraduate student's King College grade point average. In addition, certain departments also require honors candidates to undergo an external examination.

Graduates who have completed a minimum of 62 semester hours of graded coursework at King (excluding AP, CLEP, 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 College with an institutional grade point average of 3.70 or higher will graduate *With Distinction* in their given field.

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

THE R. T. L. LISTON MEDALLION FOR ACADEMIC EXCELLENCE

This award honors the important contributions of the thirteenth president of King College who served for 25 years and led the college into a new era of academic excellence. Beginning in 1986, the award is presented each year to a liberal arts major graduating with the highest grade-point average. In the case of a tie, more than one award will be given: the award will be made on a strictly quantitative basis without consideration for a particular degree (BS, BA, 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 College to qualify for 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. The graduate will have their name inscribed on the R.T.L. Liston award plaque and will receive a medallion comparable to any other Liston award recipient. However, the graduate will not walk across the stage to receive the award. 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.

HONORS IN INDEPENDENT STUDY

One of the strong features of a small college is the opportunity for independent work by a student, generally in conjunction with the guidance and supervision of his instructor. Many departments at King College 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 catalogue.

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 college faculty recommend the project, and the completed essay or thesis is deposited in the College

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library. The final project must be submitted to the supervising faculty no later than two weeks prior to Reading Day before 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.

EXTRA-CURRICULAR ACADEMIC EXPERIENCES

OFF-CAMPUS INTERNSHIPS

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 college 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. 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 12 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 Development Office in the lower level of Maclellan Hall. The forms must be completed by the first week of the semester in which the internship placement is undertaken. After all paperwork is completed, the student must register for the internship in the Office of Registration and Records.

COOPERATIVE EDUCATION

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, 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

PREPARATION FOR PROFESSIONAL PROGRAMS

ENGINEERING DUAL DEGREE

Students who desire an engineering degree and a liberal arts education can make arrangements to attend an engineering school after completing core curriculum courses at King College. Among the schools that King students have attended are Virginia Polytechnic Institute and State University, Georgia Institute of Technology, the University of Kentucky, and the University of North Carolina at Charlotte. The student attends King College for three years and then after the successful completion of one year of study at the engineering school is eligible to receive a bachelor's degree from King College. The engineering school grants a BS degree in engineering after the successful completion of its program, usually in two years. Further information may be found in the Academic Programs section of this catalogue.

MEDICINE AND HEALTH SCIENCES

Members of the Health Sciences Advisory Committee advise students planning to attend dental school, medical school, occupational therapy school, pharmacy school, physical therapy school, veterinary medicine school, osteopathic medicine school, physician's assistant school, optometry school, podiatry school, or one of the other health science schools. The committee or one of its members will plan an academic

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program suitable for each student's needs, will provide advisement as to entrance requirements, and will assist students in making applications.

PHARMACY

Students interested in attending pharmacy school can choose from three options. One is to complete pre-pharmacy requirements in two academic years. Another option is to complete in four academic years a King College degree of their choice along with the necessary pre-pharmacy requirements. A third option is to complete a Pharmacy Dual Degree curriculum. The student receives a BS degree in Biology after completing three academic years at King and the first academic year of an accredited professional school of pharmacy. A description of the dual degree curriculum is listed under Biology in the Academic Departments section of this catalogue.

LAW

Law schools have traditionally recommended for those seeking to prepare for legal studies precisely the sort of broadly-based, high-quality liberal arts education that King College 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 college are acceptable for admission into seminary, students are encouraged to prepare for seminary by having a solid foundation in Bible and Religion, Philosophy, Literature, Foreign Language and the Social Sciences. Upon completion of the King College degree, students may be admitted to seminary where, after three years of study, they receive the degree of Master of Divinity (MDiv).

TEACHER EDUCATION

The programs offered by the Department of Teacher 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, Elementary Education, Middle Grades Education, three K-12 subject areas, and English as a Second Language. Modified academic majors in Biology, Chemistry, English, French, History, History/Government, History/Geography, Mathematics, Physics, and Spanish will lead to secondary licensure when accompanied by the secondary education minor and successful completion of licensure examinations.

Students seeking elementary licensure (Grades K-6) complete the interdisciplinary studies program, the elementary education minor, and required licensure examinations. Students seeking middle grades licensure (Grade 4-8) complete the interdisciplinary studies program, the middle grades education minor, and required licensure examinations. Students seeking Music Education Vocal/General, Music Education Instrumental, or Physical Education licensure (K-Grade 12) complete a major, the K-12 education minor, and required licensure examinations. An English as a Second Language endorsement may be added to any other teaching license.

Subsequent licensure in Virginia or other states may require additional academic work and/or 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 Director of Teacher Education for details on teacher licensure.

ACADEMIC RESOURCES AND SERVICES

E. W. KING LIBRARY

The E.W. King Library is the main campus library and serves the College through the acquisition and provision of access to a panoply of information resources to support the educational curriculum, research needs, and interests of students, faculty, and staff. The King Library also provides and coordinates library services for students enrolled in King College's off-site programs.

The Library contains over 140,000 items including book volumes, periodical subscriptions, bound periodical volumes, microforms, audio recordings, video recordings, government documents and equipment.

The Library maintains a quality collection of children's and young adult literature that is of particular benefit to prospective teachers.

The Historical Collections Room contains the John Doak Tadlock Collection of items related to King College, Presbyterianism, and regional history. Special or rare books are also housed in this room.

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The King Library is a founding member of the Holston Associated Libraries (HAL), which includes the libraries of King and Emory & Henry colleges, as well as the public libraries of Tazewell and Washington counties in Virginia. The HAL Catalog provides computerized access to the holdings of the E.W. Library as well as other member libraries.

The E. W. King Library provides students and faculty access to many electronic databases that provide full-text access to thousands of periodical titles, covering a wide variety of academic disciplines. In addition, the Library's web site serves as a pathfinder for students to locate and utilize Internet resources. Most of the databases to which the Library provides access are available off-campus through a proxy server. Various aids to using these resources are available both in print and from the Library's web site.

No college library can have all of the resources that its students or faculty may require. In addition to borrowing and sharing resources with the other HAL libraries, the E.W. King Library participates in an international network that permits students to obtain virtually any book or periodical article that the Library does not own -- a service called Interlibrary Loan. More information about this service is available from the library web site or from the library staff.

The Library Instructional Computer Lab contains 13 computers and presentation equipment, providing space for librarians and faculty to offer information literacy and technology instruction. This lab is also open for student use when not reserved for instruction.

Numerous pieces of audio-visual equipment are available in the Library, from DVD and compact disc players to microform reader/printers. Some of these (e.g., VCR's, DVD, audio CD players) are available for use outside the Library. Two photocopiers are available for which students may purchase debit cards or pay by coin.

During the Fall and Spring academic terms, the Library is open 92.5 hours per week. Regular hours during academic terms are:

Monday-Thursday	7:30 a.m. - Midnight
Friday	7:30 a.m. - 5 p.m.
Saturday	11 a.m. - 6 p.m.
Sunday	2 p.m. - Midnight

The Library is open year-round. Hours are modified during academic recesses, summer academic terms, and for holidays.

Beyond mere provision of resources, the Library seeks to provide an environment that is conducive to inquiry, exploration and discovery, leading ultimately to intellectual and spiritual growth. This is accomplished through the provision of professional reference and bibliographic instruction services that teach skills necessary for information literacy and serve to mediate between the information needs of users and appropriate library resources; the development of a collection of

resources that represent a broad spectrum of perspectives and traditions--representing various viewpoints in the mainstream of scholarly exploration and cultural discourse--selected with objectivity, equity, and sensitivity to the educational and social context of the College; and 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 E.W. King Library, please visit the Library's web site at <http://www.king.edu/library> or call 423-652-4716.

Kingsport Campus Library

The Kingsport Campus Library was opened in August 2005 to support the BSN, RN-BSN, and MBA programs offered at the Kingsport campus. The satellite library is an extension of the services offered at the main campus. The library is open 40 hours a week when classes are in session and is staffed by a full-time Information Services Specialist and a full-time Outreach Services Librarian. Hours are posted on the library's website.

The Kingsport Campus Library is open year-round. Hours are modified during academic recesses, summer academic terms, and for holidays. The collection consists of a select group of nursing and business reference books, circulating books, and periodicals. Students have access to a computer lab and audiovisual equipment. Access to the library's electronic resources is available through a proxy server to students at the Kingsport campus. Additionally, students have access to interlibrary loan, inter-campus loan, course reserves, and reference and instructional services on-site during office hours and other times by appointment. Moreover, additional reference services are available by telephone during the main campus library operating hours, by email, or through instant messaging services.

Library Services to Students at Off-Site Locations

The King Library aspires to provide equitable library services and resources to meet the information needs of students and faculty regardless of location. Students at off-site locations have access to the King Library's collections via the library's website. From the website, students may access the HAL catalog, the library's electronic resources via a proxy server, and instructional handouts and tutorials. Librarians are available to assist students with their information needs by phone, email, or instant messaging services. Faculty may also request on-site instruction in the use of library resources for their classes.

King College students may borrow materials at any Holston Associated Library location with their King College ID. In addition, the King Library maintains borrowing agreements with local libraries near off-site campuses to provide additional access to resources. Often, faculty may place items on course reserve or request library orientations to these libraries. For more

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information about specific services at each off-site location, students and faculty should contact the library at 423-224-3379 or library@king.edu.

A/V and Media Services

A/V and Media Services supports the learning process by assisting students, faculty, and staff with the equipment and expertise needed to make presentations or develop multimedia projects. Services include scheduled delivery, setup, user assistance and pickup of audiovisual equipment by appointment. Audio and videocassettes and other A/V supplies are available from A/V and Media Services at low cost.

ACADEMIC CENTER FOR EXCELLENCE (ACE)

The Academic Center for Excellence (ACE), located on the first floor of Bristol Hall, provides academic support services to the King College community through the Learning Specialist, Writing Center, Speaking Center, and Math Center.

Learning Specialist. 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.

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 developing oral presentations.

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

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.

Speaking Center. The Speaking Center provides support and assistance to students in the area of oral communications. The Speaking Center is a peer tutoring organization that provides students with assistance in developing oral presentations, speeches, and other skills related to oral communications. Tutors work with students in thirty and sixty minute conferences and emphasize techniques that students can use in improving their communication skills. Follow-up sessions and additional help 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.

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 College recognizes the importance of the appropriate use of technology in the educational experience. Further, the College 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 virtually every room on campus, including all residence hall rooms. All King College students receive an email account.

King is a laptop campus, and all new full-time students receive a personal laptop computer. This program provides a uniformity of access to the entire campus and enables the fuller integration of technology into the King College educational experience. Additionally, King offers computer labs in Maclellan Hall, Sells Hall, White Hall, and the E. W. King Library.

CENTER FOR STUDY ABROAD AND OFF-CAMPUS PROGRAMS

King College 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 first floor of the Snider Honors Center, promotes the following programs because the College 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 College academic departments to confirm academic rigor.

AMERICAN INSTITUTE FOR FOREIGN STUDY

King College cooperates with the American Institute for Foreign Study (AIFS) to offer study abroad and internship experiences at universities throughout the world. AIFS currently offers programs in Argentina, Australia, Austria, Brazil, China, Costa Rica, the Czech Republic, England, France, Germany, India, Ireland, Italy, New Zealand, Peru, Russia, South Africa, and Spain.

ARCADIA UNIVERSITY CENTER FOR EDUCATION ABROAD PROGRAMS

King College and Arcadia University jointly offer high-quality, academically sound and experientially rich study abroad experiences at universities and colleges in Australia, China, England, France, Greece, India, Ireland, Italy, New Zealand, Scotland, South Africa, Spain, Tanzania, and Wales. These programs are available for a semester, year, or summer term.

THE COUNCIL FOR CHRISTIAN COLLEGES AND UNIVERSITIES PROGRAMS

The Council for Christian Colleges & Universities, an association of 100 campuses in the U.S. and Canada of which King College is a member, offer 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:

- American Studies Program
- Australia Studies Center
- China Studies Program
- Contemporary Music Program
- Latin American Studies Program
- Los Angeles Film Studies Center
- Middle East Studies Program
- Oxford Summer Programmes
- Russian Studies Program
- Uganda Studies Program
- Washington Journalism Center

For further information, contact either the Coordinator of Off-Campus Programs or point your web browser to <http://www.bestsemester.com/>.

EUROPEAN BUSINESS STUDIES PROGRAM

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.

INSTITUT JACQUES LEFEVRE: STUDIES IN FRENCH LANGUAGE AND CULTURE

In cooperation with the Jacques Lefevre Institute near Caen on the coast of the Normandy region of France, King College 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.

INTERNATIONAL EXCHANGE OPPORTUNITIES

King College has negotiated official tuition remission/reciprocity agreements with the following institutions: Asian Center for Theological Studies, Korea; Business Education Initiative, Northern Ireland; Collegio Sete De Settembre, 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; and Yonsei University, Korea. Complete details are available in the Study Abroad office.

KING COLLEGE IN ITALY

This program, led by King College, 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.

KUKULCAN INSTITUTE: STUDIES IN SPANISH LANGUAGE AND MEXICAN CULTURE

In cooperation with the Kukulcan 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

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Languages and Literatures, or the Center for Study Abroad.

MIDDLEBURY COLLEGE

King College cooperates with Middlebury College in Vermont to give King College students access to programs in China, France, Germany, Italy, Latin America, the Middle East, Russia, and Spain. Middlebury College is well-known for the strength of its language programs.

MIDDLE EAST STUDIES PROGRAM

On site studies in Israel and other selected Middle Eastern countries are conducted by the Department of Bible 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 College 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.

OREGON EXTENSION

King College 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.

PACIFIC ASIAN BUSINESS STUDIES PROGRAM

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.

PACIFIC RIM AND ASIAN EXCHANGE PROGRAMS

King College 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.

ACADEMIC SCHOOLS AND DEPARTMENTS

Academics at King College are organized into five schools: School of Arts and Sciences, School of Business and Economics, School of Education, School of Nursing, and Peeke School of Christian Mission. Within each school, students may choose from one of several fields of study in which to major. Students will fulfill the King College Core Curriculum requirements unless otherwise specified.

Students are assigned a King Mentor when they arrive as freshmen; those faculty and/or staff members serve as a students' advisors for their first year and continue to work with them throughout their time at King. When a student chooses an intended major, he or she is assigned a major advisor. A student officially becomes a major in a department when he or she has been recommended by his or her Mentor, accepted by the chair of the department, and assigned a departmental advisor.

SCHOOL OF ARTS AND SCIENCES

Katherine G. Vande Brake, Dean

Raymond H. Bloomer, Jr., Associate Dean

Bible, Religion, and Youth Ministry
Biology
Chemistry
English
Languages and Literatures
Mathematics and Physics
Performing and Visual Arts
History and Political Science
Psychology
Technical and Professional Communication

James S. McClanahan, Chair
Vanessa A. Fitsanakis, Chair
Simeon T. Pickard, Chair
W. Dale Brown, Chair
Tracy S. Parkinson, Chair
Andrew J. Simoson, Chair
Elizabeth L. Dollar, Chair
Martin H. Dotterweich, Chair
J. Kevin DeFord, Chair
Katherine G. Vande Brake, Chair

SCHOOL OF BUSINESS AND ECONOMICS

Tracy S. Parkinson, Acting Dean

Randall C. Blevins, Associate Dean

Mary B. Schroder, Program Chair, BA

R. Samuel Evans, Program Chair, BBA

Mary Connor, Program Chair, MBA

SCHOOL OF EDUCATION

Cara E. Anderson, Dean

Teacher Education
Physical Education

Gloria F. Oster, Director
Susie K. Toomey, Chair

SCHOOL OF NURSING

Jane E. Castle, Interim Dean

Phyllis du Mont, Interim Associate Dean

PEEKE SCHOOL OF CHRISTIAN MISSION

Fred Foy Strang, Dean

THE CORE CURRICULUM

The King College Core Curriculum is the academic foundation for the King College experience. It gives all 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 most courses translate to advantages for King students on the job market and in graduate school admissions processes. The required 40 hours of general education represent one-third of the hours necessary for graduation and frame all academic work with a balanced Christian perspective.

CORE COMPETENCIES

The Core Curriculum is structured around five competencies. Students must master these skills and ways of thinking before graduation from King College 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/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. **Human Creative Products:** 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/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.

THE CORE CURRICULUM

OVERVIEW OF CORE REQUIREMENTS

Common Experience

KING 1000/2000

First/Transfer Year Seminar	1 s.h.
ENGL 3010	
English Composition: Research & Writing.....	2 s.h.
KING 4000	
Christian Faith and Social Responsibility	1 s.h.
Cross Cultural Experience.....	0 s.h.

General Education Experience

Christian Scriptures and Traditions.....	4 s.h.
English Composition.....	4 s.h.
Science.....	4 s.h.
Quantitative Literacy.....	4 s.h.
Literature.....	4 s.h.
History.....	4 s.h.
Human Creative Products	4 s.h.
Human Culture.....	4 s.h.
U.S. and Global Citizenship.....	4 s.h.
TOTAL.....	40 s.h.

THE CORE CURRICULUM COURSE OPTIONS

The following list of courses is not in sequential order; **some programs of study suggest particular courses from the array listed for a particular category.** 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 College. The courses equip them with skills and strategies for success in the areas of intellectual development, social growth, and vocational accomplishment.

ENGL 3010

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 discipline(s). 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.

KING 4000

Christian Faith & Social Responsibility..... 1 s.h.
This course serves as the capstone of a student's time at King College 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.

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 College sponsored mission trips, study abroad, community service to disadvantaged children and adults, or mentoring a King College international student. A list of scheduled opportunities will be available to students each semester.

GENERAL EDUCATION EXPERIENCE

Students must take courses in each of the nine categories listed below. Two of these categories have a specified common course (Christian Scriptures & Traditions and English Composition); the other seven categories offer choices from a menu of courses. Students who transfer to King may have courses from other institutions that satisfy one or more of these nine categories.

Christian Scriptures and Traditions

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.)

English Composition

ENGL 1110

English Composition: Writing & Speech..... 4 s.h.
This course demonstrates how to use the critical tools of academic exploration: careful reading, analytical writing, and effective speaking. These skills are essential for success in college courses and in the world beyond. (English Composition addresses Core Competencies 1 and 2.)

Science

Choose 4 s.h. from the following:

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 4 s.h.

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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

Choose 4 s.h. from the following:

MATH 1110

Foundations of Mathematics4 s.h.

MATH 1500

Cryptology4 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.)

Literature

Choose one course linked to a history course of the same period. Both literature and history are usually taken in the same semester during the second year.

Choose 4 s.h. from the following:

ENGL 2161

American Masterpieces I.....4 s.h.

ENGL 2162

American Masterpieces II.....4 s.h.

ENGL 2171

Connections in Western Literature I4 s.h.

ENGL 2172

Connections in Western Literature II4 s.h.

These literature courses give students experience in analyzing and interpreting literary texts as expressions of their genres and historical contexts. (Literature addresses Core Competencies 2, 3, and 4.)

History

Choose one course linked to a literature course of the same period. Both history and literature are usually taken in the same semester during the second year.

Choose 4 s.h. from the following:

HIST 2010

Western Civilization in Global Context I4 s.h.

HIST 2020

Western Civilization in Global Context II4 s.h.

HIST 2210

The United States to 18774 s.h.

HIST 2220

The United States from 1877 to the Present.....4 s.h.

Each history course provides an overview of politics, society, religion, culture, and intellectual movements of a designated historical period. (History addresses Core Competencies 1, 2, 3, and 4.)

Human Creative Products

Choose 4 s.h. from the following:

FINE 2210

History of Art I4 s.h.

FINE 2220

History of Art II4 s.h.

FINE 2250

History of American Art4 s.h.

*MUSC 1110

Symphonic Choir.....1 s.h.

*MUSC 1130

Jazz/Gospel Choir.....1 s.h.

*MUSC 1140

Men's Ensemble1 s.h.

*MUSC 1150

Symphonic Band1 s.h.

*MUSC 3110

Collegium Musicum.....1 s.h.

MUSC 3181

History of Jazz4 s.h.

*THTR 1010

Theater Practicum: Acting.....1-2 s.h.

*THTR 1020

Theater Practicum: Technical1-2 s.h.

THTR 1110

Acting I4 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. (Human Creative Products addresses 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

Choose 4 s.h. from the following:

FREN 2000

Intermediate French.....4 s.h.

PSCI 2120

Cultural Diversity.....4 s.h.

PSYC 1520

General Psychology.....4 s.h.

RELG 2430

Encountering the World's Religions.....4 s.h.

SPAN 2000

Intermediate Spanish4 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

Choose 4 s.h. from the following:

ECON 2200

Principles of Economics 4 s.h.

HIST 2110

Twentieth Century Global History 4 s.h.

IDST 2100

Cultural Identity 4 s.h.

PSCI 2010

American Politics..... 4 s.h.

PSCI 2020

World Politics 4 s.h.

PSCI 2310

Espionage and Intelligence in the War on Terror .4 s.h.

These 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.)

CORE CURRICULUM CHECKLIST

**Some majors require modifications to the core curriculum Please consult with your advisor.*

COMMON EXPERIENCE

Common Experience	Course #	s.h.	X
First Year / Transfer Year Seminar	KING 1000 / KING 2000	1	
English Composition: Research and Writing	ENGL 3010	2	
Christian Faith and Social Responsibility	KING 4000	1	
Cross-Cultural Experience		0	

History	Course #	s.h.	X
Western Civilization in World Context I	HIST 2010	4	
Western Civilization in World Context II	HIST 2020	4	
The United States to 1877	HIST 2210	4	
The United States 1877 to the Present	HIST 2220	4	

GENERAL EDUCATION EXPERIENCE

Christian Scripture and Traditions	Course #	s.h.	X
Foundations of Christian Thought and Practice	RELG 1001	4	

English Composition	Course #	s.h.	X
English Composition: Writing & Speech	ENGL 1110	4	

Choose 4 s.h. from each category detailed below.

Science	Course #	s.h.	X
Human Anatomy & Physiology	BIOL 1010	4	
Principles of Biology	BIOL 1110	4	
Introduction to Chemistry	CHEM 1010	4	
General Chemistry	CHEM 1110	4	
Survey of Astronomy	PHYS 2030	4	

Quantitative Literacy	Course #	s.h.	X
Foundations of Mathematics	MATH 1110	4	
Cryptology	MATH 1500	4	
Calculus I	MATH 2350	4	

Literature	Course #	s.h.	X
American Masterpieces I	ENGL 2161	4	
American Masterpieces II	ENGL 2162	4	
Connections in Western Literature I	ENGL 2171	4	
Connections in Western Literature II	ENGL 2172	4	

Human Creative Products	Course #	s.h.	X
History of Art I	FINE 2210	4	
History of Art II	FINE 2220	4	
History of American Art	FINE 2250	4	
Symphonic Choir	MUSC 1110	1	
Jazz/Gospel Choir	MUSC 1130	1	
Men's Ensemble	MUSC 1140	1	
Symphonic Band	MUSC 1150	1	
Collegium Musicum	MUSC 3110	1	
History of Jazz	MUSC 3181	4	
Theater Practicum: Acting	THTR 1010	1-2	
Theater Practicum: Technical	THTR 1020	1-2	
Acting I	THTR 1110	4	

Human Culture	Course #	s.h.	X
Cultural Diversity	PSCI 2120	4	
Encountering the World's Religions	RELG 2430	4	
General Psychology	PSYC 1520	4	
Intermediate French	FREN 2000	4	
Intermediate Spanish	SPAN 2000	4	

THE CORE CURRICULUM

U.S. and Global Citizenship	Course #	s.h.	X
Principles of Economics	ECON 2200	4	
Twentieth Century Global History	HIST 2110	4	
Cultural Identity	IDST 2100	4	
American Politics	PSCI 2010	4	
World Politics	PSCI 2020	4	
Espionage & Intelligence in the War on Terror	PSCI 2310	4	

Major Requirements	Course #	s.h.	X

Electives	Course #	s.h.	X

SCHOOL OF ARTS AND SCIENCES

KATHERINE G. VANDE BRAKE, DEAN

MISSION

The School of Arts and Sciences offers majors and minors in traditional and non-traditional liberal arts disciplines. The School stands on the seven liberal arts, which historically embodied the education to “free” persons, not slaves. Arts and Sciences faculty provide information, concepts, and skills through the courses and experiences of the Core Curriculum that enable students to excel in the programs they choose across the College and to prepare for vocations and service. Arts and Sciences faculty and students create knowledge in their disciplines through innovative research, incisive analysis, and creative endeavors. The School’s curricula and initiatives help students explore and understand the relationship of Christian faith to both learning and culture so that they can become wise as they go out from King College to transform culture in Christ.

VISION

To provide a touchstone for students, faculty, and staff at King College that is our powerful connection to the vibrant tradition of liberal learning in Western culture. To celebrate broad general knowledge and develop intellectual capacities. To offer learning that leads to right action.

MAJORS

American Studies
Bible & Religion
Biochemistry
Biology
Chemistry
Digital Media
English
Forensic Science
French
Health Sciences Chemistry
History
Mathematics
Modern Languages
Music
Music Education
Neuroscience
Physics
Political Science / History
Psychology
Spanish
Technical & Professional Communication
Theatre
Youth Ministry

MINORS

Bible & Religion
Biology
Chemistry
English
French
History
Leadership
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Spanish
Technical & Professional Communication
Theatre
Youth Ministry

AMERICAN STUDIES

Department: History and Political Science
Chair: M. Dotterweich

The American Studies major is an interdisciplinary program within the School of Arts and Sciences that enables a student to gain a comprehensive and systematic view of American life and culture. It emphasizes an understanding of the relationships among institutions, ideas, and events within the American experience and promotes integrative consideration of the totality of American life. Courses in this program are offered through several academic departments.

It is recommended that the student majoring in this program consider participating in the American Studies Program in Washington, DC, sponsored by the Council for Christian Colleges and Universities.

The American Studies major is designed to prepare students for graduate study in History or English, teaching careers, government service, law, archival and museum work, and other related fields. The concentration in American Art and Culture prepares students for a variety of careers including arts administration, historic preservation, education, and museum studies.

AMERICAN STUDIES MAJOR REQUIREMENTS

**American Studies Major Core Requirements
 (To Be Taken By All Majors)**

- ENGL 3611, 3612
- American Literature I & II8 s.h.
- FILM 2070
- American Film and Culture4 s.h.
- FINE 2250
- History of American Art4 s.h.
- HIST 2210
- The US to 18774 s.h.
- HIST 2220
- The US, 1877-Present4 s.h.
- PSCI 2010
- American Politics and Society.....4 s.h.
- RELG 3290
- The American Religious Experience.....4 s.h.
- RELG 3292
- Religion and American Culture.....2 s.h.
- Choose 4 s.h. from the following courses.....4 s.h.*
- HIST 3150
- African-American Experience Since 1895 (4 s.h.)
- PSCI 2120
- Cultural Diversity In America (4 s.h.)

Concentration Requirements. Students will choose either a American Studies – Standard Trac program or an American Studies program with a concentration in American Art and Culture. Students should consider

the following courses to enrich their program of study: American Law (PSCI 3210); Ethnic American Literature (ENGL 3630); American Women Authors (ENGL 3640); Nineteenth Century American Novel (ENGL 3660); World Politics (PSCI 2020); Comparative Politics (PSCI 3500); and World's Religions (RELG 2430). All students are encouraged to participate in at least one American Studies-sponsored trip.

American Studies – Standard Trac

- HIST 3300
- Intellectual & Cultural History of US 4 s.h.
- HIST 3980
- Senior Research Seminar 2 s.h.
- American Studies Electives..... 8 s.h.

American Studies Trac – Art and Culture Trac

- HIST 3300
- Intellectual/Cultural History of the U.S. 4 s.h.
- MUSC 3180
- Modern Era of Music 4 s.h.
- THTR 1010, 1020
- Theatre Practicum: Acting and Technical 4 s.h.
- THTR 1110
- Acting I 4 s.h.

SUMMARY OF TOTAL CREDITS

- Core Curriculum40 s.h.
- Major Requirements..... variable
- Electives/Minor/Second Major variable
- Minimum to Earn Bachelor of Arts..... 124 s.h.**

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BIBLE AND RELIGION

Department: Bible, Religion, and Youth Ministry
Chair: J. McClanahan

The major in Bible and Religion 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 minor in Bible and Religion is an excellent supplemental program enhancing any other major. It enables students to pursue advanced biblical and theological study and thereby integrate their faith into chosen field of interest.

BIBLE AND RELIGION MAJOR REQUIREMENTS

BIBL 2251

The Old Testament and Interpretation4 s.h.

BIBL 2252

The New Testament and Interpretation4 s.h.

RELG 2210

Introduction to Theology4 s.h.

Choose 4 s.h. from the following courses.....4 s.h.

RELG 2410

Philosophy of Religion (4 s.h.)

RELG 2510

History of Philosophy (4 s.h.)

RELG 2430

Encountering the World's Religions4 s.h.

RELG 2720 or 2730

Ethics or Bio-Medical Moral Dilemmas2 s.h.

Elective in Old Testament.....4 s.h.

Elective in New Testament.....4 s.h.

Elective in Bible or Religion4 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum40 s.h.

Major34 s.h.

Electives/Minor/Second Major50 s.h.

Minimum to Earn Bachelor of Arts..... 124 s.h.

BIBLE AND RELIGION MINOR REQUIREMENTS

BIBL 2251

The Old Testament and Interpretation4 s.h.

BIBL 2252

The New Testament and Interpretation4 s.h.

RELG 2210

Introduction to Theology4 s.h.

RELG 2720 or 2730

Ethics or Bio-Medical Dilemmas2 s.h.

RELG 2430

Encountering the World's Religions4 s.h.

Total Minor Requirements18 s.h.

BIOCHEMISTRY

Department: Chemistry
Chair: S. Pickard

The Biochemistry major provides students with an opportunity to study Biochemistry as part of a liberal arts program. Due to the interdisciplinary nature of Biochemistry, it is one of the more versatile majors in the natural sciences.

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 either Biology, Chemistry, Health Sciences Chemistry or Forensic Science. A minor is required for graduation, Math or Physics is recommended.

CORE CURRICULUM REQUIREMENTS

Biochemistry majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

Science

CHEM 1110

General Chemistry 4 s.h.

Quantitative Literacy

MATH 2350

Calculus I 4 s.h.

BIOCHEMISTRY MAJOR REQUIREMENTS

CHEM 1120

General Chemistry 4 s.h.

CHEM 2110, 2120

Organic Chemistry 8 s.h.

CHEM 3000

Analytical Chemistry I 4 s.h.

CHEM 4000

Physical Chemistry 5 s.h.

CHEM 3200 or 4200

Analytical or Physical Chemistry 4 s.h.

BIOL 2110, 2120

General Biology 8 s.h.

BIOL 3150

Molecular Genetics 4 s.h.

BIOL 3300

Cell Biology 4 s.h.

BIOL 3700	
Biochemistry	4 s.h.
BIOL 4640	
Pharmacology	4 s.h.
Choose 4 s.h. from the following courses	4 s.h.
BIOL 2500	
Microbiology/Immunology (4 s.h.)	
BIOL 3600	
Human and Mammalian Physiology (4 s.h.)	
BIOL 3670	
Mammalian Toxicology (4 s.h.)	
PHYS 2210, 2220	
General Physics.....	8 s.h.
MATH 2360	
Calculus II	4 s.h.
IDST 4500	
Interdepartmental Science Seminar	2 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
Major Requirements	67 s.h.
Minor/Electives.....	<u>17 s.h.</u>
Minimum to Earn Bachelor of Science	124 s.h.

BIOLOGY

Department: Biology
Chair: V. Fitsanakis

Biology is the study of life, in all of its forms. From single-celled organisms, such as bacteria and algae, to the multi-celled plants and animals, the field of biology explores the structure and function of life. 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 track.

A major in biology prepares one for a variety of careers. Most students interested in a biomedical or health science career choose to major in biology, since many employers as well as graduate and professional programs require a significant amount of biology course work. 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 Cell and Molecular Biology is designed to provide students with pre-requisites found for many medical and graduate programs, including microbiology, veterinary sciences, toxicology, optometry and dentistry. The department also offers a BA that is well-suited for students interested in careers in science journalism, scientific communication or education.

Due to the number of chemistry courses required to fully understand the complexities of biological mechanisms, it is anticipated that students interested in a BS will also choose to minor in chemistry. Additionally, students are asked to take Calculus I to fulfill their requirement in "Quantitative Thinking." Finally, although not explicitly required, students are strongly encouraged to complete a summer internship their junior year in their anticipated area of study in order to gain experience and verify their suitability for their vocation.

CORE CURRICULUM REQUIREMENTS

Biology majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

Science

CHEM 1110	
General Chemistry I	4 s.h.
Quantitative Literacy	
MATH 2350	
Calculus I	4 s.h.

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BS IN BIOLOGY MAJOR REQUIREMENTS

CHEM 1120	
General Chemistry II	4 s.h.
CHEM 2110 & 2120	
Organic Chemistry I & II.....	8 s.h.
PHYS 2210 & 2220	
General Physics I & II.....	8 s.h.

Concentration Requirements for a BS in Biology

Students will choose a concentration in either General Biology or Cell and Molecular Biology.

General Biology

BIOL 2110 & 2120	
General Biology I & II.....	8 s.h.
BIOL 3150	
Molecular Genetics.....	4 s.h.
BIOL 3300	
Cell Biology.....	4 s.h.
<i>Choose 4 s.h. from the following courses</i>	4 s.h.
BIOL 3130	
Plant Ecology (4 s.h.)	
BIOL 3160	
Photosynthetic Life (4 s.h.)	
<i>Choose 4 s.h. from the following courses</i>	4 s.h.
BIOL 3210	
Human and Comparative Anatomy (4 s.h.)	
BIOL 3500	
Histology (4 s.h.)	
<i>Choose 4 s.h. from the following courses</i>	4 s.h.
BIOL 3540	
Neuroscience (4 s.h.)	
BIOL 3600	
Human and Mammalian Physiology (4 s.h.)	
BIOL 3670	
Mammalian Toxicology (4 s.h.)	
IDST 4500 (Repeated for a total of four semesters)	
Interdepartmental Science Seminar	2 s.h.
*Biology Electives	12 s.h.

*Choose from MATH 2360 or three additional upper-division (3000-level or higher) biology electives.

Cell and Molecular Biology

BIOL 2110 & 2120	
General Biology I & II.....	8 s.h.
BIOL 3150	
Molecular Genetics.....	4 s.h.
<i>Choose 4 s.h. from the following courses</i>	4 s.h.
BIOL 3130	
Plant Ecology (4 s.h.)	
BIOL 3160	
Photosynthetic Life (4 s.h.)	
BIOL 3400	
Microbiology and Bioinformatics.....	4 s.h.
BIOL 3300	
Cell Biology.....	4 s.h.

BIOL 3700	
Biochemistry	4 s.h.
<i>Choose 12 s.h. from the following courses</i>	12 s.h.
BIOL 3210	
Human and Comparative Anatomy (4 s.h.)	
BIOL 3500	
Histology (4 s.h.)	
BIOL 3540	
Neuroscience (4 s.h.)	
BIOL 3550	
Advanced Topics in Neuroscience (4 s.h.)	
BIOL 3600	
Human and Mammalian Physiology (4 s.h.)	
BIOL 4640	
Pharmacology (4 s.h.)	
BIOL 4670	
Mammalian Toxicology (4 s.h.)	
MATH 2360	
Calculus II (4 s.h.)	
IDST 4500 (Repeated for a total of four semesters)	
Interdepartmental Science Seminar	2 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
Major Requirements:	
Biology Classes (42 s.h.)	
Chemistry and Physics Classes, including	
12 s.h. towards Minor in Chemistry (20 s.h.)	
Total Major Requirements.....	62 s.h.
Electives/2 nd Minor/2 nd Major:.....	22 s.h.
Minimum to Earn Bachelor of Science	124 s.h.

BIOLOGY MINOR

BIOL 2110, 2120	
General Biology I & II	8 s.h.
Additional Biology Electives at 3000 or 4000 level	12 s.h.
Total Minor Requirements.....	20 s.h.

BACHELOR OF ARTS DEGREE IN BIOLOGY

The Bachelor of Arts in 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, forestry, conservation, lab technician, scientific writing, etc. The Biology Department suggests that students consider a minor in Technical Communications to accompany this degree option. This curriculum includes 50 s.h. of science and math, but more flexibility than the Bachelor of Science.

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.

TEACHER EDUCATION REQUIREMENTS

Tennessee teaching licensure (Grades 7-12) is available with modifications to the chemistry major and

the King College Core, and 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, mathematics, English as a second language, and foreign languages are considered a critical need areas in K-12 public education by all states. Declaration of the 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 catalogue or contact the Administrative Assistant in the School of Education for eligibility criteria, admissions procedures, and timelines.

BA IN BIOLOGY MAJOR REQUIREMENTS

- CHEM 1120
 - General Chemistry II 4 s.h.
- CHEM 2110 & 2120
 - Organic Chemistry I & II..... 8 s.h.
- PHYS 2210
 - General Physics I..... 4 s.h.
- BIOL 2110 & 2120
 - General Biology I & II..... 8 s.h.
- BIOL 3150
 - Molecular Genetics..... 4 s.h.
- Choose 4 s.h. from the following courses..... 4 s.h.*
 - BIOL 3130
 - Plant Ecology (4 s.h.)
 - BIOL 3160
 - Photosynthetic Life (4 s.h.)
- Choose 4 s.h. from the following courses..... 4 s.h.*
 - BIOL 3540
 - Neuroscience (4 s.h.)
 - BIOL 4670
 - Mammalian Toxicology (4 s.h.)
- Choose 4 s.h. from the following courses..... 4 s.h.*
 - BIOL 3300
 - Cell Biology (4 s.h.)
 - BIOL 3600
 - Human and Mammalian Physiology (4 s.h.)
- Choose 4 s.h. from the following courses..... 4 s.h.*
 - BIOL 3550
 - Advanced Topics in Neuroscience (4 s.h.)
 - BIOL 3210
 - Human and Comparative Anatomy (4 s.h.)
 - BIOL 3600
 - Human and Mammalian Physiology (4 s.h.)
 - BIOL 3500
 - Histology (4 s.h.)
 - BIOL 4640
 - Pharmacology (4 s.h.)
- Choose 4 s.h. from the following courses..... 4 s.h.*
 - BIOL 1010
 - Human Anatomy & Physiology (4 s.h.)

- BIOL 1020
 - Human Anatomy & Physiology II (4 s.h.)
- BIOL 2500
 - Microbiology / Immunology (4 s.h.)
- PHYS 2030
 - Survey of Astronomy (4 s.h.)
- TCOM 2200
 - Technical Communication (4 s.h.)
- TCOM 3230
 - Science and Medical Writing (2 s.h.)
- IDST 4500 (Repeated for a total of four semesters)
- Interdepartmental Science Seminar 2 s.h.

SUMMARY OF TOTAL CREDITS

- Core Curriculum 40 s.h.
- Major Requirements:
 - Biology Classes (34 s.h.)
 - Chemistry and Physics Classes, including 12 s.h. towards Minor in Chemistry (16 s.h.)
- Total Major Requirements..... 50 s.h.
- Electives/Minor/2nd Major: 34 s.h.
- Minimum to Earn Bachelor of Arts..... 124 s.h.**

PHARMACY DUAL DEGREE PROGRAM

King College 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. 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).

A student completing the requirements in three years and who follows the outlined curriculum will be awarded a Bachelor of Arts with a major in Biology from King College 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 or during the fall of their third year. Transfer students must complete at least 50 hours at King College, including 18 hours of required Biology courses.

CORE CURRICULUM REQUIREMENTS

Pharmacy Dual Degree majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalogue for additional details.

Science

- CHEM 1110
 - General Chemistry I 4 s.h.

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Quantitative Literacy

MATH 2350	
Calculus I	4 s.h.

PHARMACY DUAL DEGREE REQUIREMENTS

MATH 2360	
Calculus II	4 s.h.
CHEM 2110, 2120	
Organic Chemistry.....	8 s.h.
PHYS 2210, 2220	
General Physics.....	8 s.h.
BIOL 2110, 2120	
General Biology	8 s.h.
BIOL 3150	
Molecular Genetics.....	4 s.h.
BIOL 3700	
Biochemistry	4 s.h.
<i>Choose 8 s.h. from the following courses.....</i>	<i>8 s.h.</i>
BIOL 3300	
Cell Biology (4 s.h.)	
BIOL 3400	
Microbiology and Bioinformatics (4 s.h.)	
BIOL 3540	
Neuroscience (4 s.h.)	
BIOL 3600	
Human & Mammalian Physiology (4 s.h.)	
BIOL 4640	
Pharmacology (4 s.h.)	
BIOL 4670	
Mammalian Toxicology (4 s.h.)	
IDST 4500 (Repeated for a total of four semesters)	
Science Seminar	2 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
Major Requirements	<u>46 s.h.</u>
Minimum to Complete Program Requirements .	74 s.h.

CHEMISTRY

Department: Chemistry
Chair: S. Pickard

The Chemistry major provides students an opportunity to study chemistry as part of a liberal arts program with a major curriculum patterned after guidelines recommended by the American Chemical Society.

The Chemistry major provides an excellent background for those preparing for medical school, graduate study in chemistry, or chemical engineering. It is valuable for those who seek careers as chemists in industry, government, business, or secondary education, or in science-based activities such as chemical patent work, sales, marketing, or computer science.

Chemistry majors are required to minor in either Physics or Math.

TEACHER EDUCATION REQUIREMENTS

Tennessee teaching licensure (Grades 7-12) is available with modifications to the chemistry major and the King College Core, and 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, mathematics, English as a second language, and foreign languages are considered a critical need areas in K-12 public education by all states. Declaration of the 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 catalogue or contact the Administrative Assistant in the School of Education for eligibility criteria, admissions procedures, and timelines.

CORE CURRICULUM REQUIREMENTS

Chemistry majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

Science

CHEM 1110	
General Chemistry	4 s.h.

Quantitative Literacy

MATH 2350	
Calculus I	4 s.h.

CHEMISTRY MAJOR REQUIREMENTS

CHEM 1120	
General Chemistry	4 s.h.
CHEM 2110, 2120	
Organic Chemistry.....	8 s.h.

DIGITAL MEDIA

Department: Technical and Professional
Communication

Chair: K. Vande Brake

Digital Media is an interdisciplinary program incorporating courses from Technical and Professional Communication, Information Systems, and Business Administration that will prepare students for a career in web page design, information architecture, web application development, electronic commerce, or online advertising and marketing.

The program of study provides students with the broad range of design, writing, technical, and business skills necessary for effective communication, publishing, product creation, and marketing via online media. Students in this program gain a solid foundation in technical communication that gives them many options. Their business classes prepare them for traditional marketing/public relations positions, and their courses in information systems can give them an entrée into systems support and knowledge management. Adding a minor in Marketing makes graduates even more attractive to prospective employers.

The Digital Media program also prepares students for graduate studies in Information Science, Knowledge Management, or Business Information Technology.

Increasingly, companies are looking for technically skilled employees who also have an understanding of business and marketing to help them appropriately utilize online media. Further, many small firms cannot afford an employee to work solely on a web site, but are looking for staff who can work with public relations or information systems in addition to handling the responsibility of web site development.

According to the World Organization of Webmasters, a webmaster needs technical, design, project management, and problem solving skills. Additional requirements are good business sense, solid communication skills (oral & written), strong computer skills.

Recent trends in the hi-tech job market indicate that individuals with both strong business and technical skills are more likely to be promoted to administrative positions (Director of IS, CIO, etc.) than those with purely a technical background. The Digital Media program addresses all of these areas.

Students must present a portfolio of their work in order to graduate.

DIGITAL MEDIA MAJOR REQUIREMENTS

A portfolio is required for graduation in this major.

BUSA 1550

Web Design and Internet Programming 4 s.h.

CHEM 3000	
Analytical Chemistry I	4 s.h.
CHEM 3200	
Analytical Chemistry II	4 s.h.
CHEM 4000, 4200	
Physical Chemistry.....	10 s.h.
MATH 2360	
Calculus II	4 s.h.
PHYS 2210, 2220	
General Physics.....	8 s.h.
<i>Choose 4 s.h. from the following courses</i>	4 s.h.
MATH 2370	
Calculus III (4 s.h.)	
MATH 3430	
Differential Equations (4 s.h.)	
PHYS 3060	
Modern Physics (4 s.h.)	
PHYS 3030	
Electricity and Magnetism (4 s.h.)	
IDST 4500	
Interdepartmental Science Seminar	2 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
Major Requirements	48 s.h.
Electives/Minor/2 nd Major:	<u>36 s.h.</u>
Minimum to Earn Bachelor of Science	124 s.h.

CHEMISTRY MINOR

CHEM 1110, 1120	
General Chemistry	8 s.h.
CHEM 2110	
Organic Chemistry.....	4 s.h.
<i>Choose at least 8 s.h. of the following</i>	<u>8 s.h.</u>
CHEM 2120	
Organic Chemistry (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 (5 s.h.)	
CHEM 4200	
Physical Chemistry (5 s.h.)	
Total Minor Requirements	20 s.h.

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BUSA 2010	
Introduction to Computer Science	4 s.h.
BUSA 2130	
Business Communication.....	4 s.h.
TCOM 2610	
Visual Communication I	4 s.h.
TCOM 2630	
Visual Rhetoric	4 s.h.
ENGL 2920	
Advanced Composition: Rhetorical and Narrative Patterns.....	4 s.h.
TCOM 2930	
Editing.....	2 s.h.
BUSA 3300	
Principles of Marketing	4 s.h.
BUSA 3450	
Database Management.....	4 s.h.
BUSA 3460	
Systems Analysis.....	4 s.h.
BUSA 3650	
Advanced Internet/WWW Programming.....	4 s.h.
TCOM 3800	
Internship.....	4 s.h.
<i>Choose 2 s.h. of following the following courses</i>	<i>2 s.h.</i>
PHIL 2720	
Ethics (2 s.h.)	
BUSA 3750	
Current Issues in Technology (2 s.h.)	

RECOMMENDED MARKETING MINOR REQUIREMENTS

To complete the **recommended minor** in Marketing students should take 3 more courses:

BUSA 2251	
Principles of Management.....	4 s.h.
BUSA 2630	
Financial Accounting	4 s.h.
<i>Choose 4 s.h. from the following courses</i>	<i>4 s.h.</i>
BUSA 3621	
Human Resource Management (4 s.h.)	
BUSA 3680 (Preferred)	
Promotion Strategies (4 s.h.)	
BUSA 4660	
Operations Management (4 s.h.)	

SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
Major Requirements	44 s.h.
Electives/Minor/2 nd Major:	<u>40 s.h.</u>
Minimum to Earn Bachelor of Arts.....	124 s.h.

ENGLISH

Department: English
Chair: D. Brown

The English major emphasizes writing, speaking, textual analysis, and research skills need in almost any profession. English majors, through the department's concentrations, are prepared to pursue careers in advertising, business, government service, journalism, law, library science, ministry, publishing, and teaching. Furthermore, the questions raised in the study of English relate directly to issues of character and faith.

The English program encourages internship and study abroad. The Snider Honors Center and the Buechner Institute each provide for extra-curricular experiences via workshops, travel, lectures by visiting scholars and public figures, and departmental events. Instead of a general major in English, students may choose to pursue a literature concentration. The courses listed for each concentration are in addition to the core courses required of all majors.

All majors submit a portfolio of their best work as a part of the English Capstone Seminar. This portfolio includes three papers representing the breadth and development of the student's literary study as well as a document explaining the rationale for their choices. All majors who qualify for honors undergo an examination by an external examiner.

TEACHER EDUCATION REQUIREMENTS

Tennessee teaching licensure (Grades 7-12) is available with modifications to the English major and the King College Core and 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, mathematics, English as a second language, and foreign languages are considered a critical need areas in K-12 public education by all states. Declaration of the 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 catalogue or contact the Administrative Assistant in the School of Education for eligibility criteria, admissions procedures, and timelines.

ENGLISH MAJOR CORE REQUIREMENTS

(To Be Taken By All Majors)

ENGL 3340

English Grammar/History 4 s.h. || *Choose 4 s.h. from the following courses* | *4 s.h.* |

ENGL 3410

British Literature I (4 s.h.)

SCHOOL OF ARTS AND SCIENCES

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 Lit (4 s.h.)
ENGL 3490
Special Topics in the 18th Century (4 s.h.)
Choose 4 s.h. from the following courses..... 4 s.h.
ENGL 3510
British Literature II (4 s.h.)
ENGL 3540
British Romanticism and the 19th Century (4 s.h.)
ENGL 3550
Victorian Novel (4 s.h.)
ENGL 3560
The British Novel (4 s.h.)
ENGL 3590
Special Topics in Post-1800 British Lit (4 s.h.)
Choose 4 s.h. from the following courses..... 4 s.h.
ENGL 3611
American Literature I (4 s.h.)
ENGL 3612
American Literature II (4 s.h.)
ENGL 3640
American Women Authors (4 s.h.)
ENGL 3660
The American Novel (4 s.h.)
ENGL 3690
Special Topics in American Literature (4 s.h.)
Additional Art, Music, Philosophy Elective 2 s.h.
ENGL 4910
English Capstone Seminar..... 2 s.h.

Concentration Requirements. For a general English major, students will take, along with the major core outlined above, an additional 20 hours of courses offered by the English Department. At least 14 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 ENGL 1110 (or 1180), 3010, and one of the following (2161, 2162, 2171, or 2172) are prerequisites for all 3000-level English courses; any requests for exceptions must be approved by the departmental chair.

Literature

Choose an additional 4 s.h. from the following courses..... 4 s.h.
ENGL 3410
British Literature 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 Lit (4 s.h.)
ENGL 3490
Special Topics in the 18th Century (4 s.h.)
Choose an additional 4 s.h. from the following courses..... 4 s.h.
ENGL 3510
British Literature II (4 s.h.)
ENGL 3540
British Romanticism and the 19th Century (4 s.h.)
ENGL 3550
Victorian Novel (4 s.h.)
ENGL 3560
The British Novel (4 s.h.)
ENGL 3590
Special Topics in Post-1800 British Lit (4 s.h.)
Choose an additional 4 s.h. from the following courses..... 4 s.h.
ENGL 3611
American Literature I (4 s.h.)
ENGL 3612
American Literature II (4 s.h.)
ENGL 3640
American Women Authors (4 s.h.)
ENGL 3660
The American Novel (4 s.h.)
ENGL 3690
Special Topics in American Literature (4 s.h.)
Electives in English Literature..... 8 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum 40 s.h.
Major Requirements..... 20 s.h.
Concentration Requirements..... 20 s.h.
Electives/Minor/2nd Major: 44 s.h.
Minimum to Earn Bachelor of Arts..... 124 s.h.

ENGLISH MINOR

ENGL Electives above 2010 6 s.h.
ENGL Electives at 3000 or 4000 level 14 s.h.
Total Minor Requirements..... 20 s.h.

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FORENSIC SCIENCE

Department: Chemistry
Chair: S. Pickard

The Forensic Science major is an interdisciplinary program which is composed primarily of Chemistry and Biology with a strong laboratory component.

The Forensic Science major provides students with a number of career opportunities, including graduate school, and medical or dental school. Forensic scientists work in crime laboratories, forensic laboratories, police departments, medical examiner/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 Health Sciences Chemistry. Forensic Science majors are required to have a minor but the selection of that minor will be at the student's discretion. The 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 College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

Science

CHEM 1110
General Chemistry 4 s.h.

Quantitative Literacy

MATH 2350
Calculus I 4 s.h.

FORENSIC SCIENCE MAJOR REQUIREMENTS

BIOL 2110, 2120
General Biology 8 s.h.

BIOL 2500
Microbiology/Immunology 4 s.h.

BIOL 3150
Molecular Genetics 4 s.h.

BIOL 3670
Mammalian Toxicology 4 s.h.

Choose 8 s.h. from the following courses 8 s.h.

BIOL 3300
Cell Biology (4 s.h.)

BIOL 3500
Histology (4 s.h.)

BIOL 3700
Biochemistry (4 s.h.)

CHEM 1120
General Chemistry 4 s.h.

CHEM 2110, 2120
Organic Chemistry 8 s.h.

CHEM 3000, 3200
Analytical Chemistry 8 s.h.

CHEM 3500
Forensic Chemistry 4 s.h.

PHYS 2210
General Physics I 4 s.h.

CRJU 2500
Introduction to Criminal Justice 4 s.h.

IDST 4500
Interdepartmental Science Seminar 2 s.h.

CHEM 3800 or BIOL 3800
Forensics Internship 0-2 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum 40 s.h.

Major Requirements 62 s.h.

Electives/Minor/2nd Major: 22 s.h.

Minimum to Earn Bachelor of Science **124 s.h.**

FRENCH

Department: Modern Languages and Literatures
Chair: T. Parkinson

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. Our majors are well-prepared to enter the global society of the 21st century.

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 go directly into such fields as interpreting and translation. As a relatively small major (26 s.h.), French works well as a double major.

REQUIREMENTS FOR ADMISSION TO UPPER-LEVEL COURSES

Completion of FREN 2000 or equivalent proficiency shall be considered a prerequisite for all courses numbered 3000 and above.

STUDIES IN FRENCH-SPEAKING COUNTRIES

In cooperation with the Institut Jacques Lefevre in Caen, the department periodically offers a six-week program of study during the summer months with study options available at various levels.

The College 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 earn core credit while at King.

OTHER NOTES

Completion of 2000 or demonstration of equivalent proficiency shall constitute completion of the core language requirement.

TEACHER EDUCATION REQUIREMENTS

Tennessee teaching licensure (Grades 7-12) is available with modifications to the French major and

the King College Core, and 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, mathematics, English as a second language, and foreign languages are considered a critical need areas in K-12 public education by all states. Declaration of the 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 catalogue or contact the Administrative Assistant in the School of Education for eligibility criteria, admissions procedures, and timelines.

CORE CURRICULUM REQUIREMENTS

French majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalogue 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 4 s.h. 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 4 s.h. 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 16th Cent. (4 s.h.)
 FREN 4210
 French Literature: 17th and 18th Centuries (4 s.h.)
 FREN 4220
 French Literature: 19th Century (4 s.h.)
 FREN 4230
 French Literature: 20th Century (4 s.h.)
 FREN 4280
 Francophone Literature (4 s.h.)
 FREN 4300
 Francophone Women Writers (2 s.h.)
 FREN 4900
 ST: French and Francophone Lit (2-4 s.h.)

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Electives at 3000 or 4000 level..... 10 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum 40 s.h.

Major Requirements 26 s.h.

Electives/Minor/2nd Major: 58 s.h.

Minimum to Earn Bachelor of Arts..... 124 s.h.

FRENCH MINOR

FREN 2000 or proficiency

Intermediate French..... 4 s.h.

FREN 3010

Advanced French Skills I..... 4 s.h.

FREN 3020

Advanced French Skills II..... 4 s.h.

Electives at 3000 or 4000 level..... 6 s.h.

Total Minor Requirements 18 s.h.

HEALTH SCIENCES CHEMISTRY

Department: Chemistry

Chair: S. Pickard

The Health Sciences Chemistry major provides the student an opportunity to study chemistry as part of a liberal arts program with a major curriculum patterned after guidelines recommended by the American Chemical Society.

This major provides an excellent background for those preparing for medical school or graduate study. The Health Sciences Chemistry major is primarily designed for students who are in a pre-health professional program.

Health Sciences Chemistry majors are required to minor in Biology.

CORE CURRICULUM REQUIREMENTS

Health Sciences Chemistry majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

Science

CHEM 1110

General Chemistry 4 s.h.

Quantitative Literacy

MATH 2350

Calculus I 4 s.h.

HEALTH SCIENCES CHEMISTRY MAJOR REQUIREMENTS

CHEM 1120

General Chemistry 4 s.h.

CHEM 2110, 2120

Organic Chemistry..... 8 s.h.

CHEM 3000

Analytical Chemistry 4 s.h.

CHEM 4000

Physical Chemistry I 5 s.h.

PHYS 2210, 2220

General Physics..... 8 s.h.

BIOL 2110, 2120

General Biology 8 s.h.

BIOL 3700

Biochemistry..... 4 s.h.

Choose 4 s.h. from the following courses 4 s.h.

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.)

IDST 4500

Interdepartmental Science Seminar..... 2 s.h.

HISTORY

Department: History and Political Science
Chair: M. Dotterweich

SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
Major Requirements	47 s.h.
Electives/Minor/2 nd Major:	37 s.h.
Minimum to Earn Bachelor of Science	124 s.h.

The History major at King College requires a variety of courses which provide graduates with a broad knowledge of Western history, awareness of some field of non-Western history, and understanding of the conventions of historical research and writing. Such graduates will be transformers of culture for Christ and informed citizens, capable of pursuing many different vocations.

A History major provides good preparation for careers in education, law, church ministries, government service, business, journalism, library science, historic preservation, the Foreign Service, archival work, and museum curacy. Graduate work in history can lead to a career in higher education.

King College’s History and Political Science department has particular strengths in medieval Europe, Scottish history, the Reformation, twentieth-century Europe, sub-Saharan Africa, the Holocaust, the history of ideas in Europe and the United States, American religious history, and China. History majors take a broad array of courses, drawing on many of these areas.

Several courses in other departments may be counted toward the History major, broadening the scope of available options. The major requires 36 semester hours of credit in History.

INTEGRATIVE HISTORY TRAC

History forms a component of virtually every field of study. Recognizing this fact, and committed to interdisciplinary study, King College offers an Integrative Trac option for the History major. This is designed to streamline a double-major with other disciplines, drawing on strengths of both fields of study.

For the Integrative Trac, the student may count sixteen semester hours of historically-related coursework in another field (specified below) toward eight hours of the traditional History major, meaning that the student must take 28 semester hours of History in addition to the coursework in the related field to graduate with a History major.

OTHER NOTES

The department requires all majors who qualify for honors to undergo an examination by an external examiner.

Students will complete the History major’s standard trac with a minimum of 20 s.h. at the 3000-level or above. Students will complete the History major’s integrative trac with a minimum of 16 s.h. of History at the 3000-level or above; further, 8 s.h. of electives from the related disciplines will be at the 3000-level or above.

Courses at the 4000 level should not be undertaken without prior coursework in history.

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TEACHER EDUCATION REQUIREMENTS

Tennessee teaching licensure (Grades 7-12) is available with modifications to the History major and the King College Core, and successful completion of the Secondary Education minor. Additional endorsements in either Government or Geography may be added to the History license. Licensed teachers in secondary education are in great demand in all fifty states, and the areas of science, mathematics, English as a second language, and foreign languages are considered a critical need areas in K-12 public education by all states. Declaration of the 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 catalogue or contact the Administrative Assistant in the School of Education for eligibility criteria, admissions procedures, and timelines.

HISTORY MAJOR REQUIREMENTS

Students will choose either a History - Standard Trac program or an Integrative History Trac program.

History Major Core Requirements (To be taken by all majors)

Choose 8 s.h. from the following courses.....8 s.h.

- HIST 2210
The United States to 1877 (4 s.h.)
- HIST 2220
The United States, 1877 to the Present (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.)
- RELG 3290
The American Religious Experience (4 s.h.)

Choose 4 s.h. from the following courses.....4 s.h.

- HIST 2120
The Middle Ages (4 s.h.)
 - HIST 2130
Europe from the Renaissance to the Enlightenment (4 s.h.)
 - HIST 2350
England to 1714 (2 s.h.)
- Choose 4 s.h. from the following courses4 s.h.
- HIST 3110
The Age of Revolutions: Europe 1789-1914 (4 s.h.)
 - HIST 3120
Europe, 1914 to the Present (4 s.h.)

- HIST 3440
The European Mind Since the Enlightenment (4 s.h.)
- Choose 4 s.h. from the following courses 4 s.h.
- HIST 2610
Cultures in Contact: The Atlantic World 1440-1888 (4 s.h.)
 - HIST 3250
Politics and the History of China (4 s.h.)
 - HIST 3650
A Survey of Modern African History (4 s.h.)
- HIST 3000
The Professional Historian 4 s.h.
- HIST 4001
History Seminar 4 s.h.

History - Standard Trac

Students will complete the History major's Standard Trac with a minimum of 20 s.h. at the 3000-level or above.

History of Ideas*

Choose 4 s.h. from the following courses 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.)
 - PSCI 3710
History of Political Thought I (4 s.h.)
 - PSCI 3720
History of Political Thought II (4 s.h.)
- HIST Elective..... 4 s.h.

Integrative History Trac

The Integrative History trac may be constructed from several fields, and may draw upon a wide variety of courses. Students interested in this trac must develop a program of study in consultation with their advisor.

Students will complete the History major's Integrative Trac with a minimum of 16 s.h. of History at the 3000-level or above; further, 8 s.h. of electives from disciplines will be at the 3000-level or above.

Electives from one of the following disciplines16 s.h.

- Bible and Religion
- English
- French
- Modern Languages
- Music
- Spanish
- Theatre

INTERDISCIPLINARY STUDIES

SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
<i>Standard Trac:</i>	
Major Requirements	36 s.h.
Electives/Minor/Second Major:	48 s.h.
<i>Integrative Trac:</i>	
Major Requirements	28 s.h.
Second Discipline	16 s.h.
Electives/Minor/Second Major:	<u>40 s.h.</u>
Minimum to Earn Bachelor of Arts.....	124 s.h.

*Standard Trac History majors must take at least 4 s.h. or History of Ideas; however, if one of the following courses is taken to meet the European or American history requirements, that course will also meet the History of Ideas requirement: HIST 3300, HIST 3440.

HISTORY MINOR

At least 4 s.h. American history	4 s.h.
At least 4 s.h. European history	4 s.h.
At least 4 s.h. non-Western history	4 s.h.
Electives at 3000-level or above	<u>8 s.h.</u>
Total Minor Requirements	20 s.h.

Contact: T. Parkinson

The Interdisciplinary Studies (IDS) program allows exceptional students the opportunity to pursue a comprehensive program of study not available through a traditional academic major. Through the IDS program, students are provided opportunities to develop knowledge and skills in disciplines of special interest. The IDS program includes courses that are currently available across disciplines and organizes them into distinctive individualized programs of study. The integration of current faculty and academic resources allows for creation of programs that best suit the student’s needs, interests and career objectives.

ACADEMIC ADVISING FOR THE INTERDISCIPLINARY STUDIES PROGRAM (IDS)

Students interested in the Interdisciplinary Studies Program should meet with the Dean of the Faculty as early as possible in their undergraduate program, as well as with the chairs of the respective disciplines in which they wish to concentrate. Working with the Program Coordinator and the respective department chairs, the student will develop an Interdisciplinary Study Proposal and Status Sheet that will be used to determine compliance for degree requirements and may not be changed without the approval of the coordinator and the respective department chairs.

To qualify for admission to the program an applicant will:

1. Submit a biographical resume that includes a statement outlining professional aspirations to the Program Coordinator.
2. Develop a proposed program of study through consultation with faculty of each department in which the student wishes to concentrate.

INTERDISCIPLINARY STUDIES MAJOR REQUIREMENTS

1. Completion of pre-approved coursework in two academic disciplines:
 - a. A major shall consist of a minimum of 48 hours with no less than 30 hours in a primary discipline and remaining hours in a secondary discipline or minor.
 - b. The remainder of hours required for graduation will be completed in pre-approved course electives.
2. At least 32 hours from the academic disciplines must be taken at or above the 3000 level.
3. At least 30 hours of coursework in the IDS program must be completed at King College following admission to the program.
4. Seventy-five percent of each discipline must be completed at King College.

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SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
Major Requirements	48 s.h.
Electives/Minor/Second Major:	<u>36 s.h.</u>
Minimum to Earn Bachelor of Arts.....	124 s.h.

LEADERSHIP

Contact: M. Peltier or R. Littleton

Students pursuing the Leadership minor will experience a program fostered by a core of leadership-related courses, and interdisciplinary curriculum of elective courses, and a field experience that will prepare students for leadership experiences as an undergraduate as well as in their chosen careers.

Students will develop core knowledge about leadership thorough 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.

Each student pursuing the Leadership minor is expected to be actively involved in an on-campus organization and/or leadership position for at least two semesters (examples are given below). The Co-curricular commitment must be approved by the Leadership Minor advisor. This element helps broaden students' practical knowledge of leadership, campus involvement, and campus governance. It seeks to prepare them to operate in an organization and to obtain interpersonal and group dynamic skills. This requirement is similar to the cross-cultural experience in the core curriculum. Credit is not given for the campus involvement experience. However, the requirement will be listed in the student's degree audit and must be fulfilled to complete the program. Whenever possible, it is preferred for students to participate in a campus leadership position rather than take an additional course. However, students who can validate why an on-campus leadership position is not feasible may take an approved elective (for credit) to fulfill the requirement. This course would be in addition to the established requirement for electives or other requirements within the minor.

The Co-curricular Commitment requirement may be met by two semesters of participation in a campus organization. Examples include:

- a. Officer in a student organization (e.g. SGA, SIFE, Kaysean, etc.)
- b. Resident Assistant
- c. SLACK Area Coordinator
- d. NSOC Co-Chair

Two credit hours of internship/field experiences must be taken to complete the Leadership Minor. The standard for internships is 50 hours of work equals one semester credit. Therefore, it is recommended that students pursue one credit hour per semester. A maximum of two credit hours per semester must have approval. An on-site supervisor and an off-site supervisor must supervise all internships. Students are responsible for their own transportation to off campus sites.

Possible internships may consist of:

SCHOOL OF ARTS AND SCIENCES

- a. A community service agency approved by the Director of Student Engagement
- b. Youth Ministry Intern
- c. River's Way Outdoor Adventure Intern
- d. Other

Internship/Field Experience Students will complete the following for both the following for both the on-campus and off-campus requirement:

- a. Prospectus completed and given to faculty committee for internship plan (i.e. goals, plan etc.) prior to beginning the internship/field experience. Approval must be given before internships/field experience begins.
- b. Journal of experiences during internship/field experience.
- c. Completion of 50 hours of service for one hour of credit.

Completion of *Exploring Leadership: Yourself, Your Organization, and Your Communities* is required prior to registering for the first internship credit.

Students in the leadership minor will be expected to complete a portfolio. The portfolio will be a compilation of all work associated with the minor. Items included in the portfolio include but are not limited to: (a) reflection papers, (b) research papers, (c) resume, (d) Myers-Briggs results and self-analysis, (e) synopsis of internship/field experience journal writings, (f) self-analysis of leadership style, (g) personal philosophy of leadership, (h) interviews, (i) presentations, and (j) synopsis of co-curricular commitment experience. A rubric will be created to evaluate the portfolio based on objectives of the Leadership Minor.

LEADERSHIP MINOR

LEAD 2100	Exploring Leadership: Yourself, Your Organization, & Your Communities	2 s.h.
LEAD 2500	Great Texts in Leadership	2 s.h.
LEAD 3000	Contemporary Leadership	2 s.h.
LEAD 3800	Internship / Field Experience	2 s.h.
LEAD 4000	Leadership Seminar	2 s.h.
	Electives*	8 s.h.
	Co-curricular Commitment	0 s.h.
	Total Minor Requirements	18 s.h.

*Electives for Leadership Minor:

Faith, Ethics and Values

BIBL 3040	The Life and Teaching of Jesus.....	4 s.h.
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ICST 2100	Perspectives on the World Christian Movement..	4 s.h.
PHIL 2720	Ethics.....	2 s.h.
PHIL 2730	Biomedical Moral Dilemmas	2 s.h.
PSYC 3010	Spiritual Formation and the Book of James.....	2 s.h.
PSYC 3501	Integration of Theology and Psychology.....	2 s.h.
RELG 2202	Personal Growth and the Book of James	2 s.h.
RELG 2450	Christian Apologetics.....	4 s.h.
RELG 3290	The American Religious Experience	4 s.h.

Communication and Group Dynamics

BUSA 2130	Business Communication.....	2 s.h.
PHED 2900	Group Initiatives	2 s.h.
PSYC 3500	Group Dynamics.....	2 s.h.
PSYC 3502	Introduction to Christian Counseling.....	2 s.h.
PSYC 3640	Theories of Personalities.....	4 s.h.
TCOM 1000	Speech Fundamentals	2 s.h.
TCOM 3010	Small Group and Interpersonal Communications	4 s.h.
YTMN 2450	Recreation and Adventure Based Learning	4 s.h.

Organizational Structure and Social Science

BUSA 2251	Principles of Management.....	4 s.h.
PHED 2910	Athletic Administration.....	2 s.h.
PHED 3660	Program Organization and Administration	2 s.h.
PSYC 2480	Social Psychology	4 s.h.
PSYC 3300	Lifespan Human Development	4 s.h.
PSYC 3620	Industrial and Organizational Psychology	4 s.h.
SOCL 2010	Introduction to Sociology	4 s.h.
SOCL 2110	Sociological Thought	2 s.h.
YTMN 3610	Program Administration for Effective Youth Ministry.....	4 s.h.

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Multiculturalism

ICST 2310

Introduction to Cultural Anthropology4 s.h.

HIST 3120

Europe, 1914 to Present4 s.h.

HIST 3150

African American Experience Since 1895.....4 s.h.

PSCI 2010

American Politics and Society.....4 s.h.

PSCI 2020

World Politics.....4 s.h.

PSCI 2120

Cultural Diversity in America4 s.h.

PSCI 2111

Race, Class, and Gender2 s.h.

PSCI 3250

Politics and the History of China4 s.h.

RELG 2430

Encountering the World's Religions.....4 s.h.

RELG 3292

Religion and American Culture.....2 s.h.

MATHEMATICS

Department: Mathematics and Physics

Chair: A. Simoson

The mathematics curriculum presents basic concepts and methods of mathematics; develops student ability to think critically, analytically, and logically; and applies these ideas to other disciplines. This major provides mathematical background for graduate study in a mathematical discipline; for a career in an area using mathematics such as engineering, economics, statistics, or actuarial science; and for secondary school mathematics teacher certification. Students who major in mathematics complete a core of mathematics and supporting courses that include *Calculus II*, *Discrete Mathematics*, *Linear Algebra*, *Modern Algebra*, and *Analysis*.

Computer resources are available through labs located in White Hall, Sells Hall, the Student Center, and the E.W. King Library. Students enrolled in academic programs that require advanced computing will be expected to purchase the appropriate hardware and software. Furthermore, King College has a site license for the computer algebra system *Mathematica*; thus the student will have much practice at implementing nontrivial examples of a great variety of algorithms studied in their coursework.

TEACHER EDUCATION REQUIREMENTS

Tennessee teaching licensure (Grades 7-12) is available with modifications to the Mathematics major and the King College Core, and 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, mathematics, English as a second language, and foreign languages are considered a critical need areas in K-12 public education by all states. Declaration of the 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 catalogue or contact the Administrative Assistant in the School of Education for eligibility criteria, admissions procedures, and timeliness.

CORE CURRICULUM REQUIREMENTS

Mathematics majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue 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 3510	
Abstract Algebra.....	4 s.h.
MATH 3520	
Further Studies in Algebra	2 s.h.
MATH 3610	
Analysis.....	4 s.h.
MATH 3620	
Further Studies in Analysis	2 s.h.
Elective at 3000 or 4000 level	2 s.h.
Additional Natural Science Electives	6 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
Major Requirements	36 s.h.
Electives/Minor/Second Major:	48 s.h.
Minimum to Earn Bachelor of Science	124 s.h.

MATHEMATICS MINOR

MATH 2350	
Calculus I	4 s.h.
MATH 2360	
Calculus II	4 s.h.
<i>Choose 12 s.h. of the following courses.....</i>	<i>12 s.h.</i>
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.)	
MATH 3510	
Abstract Algebra (4 s.h.)	
MATH 3610	
Analysis (4 s.h.)	
Total Minor Requirements	20 s.h.

MODERN LANGUAGES

Department: Modern Languages and Literatures
Chair: T. Parkinson

The Modern Languages major provides the opportunity for a student to study two modern languages. The Department of Languages and Literatures 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.

Students may complete their degree requirements by taking a range of literature, civilization and culture classes or by concentrating on the use of the languages in a particular field such as business or healthcare.

The major prepares students to communicate in a wide variety of occupations. Students majoring in Modern Languages may go directly into such fields as interpreting and translation. As a relatively small major (28 s.h.), Modern Languages works well as a double major.

REQUIREMENTS FOR ADMISSION TO UPPER-LEVEL COURSES

Completion of a 2000 level modern languages course or equivalent proficiency shall be considered a prerequisite for all courses numbered 3000 and above.

STUDIES IN FRENCH-SPEAKING COUNTRIES

In cooperation with the Institut Jacques Lefevre in Caen, the department periodically offers a six-week program of study during the summer months with study options available at various levels.

The College also endorses several other study-abroad opportunities in Francophone countries around the world. Contact the Department of Languages and Literatures or the Center for Study Abroad for more information.

STUDIES IN SPANISH-SPEAKING COUNTRIES

The Department of Languages and Literatures partners with the Instituto Kukulcan in Cuernavaca, Mexico to offer students a study abroad option lasting from 3-6 weeks during the summer months.

The College also endorses several other study-abroad opportunities in Spanish speaking countries around the world. 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 modern language courses. Students who place into the 3000 level may

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not be required to take additional modern language courses to earn core credit while at King.

OTHER NOTES

Completion of FREN/SPAN 2000 or demonstration of equivalent proficiency shall constitute completion of the core language requirement.

TEACHER EDUCATION REQUIREMENTS

Tennessee teaching licensure (Grades 7-12) is available with modifications to the French or Spanish majors and the King College Core, and 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, mathematics, English as a second language, and foreign languages are considered a critical need areas in K-12 public education by all states. Declaration of the 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 catalogue or contact the Administrative Assistant in the School of Education for eligibility criteria, admissions procedures, and timelines.

MODERN LANGUAGES MAJOR REQUIREMENTS

Principal Modern Language

Electives above 2000.....14 s.h.

Second Modern Language

2000 and above14 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum40 s.h.

Major Requirements28 s.h.

Electives/Minor/2nd Major:56 s.h.

Minimum to Earn Bachelor of Arts..... 124 s.h.

MUSIC

Department: Performing and Visual Arts

Chair: E. Dollar

The mission of the music program is to educate students in all areas of musical arts in an academically rigorous environment and pre-professional production organization 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, musically 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. The music program generally produces six full concerts each academic year and numerous church visits each semester. 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 College with a major in music may be suitable candidates for graduate school offering an advanced degree in music. Music majors are prepared to pursue careers in performance, music education, and/or music ministry.

Students who major in music at King College will demonstrate knowledge of musical heritage and its role in world civilizations, demonstrate knowledge of principles in musical arts in the community, and demonstrate an ability to evaluate music from the perspective of a performer, practitioner, and patron.

PARTICIPATION IN CONCERTS

Music majors and music minors 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).

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 College, the instructor will place the student at the proper level (elementary, intermediate, advanced),

SCHOOL OF ARTS AND SCIENCES

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.

Elementary Level:

1210, 1220.	PIANO
1310, 1320.	ORGAN
1410, 1420.	VOICE
1510, 1520.	HARPSICHORD
1610, 1620.	WOODWINDS
1710, 1720.	BRASS
1810, 1820.	PERCUSSION

Intermediate Level:

2210, 2220.	PIANO
2310, 2320.	ORGAN
2410, 2420.	VOICE
2510, 2520.	HARPSICHORD
2610, 2620.	WOODWINDS
2710, 2720.	BRASS
2810, 2820.	PERCUSSION

Advanced Level:

3210, 3220.	PIANO
3310, 3320.	ORGAN
3410, 3420.	VOICE
3510, 3520.	HARPSICHORD
3610, 3620.	WOODWINDS
3720, 3720.	BRASS
3810, 3820.	PERCUSSION

OTHER NOTES

All majors must advance through performance juries to the Applied Music, Intermediate level of their major instrument (voice, piano, band instrument).

MUSIC MAJOR REQUIREMENTS

MUSC 1010 and 1020	Music Theory/Sight-Singing and Ear Training ..	4,4 s.h.
MUSC 1500	Introduction to Music Research ..	2 s.h.
MUSC 2000	Music in Context ..	4 s.h.
MUSC 2010 and 2020	Harmony and Basic Composition I and II ..	4,4 s.h.
MUSC 3620 and 3630 or 3631	Conducting I and II.....	2,2 s.h.
<i>Choose 4 s.h. from the following courses.....</i> 4 s.h.		
MUSC 3010	Counterpoint (2 s.h.)	
MUSC 3020	Form and Analysis (2 s.h.)	
MUSC 3120	Orchestration/Arranging (2 s.h.)	

MUSC 3040	Post-tonal Theory (2 s.h.)	
<i>Choose 8 s.h. from the following courses.....</i> 8 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	The History of Jazz (4 s.h.)	
<i>Choose 4 s.h. from the following courses.....</i> 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.)	
MUSC 3291	Keyboard Proficiency	0 s.h.
MUSC 3880.	Senior Recital	0 s.h.
Applied Music.....		6 s.h.
Ensemble participation		8 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
Major Requirements.....	56 s.h.
Electives/Minor/2 nd Major:	<u>28 s.h.</u>
Minimum to Earn Bachelor of Arts.....	124 s.h.

MUSIC MINOR

MUSC 1010 and 1020	Music Theory / Sight-Singing I and II	4,4 s.h.
MUSC 1500	Introduction to Music Research	2 s.h.
MUSC 3620	Conducting I	2 s.h.
<i>Choose 4 s.h. 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	The History of Jazz (4 s.h.)	
Applied Music.....		2 s.h.
Ensemble.....		<u>2 s.h.</u>
Total Minor Requirements.....		20 s.h.

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MUSIC EDUCATION

Department: Performing and Visual Arts

Chair: E. Dollar

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 tracks from which students may choose: vocal/general and instrumental/general.

The music program generally produces six full concerts each academic year and numerous church visits each semester. 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 College 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 College 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.

PARTICIPATION IN CONCERTS

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).

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 College, 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.

Elementary Level:

1210, 1220.....	PIANO
1310, 1320.....	ORGAN
1410, 1420.....	VOICE
1510, 1520.....	HARPSICHORD
1610, 1620.....	WOODWINDS
1710, 1720.....	BRASS
1810, 1820.....	PERCUSSION

Intermediate Level:

2210, 2220.....	PIANO
2310, 2320.....	ORGAN
2410, 2420.....	VOICE
2510, 2520.....	HARPSICHORD
2610, 2620.....	WOODWINDS
2710, 2720.....	BRASS
2810, 2820.....	PERCUSSION

Advanced Level:

3210, 3220.....	PIANO
3310, 3320.....	ORGAN
3410, 3420.....	VOICE
3510, 3520.....	HARPSICHORD
3610, 3620.....	WOODWINDS
3720, 3720.....	BRASS
3810, 3820.....	PERCUSSION

OTHER NOTES

All majors must advance through performance juries to the Applied Music, Intermediate level of their major instrument (voice, piano, band instrument).

TEACHER EDUCATION REQUIREMENTS

Tennessee teaching licensure (Grades K-12) is available with the Music Education major, modification to the King College Core, and successful completion of the K-12 Education minor.

Licensed teachers in secondary education are in great demand in all fifty states, and the areas of science, mathematics, English as a second language, and foreign languages are considered a critical need areas in K-12 public education by all states. Declaration of the 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 catalogue or contact the Administrative Assistant in the School of Education for eligibility criteria, admissions procedures, and timelines.

MUSIC EDUCATION MAJOR REQUIREMENTS

MUSC 1010 and 1020
 Music Theory/Sight-Singing and Ear Training ..4,4 s.h.

MUSC 2000
 Music in Context 4 s.h.

MUSC 2010 and 2020
 Harmony and Basic Composition I and II4,4 s.h.

MUSC 3620
 Conducting I2 s.h.

Choose 4 s.h. from the following courses4 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
 The History of Jazz (4 s.h.)

MUSC 3291
 Keyboard Proficiency0 s.h.

MUSC 3880.
 Senior Recital0 s.h.

Applied Music7 s.h.

Music Education Tracs (Students will choose one of the following tracs)

Vocal/General

MUSC 1110
 Symphonic Choir (min. of 2 semesters)2 s.h.

MUSC 2110
 Introduction to Instrumental Music3 s.h.

MUSC 2700
 Diction for the Singer2 s.h.

MUSC 3020
 Form and Analysis2 s.h.

MUSC 3630
 Conducting II: Choral.....2 s.h.

MUSC 3950
 Public School Music Literature.....4 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 II: Instrumental2 s.h.

MUSC 3960
 Band Literature 4 s.h.

SUMMARY OF TOTAL CREDITS

Vocal/General Trac

Core Curriculum40 s.h.
 Major Requirements.....48 s.h.
 Electives/Minor/2nd Major36 s.h.
Minimum to Earn Bachelor of Arts.....124 s.h.

Instrumental/ General Trac

Core Curriculum40 s.h.
 Major Requirements.....51 s.h.
 Electives/Minor/2nd Major33 s.h.
Minimum to Earn Bachelor of Arts.....124 s.h.

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NEUROSCIENCE

Department: Biology
Chair: V. Fitsanakis

Neuroscience encompasses the study of the anatomy and physiology of the brain. From a biological perspective, neuroscientists are interested in the anatomical connections of the brain and nervous system and how these different areas communicate with and influence each other. From the perspective of psychology, neuroscientists are working to understand how these various connections are responsible for behavior, personality and overall mental health. Both approaches focus on trying to understand various disease states and how to effectively prevent and treat neurological and psychological injuries.

A major in neuroscience prepares students for a number of different jobs or graduate and medical programs. Student who desire a career in medicine, neurobiology, neuropharmacology, artificial intelligence or computer science are encouraged to choose electives that are more chemistry and biology related. On the other hand, it is recommended that students interested in teaching, clinical psychology, cognitive psychology, audiology, speech pathology or counseling take neuroscience electives that draw heavily from the Department of Psychology.

A Bachelor of Science in Neuroscience can lead to a career in research, sales in pharmaceutical or biomedical companies being a research assistant, a laboratory assistant, and teaching. It is highly recommended that the student choose an internship that fits with his or her desired occupational path.

The flexibility of the interdisciplinary nature of the major will serve as an asset to the student applying to medical school and graduate programs in physical therapy, pharmacology and neuroscience.

Students who major in neuroscience are not allowed to further major or minor in either biology or psychology, due to the overlap already present in this program. Thus, students are encouraged to consider other minors that will help them in their chosen careers. Some suggestions would be Technical Communication, Chemistry, Math, Philosophy or a Foreign Language.

CORE CURRICULUM REQUIREMENTS

Neuroscience majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

Science

BIOL 1010
Human Anatomy & Physiology I 4 s.h.

Quantitative Literacy

MATH 2350
Calculus I 4 s.h.

NEUROSCIENCE MAJOR REQUIREMENTS

BIOL 1020
Human Anatomy & Physiology II 4 s.h.
CHEM 1110 and 1120
General Chemistry I & II 8 s.h.
PSYC 1520
General Psychology 4 s.h.
PSYC 2500
Statistics for the Social Sciences 4 s.h.
BIOL 3540
Neuroscience 4 s.h.
BIOL 3550
Advanced Topics in Neuroscience 4 s.h.
Choose 4 s.h. from the following courses 4 s.h.
PSYC 3020
Cognitive Psychology (4 s.h.)
PSYC 3530
Sensation and Perception (4 s.h.)
Choose 4 s.h. from the following courses 4 s.h.
PSYC 3110
Research Methods/Measurement (4 s.h.)
BIOL 3750
Research Methods in Biology (4 s.h.)
PSYC 3120
Individual Research Project 2 s.h.
Choose 12 s.h. from the following courses 12 s.h.
BIOL 3600
Human and Mammalian Physiology (4 s.h.)
BIOL 3300
Cell Biology (4 s.h.)
BIOL 3640
Pharmacology (4 s.h.)
BIOL 3760
Mammalian Toxicology (4 s.h.)
BIOL 3700
Biochemistry (4 s.h.)
PSYC 3350
Abnormal Psychology (4 s.h.)
PSYC 3020
Cognitive Psychology (4 s.h.)
PSYC 3530
Sensation and Perception (4 s.h.)
PSYC 3300
Lifespan Human Development (4 s.h.)
PSYC 3310
Child Development (4 s.h.)
PSYC 3320
Adolescent Development (4 s.h.)
BIOL/PSYC 3800
Neuroscience Internship 2 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
Major Requirements	52 s.h.
Electives/Minor/2 nd Major:	<u>32 s.h.</u>
Minimum to Earn Bachelor of Science	124 s.h.

PHILOSOPHY

Department: Bible, Religion, and Youth Ministry
Chair: J. McClanahan

The minor in Philosophy is an excellent supplemental program enhancing any other major. It enables students to pursue advanced biblical and theological study and thereby integrate their faith into a chosen field of interest.

PHILOSOPHY MINOR REQUIREMENTS

PHIL 2510	
History of Philosophy.....	4 s.h.
Additional Philosophy Electives	<u>14 s.h.</u>
Total Minor Requirements.....	18 s.h.

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PHYSICS

Department: Mathematics and Physics
Chair: A. Simoson

The Physics major is offered as a Bachelor of Science degree and as two Bachelor of Arts concentrations.

BACHELOR OF SCIENCE DEGREE IN PHYSICS

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 s.h. of science and mathematics in addition to Core Curriculum courses. It includes a minor in mathematics with 34 elective hours available to the student for another major or several minors. Alternatively, the student can double major in Physics and Mathematics with 18 hours still available for a minor or electives.

This degree is ideal preparation 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. Students normally 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 College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

Science

CHEM 1110
General Chemistry I4 s.h.

Quantitative Literacy

MATH 2350
Calculus I4 s.h.

PHYSICS B.S. MAJOR REQUIREMENTS

PHYS 2210
General Physics I4 s.h.
PHYS 2220
General Physics II4 s.h.
PHYS 3010
Theoretical Mechanics4 s.h.
PHYS 3030
Electricity and Magnetism4 s.h.
PHYS 3060
Introduction to Modern Physics4 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 4 s.h. from the following courses 4 s.h.
PHYS 3052
Optics (2 s.h.)
PHYS 3072
Heat and Thermodynamics (2 s.h.)
PHYS 3401
Medical Physics (4 s.h.)
MATH 2360
Calculus II 4 s.h.
MATH 2370
Calculus III 4 s.h.
MATH 3430
Differential Equations 4 s.h.
MATH Elective 3000 or 4000 level 4 s.h.
IDST 4500
Interdepartmental Math and Science Seminar.... 2 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum40 s.h.
Major Requirements.....*50 s.h.
Electives/Minor/2nd Major**34 s.h.
Minimum to Earn Bachelor of Science **124 s.h.**

***This includes the minor in Mathematics**

**** A double major in Physics and Mathematics allows for 18 s.h. of electives or another minor.**

BACHELOR OF ARTS DEGREE IN PHYSICS

Physics is the study of the physical world including all matter and energy. The Bachelor of Arts degree is a rigorous program consisting of 42 s.h. of science and mathematics beyond the core requirements, and one course in Technical Communications.

This degree 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.

TEACHER EDUCATION REQUIREMENTS

Tennessee teaching licensure (Grades 7-12) is available with modifications to the Physics major and the King College Core, and 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, mathematics, English as a second language, and foreign languages are considered a critical need areas in K-12 public education by all states. Declaration of the 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 catalogue or contact the Administrative Assistant in School of Education for eligibility criteria, admissions procedures, and timelines.

PHYSICS B.A. MAJOR REQUIREMENTS

PHYS 2210 and 2220
 General Physics I and II4, 4 s.h.

PHYS 3010
 Theoretical Mechanics..... 4 s.h.

PHYS 3030
 Electricity and Magnetism.....4 s.h.

PHYS 3060
 Introduction to Modern Physics4 s.h.

PHYS 3502
 Experimental Methods.....2 s.h.

PHYS 4201
 Advanced Laboratory2 s.h.

Choose 4 s.h. of the following courses.....4 s.h.

BUSA 2010
 Introduction to Computer Science (4 s.h.)

MATH 1500
 Cryptology: The Science of Secret Writing (4 s.h.)

MATH 2100
 Programming (4 s.h.)

MATH 2480
 History of Mathematics (2 s.h.)

MATH 3120
 Number Theory (2 s.h.)

TCOM 2200
 Technical Communication.....4 s.h.

BIOL 2110
 General Biology I4 s.h.

MATH 2360
 Calculus II4 s.h.

IDST 4500
 Interdepartmental Science and Math Seminar2 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum40 s.h.

Major Requirements42 s.h.

Second Major/minors/Electives42 s.h.

Minimum to Earn Bachelor of Science 124 s.h.

PHYSICS MINOR

PHYS 2210
 General Physics I..... 4 s.h.

PHYS 2220
 General Physics II..... 4 s.h.

Choose 8 s.h. 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.)

MATH 2360
 Calculus II 4 s.h.

Total Minor Requirements.....20 s.h.

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POLITICAL SCIENCE AND HISTORY

Department: History and Political Science
Chair: M. Dotterweich

The Political Science and History major offers students a broad based education in Political Science and History. Students will gain knowledge of American Government, the United States Constitution, American History, World Politics, Comparative Politics, European History, and the History of Political Thought, both ancient and modern. Furthermore, majors are encouraged to take courses in the American Legal System and in non-Western areas such as Chinese History and Politics and Modern African History.

The Political Science and History major offers good preparation for a wide range of careers in law, public service on the federal, state and local level, 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 others.

TEACHER EDUCATION REQUIREMENTS

Tennessee teaching licensure (dual licensure in History and Government, Grades 7-12) is available with modifications to the Political Science/History major and the King College Core, and 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, and the areas of science, mathematics, English as a second language, and foreign languages are considered a critical need areas in K-12 public education by all states. Declaration of the 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 catalogue or contact the Administrative Assistant in the School of Education for eligibility criteria, admissions procedures, and timelines.

POLITICAL SCIENCE/HISTORY MAJOR REQUIREMENTS

PSCI 2010	
American Politics and Society.....	4 s.h.
PSCI 2020	
World Politics.....	4 s.h.
PSCI 3500	
Comparative Politics.....	4 s.h.
PSCI 3710, 3720	
History of Political Thought	8 s.h.
PSCI 3210 or 3250	
American Law or Politics of China	4 s.h.
HIST 2210	
The United States to 1877	4 s.h.

HIST 2220	
The United States, 1877 to the Present.....	4 s.h.
HIST 3000	
The Professional Historian	4 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.

Students planning graduate study in Political Science should consider taking PSYC 2500 as an additional elective.

SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
Major Requirements.....	44 s.h.
Electives/Minor/Second Major:	40 s.h.
Minimum to Earn Bachelor of Arts.....	124 s.h.

POLITICAL SCIENCE MINOR

PSCI 2010	
American Politics and Society.....	4 s.h.
PSCI 2020	
World Politics.....	4 s.h.
PSCI 3500	
Comparative Politics.....	4 s.h.
PSCI 3720	
History of Political Thought	4 s.h.
PSCI 3210 or 3250	
American Law or Politics of China	4 s.h.
Total Minor Requirements.....	20 s.h.

PSYCHOLOGY

Department: Psychology
Chair: K. DeFord

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 College is a nationally recognized program that provides a unique blend of action with reflection and of Christian spirituality with broad intellectual growth. Students majoring in psychology will conduct their own original research project, be encouraged to participate in an internship that serves the community with whom they hope to work, and make first-hand observations of family life, children, and/or adolescents.

Combined with traditional classroom activities, such hands-on learning experiences 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 has proven useful to our graduates who have succeeded (1) in graduate school in all types of psychology (child, clinical, educational, experimental, industrial, personnel, social, and several types of counseling and social work); (2) in graduate programs in medicine, law, ministry, education, special education, and other fields where further study is required; and (3) 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.

CORE CURRICULUM REQUIREMENTS

Psychology majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

Science

BIOL 1010
 Human Anatomy and Physiology 4 s.h.

PSYCHOLOGY MAJOR REQUIREMENTS

PSYC 1520
 General Psychology..... 4 s.h.
 BIOL 1020
 Human Anatomy and Physiology II 4 s.h.
 PSYC 2480
 Social Psychology 4 s.h.
 PSYC 2500
 Statistics For the Social Sciences 4 s.h.

PSYC 3020
 Cognitive Psychology 4 s.h.
 PSYC 3110
 Research Methods/Measurement 4 s.h.
 PSYC 3120
 Individual Research Project 2 s.h.
 PSYC 3350
 Abnormal Psychology 4 s.h.
 Choose 4 s.h. from the following courses 4 s.h.
 PSYC 3300
 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.

SUMMARY OF TOTAL CREDITS

Core Curriculum 40 s.h.
 Major Requirements..... 44 s.h.
 Electives/Minor/2nd Major 40 s.h.
Minimum to Earn Bachelor of Science 124 s.h.

PSYCHOLOGY MINOR

PSYC 1520
 General Psychology..... 4 s.h.
 Choose 4 s.h. from the following courses 4 s.h.
 PSYC 2480
 Social Psychology (4 s.h.)
 PSYC 3020
 Cognitive Psychology (4 s.h.)
 PSYC 3300
 Lifespan Human Development 4 s.h.
 PSYC 3350
 Abnormal Psychology 4 s.h.
 Additional Psychology Electives 4 s.h.
 Total Minor Requirements..... 20 s.h.

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SPANISH

Department: Modern Languages and Literatures
Chair: T. Parkinson

The Spanish 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. Our majors are well-prepared to enter the global society of the 21st century.

After completing SPAN 2000 or its equivalent, 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 go directly into such fields as interpreting and translation. As a relatively small major (26 s.h.), Spanish works well as a double major.

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 Department of Languages and Literatures partners with the Instituto Kukulcan in Cuernavaca, Mexico to offer students a study abroad option lasting from 3-6 weeks during the summer months.

The College also endorses several other study-abroad opportunities in Spanish speaking countries around the world. 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 Spanish courses. Students who place into the 3000 level may not be required to take additional Spanish courses to earn core credit while at King.

OTHER NOTES

Completion of 2000 or demonstration of equivalent proficiency shall constitute completion of the core language requirement.

TEACHER EDUCATION REQUIREMENTS

Tennessee teaching licensure (Grades 7-12) is available with modifications to the Spanish major and

the King College Core, and 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, mathematics, English as a second language, and foreign languages are considered a critical need areas in K-12 public education by all states. Declaration of the 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 catalogue or contact the Administrative Assistant in the School of Education for eligibility criteria, admissions procedures, and timelines.

CORE CURRICULUM REQUIREMENTS

Spanish majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue 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 4 s.h. from the following courses 4 s.h.

SPAN 3100

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 4 s.h. from the following courses 4 s.h.

SPAN 4200

Spanish Literature: Medieval and Golden Age (4 s.h.)

SPAN 4210

Spanish Literature: 17th and 18th Centuries (4 s.h.)

SPAN 4220

Spanish Literature: 19th Century (4 s.h.)

SPAN 4230

Spanish Literature: 20th 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.)

Electives at 3000 or 4000 level 10 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
Major Requirements	26 s.h.
Electives/Minor/2 nd Major:	<u>58 s.h.</u>
Minimum to Earn Bachelor of Arts.....	124 s.h.

SPANISH MINOR

SPAN 2000 or proficiency	
Intermediate Spanish	4 s.h.
SPAN 3010	
Advanced Spanish Skills I	4 s.h.
SPAN 3020	
Advanced Spanish Skills II	4 s.h.
Electives at 3000 or 4000 level.....	<u>6 s.h.</u>
Total Minor Requirements	18 s.h.

TECHNICAL AND PROFESSIONAL COMMUNICATION

Department: Technical and Professional Communication

Chair: K. Vande Brake

Today’s marketplace needs individuals who can translate technical information into easily understandable language and images. This is the niche that the technical/professional communicator fills. Program graduates can prepare marketing and advertising materials, write documentation for products and services, do journalistic writing, develop websites and new media, and edit complex technical information. Technical/professional communicators demonstrate in the workplace competence in research and grounding in ethics.

Technical/professional communicators are in high demand for jobs in public relations, journalism, feature writing, technical documentation, writing of manuals, copywriting for print and web media, editing, and legal writing. By combining this program with another field such as a physical science or business, students will be prepared for work as writers and designers of printed or new media.

Graduates in Technical and Professional Communication might find themselves doing one or more of the following:

- Designing web sites for organizations and businesses
- Writing manuals for many different industries, including the auto, computer, and aeronautics industries
- Writing for a newspaper, magazine, or website
- Producing newsletters and brochures
- Assisting engineers, researchers, and scientists in writing reports and articles
- Writing for specialized technical and medical trade journals
- Translating technical and scientific information into other languages
- Developing sales and public relations campaigns
- Writing on-line help files for complex software packages
- Conducting internal training programs for companies and organizations
- Writing grants to help non-profit organizations fund useful projects

Students in the technical and professional communication program get practical experience by completing projects for campus, corporate, or community clients.

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Students are encouraged to cultivate, in addition to their communication courses, competence in another field of interest—a professional or technical field such as business, computer science, biology, chemistry, or physics; or a liberal arts discipline such as bible & religion, history, political science, or performing & visual arts. A hallmark of this program is flexibility as students work with their advisors choosing from the array of courses and practical opportunities to capitalize on their gifts and interests. A portfolio and a minimum of one internship, tailored to career goals, are required to complete the program.

CORE CURRICULUM REQUIREMENTS

Technical and Professional Communication majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalogue for additional details.

Human Creative Products

Choose 4 s.h. of the following courses..... 4 s.h.
FINE 2210
History of Art I (4 s.h.)
FINE 2220
History of Art II (4 s.h.)

TCOM MAJOR REQUIREMENTS

A Portfolio is required for graduation in this major.
TCOM 1000
Speech Fundamentals..... 2 s.h.
TCOM 2200
Technical Communication..... 4 s.h.
TCOM 2610
Visual Communication I 4 s.h.
TCOM 2630
Visual Rhetoric 4 s.h.
TCOM 2930
Editing..... 2 s.h.
TCOM 3000
Communication Theory & Practice 4 s.h.
TCOM 3800
Internship 2 s.h.
BUSA 1550
Web Design & Internet Programming 4 s.h.
BUSA 2130
Business Communication 2 s.h.
Choose one of the following two courses:
PHIL 2720
Ethics 2 s.h.
BUSA 3750
Current Issues in Technology 2 s.h.
ENGL 2920
Advanced Composition: Rhetorical &
Narrative Patterns..... 4 s.h.
ENGL 3340
Grammar and History of the English Language 4 s.h.
TCOM Electives 8 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum 40 s.h.
Major Requirements..... 46 s.h.
Electives/Minor/2nd Major: 38 s.h.
Minimum to Earn Bachelor of Arts..... 124 s.h.

TECHNICAL AND PROFESSIONAL COMMUNICATION MINOR

A Portfolio is required to complete this minor.

TCOM 2200
Technical Communication 4 s.h.
ENGL 2920
Advanced Composition: Rhetorical &
Narrative Patterns..... 4 s.h.
TCOM 3000
Communication Theory & Practice 4 s.h.
TCOM 2930
Editing 2 s.h.
TCOM 2610 or TCOM 2630
Visual Communication I or Visual Rhetoric 4 s.h.
BUSA 1550
Web Design & Internet Programming..... 4 s.h.
TCOM 3800
Internship..... 2 s.h.
TOTAL..... 24 s.h.

THEATRE

Department: Performing and Visual Arts
Chair: E. Dollar

The mission of the theatre program is to educate students in all areas of theatre arts in an academically rigorous environment and pre-professional production organization that integrates Christian faith, scholarship, service, and career; to create distinctive performances; and to encourage exploration of our culture through a season of thought-provoking, as well as entertaining, drama.

Our vision is to grow continually as a comprehensive theatre program, with pre-professional opportunities, that builds lives for achievement and cultural transformation in Christ. The theatre program generally produces four productions per academic year, and theatre students are involved in all areas of production. Qualified students may be given the opportunity to direct, design, or write a play as part of the program’s season. Participation in theatrical productions is open to all students, regardless of major, as well as community members. The program frequently invites guest artists to campus for performances and workshops with students.

The theatre program encourages student participation in national conferences and festivals and prepares students for internships with professional theatres. All students graduating from King College with a major in theatre may be suitable candidates for graduate school offering an advanced degree in theatre. Theatre students are prepared to pursue careers in acting, directing, design, technical theatre, theatre management, teaching, and drama ministry.

Students who major in theatre at King College will demonstrate knowledge of theatre history, dramatic literature and criticism, and theatre's role in world civilizations, knowledge and understanding of various methods and processes of theatre performance and production, and ability to evaluate theatre from the perspective of a performer, practitioner, and patron.

PARTICIPATION IN PRODUCTIONS

Theatre majors and minors are expected to be involved in all productions either as a performer or as a member of the production crew. Students should register for the appropriate Theatre Practicum course for all productions unless they are granted an exception from the Chair. Students are required to take 4 s.h. of Practicum courses as part of the major. Students may also use Theatre Practicum courses to fulfill their Human Creative Processes core requirements and as college electives. Students who are placed on academic probation at the beginning of a semester may not audition or hold a major crew position in a production for that semester. Exceptions may be granted if the position is required in a course in which the student is

enrolled. Theatre majors and minors should consult the department before appearing in any production outside of the department. Theatre students are expected to attend post-mortem sessions after a production closes. Majors and minors must complete all production assignments and participate in year-end portfolio reviews each academic year.

THEATRE MAJOR REQUIREMENTS

THTR 1110	Acting I: Fundamentals of Acting and Play Analysis.....	4 s.h.
THTR 2220	Introduction to Stagecraft and Scenic Design.....	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.
	<i>Choose 4 s.h. from the following courses</i>	4 s.h.
	THTR 1010 and 1011	
	Theatre Practicum: Acting (2 s.h.)	
	THTR 1020 and 1021	
	Theatre Practicum: Technical (2 s.h.)	
	THTR Electives	12 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
Major Requirements.....	44 s.h.
Electives/Minor/2 nd Major:	40 <u>s.h.</u>
Minimum to Earn Bachelor of Arts.....	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.

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YOUTH MINISTRY

Department: Bible, Religion, and Youth Ministry
Chair: J. McClanahan

The Youth Ministry major is an interdisciplinary program incorporating courses in Psychology, Bible & Religion and Recreation in addition to the required Youth Ministry courses. In addition, Youth Ministry majors are required to complete a minor in another field and are encouraged to work toward a second major. 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, and Youth with a Mission) and other related programs.

Internships provide needed experience in working with young people in a variety of settings. Those who pursue this major are tutored by professionals in the Youth Ministry field and experience hands-on ministry while gaining academic credit. These opportunities may lead to employment, either with 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.

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	
Practical Theology of Youth Ministry.....	4 s.h.
YTMN 3610	
Program Administration for Youth Ministry.....	4 s.h.
YTMN 3800/3830	
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 3320	
Adolescent Development.....	4 s.h.
PSYC 3010 or 3502	
Spiritual Formation	
Or Introduction to Christian Counseling.....	4 s.h.

Choose 4 s.h. of the following courses.....	<u>4 s.h.</u>
BIBL 3040	
The Life and Teaching of Jesus (4 s.h.)	
RELG 2210	
Introduction to Theology (4 s.h.)	
RELG 2450	
Christian Apologetics (4 s.h.)	
Total Major Requirements.....	44 s.h.

*Students majoring in Youth Ministry are required to complete a minor in another area of study.

SUMMARY OF TOTAL CREDITS

Core Curriculum.....	40 s.h.
Major Requirements.....	44 s.h.
Mandatory Minor.....	18 s.h.
Electives/Second Major:.....	<u>22 s.h.</u>
Minimum to Earn Bachelor of Arts.....	124 s.h.

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 for Youth Ministry.....	4 s.h.
YTMN 3800	
Internship.....	2 s.h.
PSYC 3320	
Adolescent Development.....	<u>4 s.h.</u>
Total Minor Requirements.....	20 s.h.

SCHOOL OF BUSINESS AND ECONOMICS

TRACY S. PARKINSON, ACTING DEAN

MISSION STATEMENT

To inspire and to foster our students' spiritual, personal, and career development in a setting that integrates Christian faith and learning.

VISION STATEMENT

To be the premier School of Business and Economics in Northeast Tennessee and Southwest Virginia.

King College's undergraduate Business Administration and Economics programs seek to develop students who approach their chosen vocation and life's critical decisions from a distinctly Christian worldview. Our programs are built upon the philosophy that a Christian, liberal arts education combined with a Business Administration and Economics major prepares students for a lifetime of service, stewardship, and success.

The School of Business and Economics offers the following degrees: Bachelor of Arts in Accounting, Accounting and Finance, Business Administration, Finance, International Business, Management, Marketing, and Sport Management. Three minors are also available from the School.

In addition, the School offers the Bachelor of Business Administration and Master of Business Administration degrees. Information regarding these programs can be found in the *Graduate and Professional Studies Bulletin—2009-2010*.

MAJORS

Accounting
Accounting and Finance
Business Administration
Finance
International Business
Management
Marketing
Sport Management

MINORS

Business Administration and Economics
Economics and Finance
Management and Marketing

ADDITIONAL DEGREES

Bachelor of Business Administration
Master of Business Administration

ACADEMIC CATALOGUE, 2009-2010

ACCOUNTING

The information explosion sweeping our society is increasing the demand and scope for accountants. The accounting profession has emerged as one of the leading growth professions throughout the world. A recent survey by the Department of Labor projects accounting as one of the majors with the greatest market demand. Accountants have a variety of career paths from which to choose. Public accountants or CPAs (Certified Public Accountants) provide a variety of services to both individuals and businesses, including auditing, tax, consulting, and personal financial planning. Law enforcement agencies such as the FBI also hire many CPAs. Management accountants are employed in industry, government, and not-for-profit organizations and are considered the information analysts of the management team. Their professional designation is the CMA (Certified Management Accountant). Other career paths for accountants include internal auditing and teaching. In addition, King College accounting graduates are well prepared for graduate school in accounting, business administration, and law.

INTERNSHIP REQUIREMENT

All School of Business and Economics students 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

Students who do not meet Internship qualifications must take BUSA 3810: Professional Development Strategies as a prerequisite.

CORE CURRICULUM REQUIREMENTS

Accounting majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

Quantitative Literacy

MATH 1110

Foundations of Mathematics 4 s.h.

U.S. and Global Citizenship

ECON 2200

Principles of Economics 4 s.h.

ACCOUNTING MAJOR REQUIREMENTS

BUSA 2130

Business Communication 2 s.h.

BUSA 2251

Principles of Management 4 s.h.

BUSA 2630

Financial Accounting 4 s.h.

BUSA 2650

Computer Information Systems 2 s.h.

BUSA 3000

Managerial Accounting 4 s.h.

BUSA 3110, 3120

Intermediate Accounting I and II 8 s.h.

BUSA 3300

Principles of Marketing 4 s.h.

BUSA 3550

Corporate Financial Management 4 s.h.

BUSA 3730

Business Law 4 s.h.

BUSA 3800

Internship 2 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 40 s.h.

Major Requirements 50 s.h.

Electives/Minor/Second Major 25 s.h.

Minimum to Earn Bachelor of Arts 124 s.h.

ACCOUNTING AND FINANCE

With a strong foundation in accounting, the Accounting and Finance program prepares students to become financial professionals. The career opportunities for this major include financial manager, securities analyst, financial analyst, financial planner, etc. King College graduates with this degree may find their careers in corporations, investment banks, brokerage houses, and other financial service firms. The professional designations that students may pursue include Certified Financial Planner (CFP), Certified Financial Manager (CFM), and Certified Financial Analyst (CFA).

INTERNSHIP REQUIREMENT

All School of Business and Economics students 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

Students who do not meet Internship qualifications must take BUSA 3810: Professional Development Strategies as a prerequisite.

CORE CURRICULUM REQUIREMENTS

Accounting and Finance majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalogue for additional details.

Quantitative Literacy

MATH 1110
Foundations of Mathematics 4 s.h.

U.S. and Global Citizenship

ECON 2200
Principles of Economics 4 s.h.

ACCOUNTING AND FINANCE MAJOR REQUIREMENTS

BUSA 2130
Business Communication..... 2 s.h.

BUSA 2251
Principles of Management..... 4 s.h.

BUSA 2630
Financial Accounting 4 s.h.

BUSA 2650
Computer Information Systems..... 2 s.h.

BUSA 3000
Managerial Accounting..... 4 s.h.

BUSA 3110, 3120
Intermediate Accounting I and II 8 s.h.

BUSA 3550
Corporate Financial Management 4 s.h.

BUSA 3800
Internship..... 2 s.h.

BUSA 4001
Strategic Management Seminar 4 s.h.

BUSA 4590
Advanced Corporate Finance 4 s.h.

BUSA 4810
Advanced Accounting 4 s.h.

Choose 4 s.h. from the following courses 4 s.h.

ECON 3250
Money and Banking (4 s.h.)

BUSA 3560
Investment Management (4 s.h.)

SUMMARY OF TOTAL CREDITS

Core Curriculum 40 s.h.
Major Requirements..... 46 s.h.
Electives/Minor/Second Major 38 s.h.
Minimum to Earn Bachelor of Arts..... 124 s.h.

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BUSINESS ADMINISTRATION

The Business Administration major is a general business degree that builds a solid foundation in business and economics.

INTERNSHIP REQUIREMENT

All School of Business and Economics students 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

Students who do not meet Internship qualifications must take BUSA 3810: Professional Development Strategies as a prerequisite.

CORE CURRICULUM REQUIREMENTS

Business Administration majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

Quantitative Literacy

MATH 1110

Foundations of Mathematics4 s.h.

U.S. and Global Citizenship

ECON 2200

Principles of Economics4 s.h.

BUSINESS ADMINISTRATION MAJOR REQUIREMENTS

BUSA 2130*

Business Communication.....2 s.h.

BUSA 2251*

Principles of Management.....4 s.h.

BUSA 2630*

Financial Accounting4 s.h.

BUSA 2650*

Computer Information Systems.....2 s.h.

BUSA 3000

Managerial Accounting.....4 s.h.

BUSA 3300

Principles of Marketing4 s.h.

BUSA 3550

Corporate Financial Management.....4 s.h.

BUSA 3800

Internship.....2 s.h.

BUSA 4001

Strategic Management Seminar.....4 s.h.

Electives in Business Administration or Economics

courses numbered 3000 or above.....12 s.h.

*These courses do not require any prerequisites and may be taken by any non-business major who is

interested in gaining the preliminary understanding of business operations.

SUMMARY OF TOTAL CREDITS

Core Curriculum40 s.h.

Major Requirements.....42 s.h.

Electives/Minor/Second Major42 s.h.

Minimum to Earn Bachelor of Arts..... 124 s.h.

BUSINESS ADMINISTRATION AND ECONOMICS MINOR REQUIREMENTS

ECON 2200

Principles of Economics 4 s.h.

BUSA 2251

Principles of Management..... 4 s.h.

BUSA 2630

Financial Accounting 4 s.h.

BUSA 2650

Computer Information Systems..... 2 s.h.

BUSA 3300 or 3550

Marketing or Finance 4 s.h.

Total18 s.h.

ECONOMICS & FINANCE

ECONOMICS & FINANCE MINOR

ECON 2200	
Principles of Economics	4 s.h.
BUSA 2650	
Computer Information Systems.....	2 s.h.
ECON 3250	
Money and Banking.....	4 s.h.
BUSA 2630	
Financial Accounting	4 s.h.
BUSA 3550	
Corporate Financial Management	4 s.h.
Total	18 s.h.

FINANCE

King College’s Finance program is designed to prepare students for careers in finance that require a strong background in economics. It develops a theoretical understanding of our market economy through advanced coursework in economics. Students then complete courses in investments and advanced corporate finance. Many popular career opportunities exist for students with a Finance and Economics degree. Students may find careers in financial research, commercial and savings banking, insurance, investments and brokerage, and personal financial planning. In addition, further career opportunities are increasing in international finance. The professional designations that students may pursue include Certified Financial Planner (CFP) and Certified Financial Analyst (CFA).

INTERNSHIP REQUIREMENT

All School of Business and Economics students 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

Students who do not meet Internship qualifications must take BUSA 3810: Professional Development Strategies as a prerequisite.

CORE CURRICULUM REQUIREMENTS

Finance majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalogue for additional details.

Quantitative Literacy

MATH 1110	
Foundations of Mathematics	4 s.h.

U.S. and Global Citizenship

ECON 2200	
Principles of Economics	4 s.h.

FINANCE MAJOR REQUIREMENTS

BUSA 2130	
Business Communication.....	2 s.h.
BUSA 2251	
Principles of Management.....	4 s.h.
BUSA 2630	
Financial Accounting	4 s.h.
BUSA 2650	
Computer Information Systems.....	2 s.h.
BUSA 3000	
Managerial Accounting.....	4 s.h.
BUSA 3300	
Principles of Marketing	4 s.h.

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BUSA 3550	
Corporate Financial Management	4 s.h.
BUSA 3800	
Internship.....	2 s.h.
BUSA 4001	
Strategic Management Seminar.....	4 s.h.
BUSA 3560	
Investment Management.....	4 s.h.
BUSA 4590	
Advanced Corporate Finance	4 s.h.
ECON 3250	
Money and Banking.....	4 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
Major Requirements	42 s.h.
Electives/Minor/Second Major	42 s.h.
Minimum to Earn Bachelor of Arts.....	124 s.h.

INTERNATIONAL BUSINESS

Our world is one of increasing economic interdependence in which even small companies are buying from overseas vendors and selling to overseas customers. Larger companies have become truly global, with a presence in many countries around the world. Therefore, it is important for students to understand the challenges of the global marketplace.

The King College International Business major is a unique program designed to address this need. Students who major in International Business are highly encouraged to pursue an additional major or minor in a modern language.

INTERNSHIP REQUIREMENT

All School of Business and Economics students 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

Students who do not meet Internship qualifications must take BUSA 3810: Professional Development Strategies as a prerequisite.

CORE CURRICULUM REQUIREMENTS

International Business majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

Quantitative Literacy

MATH 1110	
Foundations of Mathematics	4 s.h.

U.S. and Global Citizenship

ECON 2200	
Principles of Economics	4 s.h.

INTERNATIONAL BUSINESS MAJOR REQUIREMENTS

BUSA 2130	
Business Communication.....	2 s.h.
BUSA 2251	
Principles of Management.....	4 s.h.
BUSA 2630	
Financial Accounting	4 s.h.
BUSA 2650	
Computer Information Systems.....	2 s.h.
BUSA 3000	
Managerial Accounting.....	4 s.h.
BUSA 3300	
Principles of Marketing	4 s.h.
BUSA 3401	
International Business Practicum	

MANAGEMENT

King’s management program is designed to prepare students for a broad spectrum of entry-level management positions leading to positions of greater responsibility and reward. Students who complete the Management major are well prepared for careers in production management, retail management, services management, purchasing, sales, human resource management, as well as opportunities for government service.

INTERNSHIP REQUIREMENT

All School of Business and Economics students 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

Students who do not meet Internship qualifications must take BUSA 3810: Professional Development Strategies as a prerequisite.

CORE CURRICULUM REQUIREMENTS

Management majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalogue for additional details.

Quantitative Literacy

MATH 1110
Foundations of Mathematics 4 s.h.

U.S. and Global Citizenship

ECON 2200
Principles of Economics 4 s.h.

MANAGEMENT MAJOR REQUIREMENTS

BUSA 2130
Business Communication 2 s.h.
BUSA 2251
Principles of Management 4 s.h.
BUSA 2630
Financial Accounting 4 s.h.
BUSA 2650
Computer Information Systems 2 s.h.
BUSA 3000
Managerial Accounting 4 s.h.
BUSA 3300
Principles of Marketing 4 s.h.
BUSA 3550
Corporate Financial Management 4 s.h.
BUSA 3621
Human Resource Management 4 s.h.

or participation in an approved international business experience 4 s.h.
BUSA 3550
Corporate Financial Management 4 s.h.
BUSA 3700
International Business 4 s.h.
BUSA 3800
Internship 2 s.h.
BUSA 4001
Strategic Management Seminar 4 s.h.
PSCI 2020/3500
World Politics/Comparative Politics 4 s.h.
Foreign Language above 2000-level 4 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum 40 s.h.
Major Requirements 46 s.h.
Electives/Minor/Second Major 38 s.h.
Minimum to Earn Bachelor of Arts..... 124 s.h.

ACADEMIC CATALOGUE, 2009-2010

BUSA 3700	
International Business.....	4 s.h.
BUSA 3800	
Internship.....	2 s.h.
BUSA 3850	
Small Business Entrepreneurship	4 s.h.
BUSA 4001	
Strategic Management Seminar.....	4 s.h.
BUSA 4660	
Operations Management.....	4 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
Major Requirements	46 s.h.
Electives/Minor/Second Major:	<u>38 s.h.</u>
Minimum to Earn Bachelor of Arts.....	124 s.h.

MANAGEMENT AND MARKETING

MANAGEMENT AND MARKETING MINOR

BUSA 2130	
Business Communication.....	2 s.h.
BUSA 2251	
Principles of Management.....	4 s.h.
BUSA 2630	
Financial Accounting	4 s.h.
BUSA 3300	
Principles of Marketing	4 s.h.
<i>Choose 4 s.h. from the following courses</i>	<u>4 s.h.</u>
BUSA 3621	
Human Resource Management (4 s.h.)	
BUSA 3680	
Promotion Strategies (4 s.h.)	
BUSA 4660	
Operations Management (4 s.h.)	
Total	18 s.h.

MARKETING

Marketing students are prepared for a variety of meaningful careers with manufacturers, wholesalers, retailers, and service industries such as banking, insurance, securities and real estate, as well as not-for-profit organizations. Basic employment opportunities for marketing graduates exist in industry, retail, wholesale, advertising and promotion, public relations, market research, logistics and transportation, industrial development, strategic planning, marketing analysis, and international marketing.

INTERNSHIP REQUIREMENT

All School of Business and Economics students 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

Students who do not meet Internship qualifications must take BUSA 3810: Professional Development Strategies as a prerequisite.

CORE CURRICULUM REQUIREMENTS

Marketing majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalogue for additional details.

Quantitative Literacy

MATH 1110
Foundations of Mathematics 4 s.h.

U.S. and Global Citizenship

ECON 2200
Principles of Economics 4 s.h.

MARKETING MAJOR REQUIREMENTS

BUSA 2130
Business Communication 2 s.h.
BUSA 2251
Principles of Management 4 s.h.
BUSA 2630
Financial Accounting 4 s.h.
BUSA 2650
Computer Information Systems 2 s.h.
BUSA 3000
Managerial Accounting 4 s.h.
BUSA 3300
Principles of Marketing 4 s.h.
BUSA 3550
Corporate Financial Management 4 s.h.
BUSA 3660
Consumer Behavior 4 s.h.

BUSA 3680
Promotion and Advertising Strategies 4 s.h.
BUSA 3700
International Business 4 s.h.
BUSA 3800
Internship 2 s.h.
BUSA 3850
Small Business Entrepreneurship 4 s.h.
BUSA 4001
Strategic Management Seminar 4 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum 40 s.h.
Major Requirements 46 s.h.
Electives/Minor/Second Major 38 s.h.
Minimum to Earn Bachelor of Arts 124 s.h.

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SPORT MANAGEMENT

The Sport Management program provides students with opportunities to develop knowledge and skills relevant to the performance of administrative and supervisory functions required in the operation of sport and sport-related organizations/institutions. Course offerings will help students develop skills to organize and administer sport and physical activity programs at the corporate, agency, professional, and amateur levels. The program will provide a combination of academic study and practical experiences that will enable the student to work in a variety of settings such as: professional sports teams, event and facility management, community recreation departments, community centers, sports marketing and promotion firms, sporting goods stores, and youth sports organizations. Required in this major is an internship in an approved setting supervised by a specialist in that field.

INTERNSHIP REQUIREMENT

All School of Business and Economics students 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

Students who do not meet Internship qualifications must take BUSA 3810: Professional Development Strategies as a prerequisite.

CORE CURRICULUM REQUIREMENTS

Sport Management majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

Quantitative Literacy

MATH 1110

Foundations of Mathematics 4 s.h.

U.S. and Global Citizenship

ECON 2200

Principles of Economics 4 s.h.

SPORT MANAGEMENT MAJOR REQUIREMENTS

BUSA 2130

Business Communication..... 2 s.h.

BUSA 2251

Principles of Management..... 4 s.h.

BUSA 2630

Financial Accounting 4 s.h.

BUSA 2650

Computer Information Systems 2 s.h.

BUSA 3000

Managerial Accounting..... 4 s.h.

BUSA 3300

Principles of Marketing 4 s.h.

BUSA 3550

Corporate Financial Management 4 s.h.

BUSA 4001

Strategic Management Seminar 4 s.h.

BUSA 3800

Internship..... 2 s.h.

PHED 2910

Athletic Administration..... 2 s.h.

PHED 3220

Sports Information 2 s.h.

PHED 3560

Ethics in Sport Management 2 s.h.

PHED 3570

Legal Issues and Risk Management in Sports..... 2 s.h.

PHED 3590

Sport Facilities..... 2 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum40 s.h.

Major Requirements.....40 s.h.

Electives/Minor/Second Major44 s.h.

Minimum to Earn Bachelor of Arts..... 124 s.h.

SCHOOL OF EDUCATION

CARA E. ANDERSON, DEAN

The School of Education is comprised of three academic departments: Teacher Education, Interdisciplinary Studies, and Physical Education. The Department of Teacher Education offers both baccalaureate, post-baccalaureate, and graduate programs leading to initial teacher licensure. Licensure is available in elementary education, middle grades education, music education general/vocal, music education instrumental, physical education, and secondary education, and additional endorsements can be earned in all initial licensure program areas, geography, and ESL. The Department of Interdisciplinary Studies also offers a program that leads to a non-licensure baccalaureate degree.

MAJORS

Athletic Training
Interdisciplinary Studies
Music Education
Physical Education

MINORS

Coaching
Elementary Education
K-12 Education
Middle Grades Education
Secondary Education

ADDITIONAL DEGREES

Master of Education: Curriculum and Instruction

ACADEMIC CATALOGUE, 2009-2010

ATHLETIC TRAINING

Department: Physical Education
Chair: S. Toomey
Curriculum Director: Sherri L. Jones

The King College Athletic Training Education Program is designed to give students the knowledge and experience necessary to pursue a career in athletic training. This preparation includes providing students the courses and experiences necessary to become a certified athletic trainer. Beyond completing the course curriculum for the major, students must pass the national certification examination in order to be a certified athletic trainer. The courses in the program include lecture and clinical experiences so that the students are given opportunities to learn the skills required to pass the exam and to become a certified athletic trainer in a job or graduate school position. Several of the courses include requiring the students to spend time observing and assisting certified athletic trainers as a part of their clinical education.

The King College Athletic Training Education Program is currently working towards accreditation through the commission on Accreditation for Athletic Training Education (CAATE) and will go through the self-study and subsequent site visit during the 2009-10 academic year.

ADMISSION REQUIREMENTS

Admission to King College does not guarantee admission into the Athletic Training Education Program (ATEP). Applications will be accepted during the Spring semester for the following fall semester after completion of at least two semesters of college academics. Admission requirements are as follows:

- Minimum cumulative GPA of 2.75 including completion of PHED 2510 and BIOL 1010 before entering program
- Completed application with 3 letters of recommendation
- Completed technical standards form
- TB test (to be repeated annually while in ATEP)
- Immunization documentation: Hepatitis B series of 3; measles, mumps, rubella (MMR); varicella; or completed declination of vaccinations
- Completed health questionnaire/physical (with approval from appropriate health care provider – i.e. physician, physician assistant, nurse practitioner)
- Observation hours (minimum of 10)

Further, student athletes must submit a letter signed by the athletic training student and their coach, recognizing the time demands of both Athletic Training and athletics.

Once accepted into the ATEP the student must complete the following:

- Intent to enroll form
- Background check
 - Adverse background checks may affect the student's ability to participate in clinical experiences/internships and may have ramifications on future employment
- Signed understanding of ATEP handbook
- Purchase of professional liability insurance

ACADEMIC PROGRESSION REQUIREMENTS

The students are expected to maintain a cumulative GPA of 2.75 throughout the Athletic Training Education Program (ATEP). A student who earns below a 2.75 cumulative and/or term GPA will be placed on academic probation for the following semester. To be removed from probation, the student must attain a 2.75 cumulative and/or term GPA or higher in the subsequent semester. If the student fails to do so, he or she will be dismissed from the program.

Grades of a C or better are required in all ATEP-required courses. If a grade below a C is earned the student may not be able to progress to subsequent courses in the program if the courses are prerequisites for other courses. If a student is unable to take further courses in the next semester as a result of this policy, the student is placed on academic suspension from the ATEP and repeats the course during the next appropriate semester. An ATEP-required course may be repeated only one time.

CORE CURRICULUM REQUIREMENTS

Athletic Training majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

Science

BIOL 1010

Anatomy and Physiology I..... 4 s.h.

Quantitative Literacy

MATH 1110

Foundations of Mathematics 4 s.h.

ATHLETIC TRAINING MAJOR REQUIREMENTS

PHED 1110

Fitness for Life 1 s.h.

PHED 1210

Weight Training..... 1 s.h.

PHED 2510

Care and Prevention of Athletic Injuries 2 s.h.

PHED 3400, 3401, 3402, 3403, 3404

Clinical Experience in Athletic Training I-V10 s.h.

PHED 3420	
Pathophysiology and Pharmacology in Athletic Training	4 s.h.
PHED 3430	
Org/Administration of Athletic Training	2 s.h.
PHED 3440	
Rehabilitation of Athletic Injuries	4 s.h.
PHED 3450	
Therapeutic Modalities	4 s.h.
PHED 3460	
Advanced Evaluation of Athletic Injuries I	4 s.h.
PHED 3470	
Advanced Evaluation of Athletic Injuries II	4 s.h.
PHED 3550	
Nutrition and Conditioning	2 s.h.
PHED 3680	
Kinesiology	4 s.h.
PHED 3690	
Exercise Physiology	4 s.h.
PHED 4100	
Senior Seminar	2 s.h.
PHED 4900	
Clinical Internship in Athletic Training	10 s.h.
BIOL 1020	
Human Anatomy and Physiology II	4 s.h.
CHEM 1020	
Chemistry for Health Sciences	4 s.h.
PSYC 1520	
General Psychology	4 s.h.
Electives at 3000 or 4000 level	12 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
Major Requirements	70 s.h.
Electives/Minor/Second Major:	<u>14 s.h.</u>
Minimum to Earn Bachelor of Arts.....	124 s.h.

COACHING

Department: Physical Education
Chair: S. Toomey

King College 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 the academic preparation as well as field experience in coaching.

COACHING MINOR REQUIREMENTS

PHED 1620	
CPR	1 s.h.
PHED 2910	
Athletic Administration	2 s.h.
PHED 2940	
Psychology of Coaching	2 s.h.
PHED 3550	
Nutrition and Conditioning.....	2 s.h.
PHED 3560	
Ethics in Sports Management.....	2 s.h.
PHED 3570	
Legal Issues and Risk Management.....	2 s.h.
<i>Choose 8 s.h. from the following courses</i>	<u>8 s.h.</u>
PHED 2530	
Intro to Sports-Related Injuries (2 s.h.)	
PHED 2900	
Group Initiatives (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.)	
PHED 3800	
Internship (2 s.h.)	
TCOM 3220	
Sports Information (2 s.h.)	
Total Minor Requirements.....	19 s.h.

ACADEMIC CATALOGUE, 2009-2010

MUSIC EDUCATION

Department: Teacher Education

Chair: G. Oster

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 tracks from which students may choose: vocal/general and instrumental/general.

The music program generally produces six full concerts each academic year and numerous church visits each semester. 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 College 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 College 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.

PARTICIPATION IN CONCERTS

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).

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 College, 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.

Elementary Level:

1210, 1220.....	PIANO
1310, 1320.....	ORGAN
1410, 1420.....	VOICE
1510, 1520.....	HARPSICHORD
1610, 1620.....	WOODWINDS
1710, 1720.....	BRASS
1810, 1820.....	PERCUSSION

Intermediate Level:

2210, 2220.....	PIANO
2310, 2320.....	ORGAN
2410, 2420.....	VOICE
2510, 2520.....	HARPSICHORD
2610, 2620.....	WOODWINDS
2710, 2720.....	BRASS
2810, 2820.....	PERCUSSION

Advanced Level:

3210, 3220.....	PIANO
3310, 3320.....	ORGAN
3410, 3420.....	VOICE
3510, 3520.....	HARPSICHORD
3610, 3620.....	WOODWINDS
3720, 3720.....	BRASS
3810, 3820.....	PERCUSSION

OTHER NOTES

All majors must advance through performance juries to the Applied Music, Intermediate level of their major instrument (voice, piano, band instrument).

CORE CURRICULUM REQUIREMENTS

Music Education majors seeking K-12 education licensure should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

Literature

ENGL 2171 or 2172

Connections in Western Literature I or II..... 4 s.h.

History

HIST 2010 or 2020

Western Civilization in Global Context I or II4 s.h.

Human Creative Products

Choose 4 s.h. from the following courses 4 s.h.

MUSC 1110

Symphonic Choir (4 s.h.)

MUSC 1130

Jazz/Gospel Choir (4 s.h.)

- MUSC 1140
Men's Ensemble (4 s.h.)
- MUSC 1150
Symphonic Band (4 s.h.)
- MUSC 3110
Collegium Musicum (4 s.h.)
- MUSC 3181
History of Jazz (4 s.h.)

US and Global Citizenship

- IDST 2100
Cultural Identity 4 s.h.

MUSIC EDUCATION MAJOR REQUIREMENTS

- MUSC 1010 and 1020
Music Theory/Sight-Singing and Ear Training 8 s.h.
- MUSC 2000
Music in Context 4 s.h.
- MUSC 2010 and 2020
Harmony and Basic Composition I and II 8 s.h.
- MUSC 3620
Conducting I 2 s.h.
- Choose 4 s.h. from the following courses* 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
The History of Jazz (4 s.h.)
- MUSC 3291
Keyboard Proficiency 0 s.h.
- MUSC 3880.
Senior Recital 0 s.h.
- Applied Music 7 s.h.

Music Education Tracs (Students will choose one of the following tracs)

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 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 II: 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 PreK-12 3 s.h.
- EDUC 2100
Survey of Exceptional Children 4 s.h.
- EDUC 2900
Foundations of Education 3 s.h.
- EDUC 2950
Computer Technology for Teachers 2 s.h.
- ENGL 3170
Literacy Development and Reading Instruction in the
Elementary and Middle Grades 4 s.h.
- Choose 4 s.h. from the following courses* 4 s.h.
 - PSYC 3310
Child Development (4 s.h.)
 - PSYC 3320
Adolescent Development (4 s.h.)

CPR 0 s.h.
(Written proof of current First Aid or CPR training is required for approval to student teach. Certification can be attained via PHED 1620 or through outside training from Red Cross or other licensed providers)

***Professional Education Courses**

- EDUC 3541
Elementary Music Methods 3 s.h.
- EDUC 3392
Content Specific Practicum 1 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-8 5 s.h.
- **EDUC 4490/4500
Student Teaching Grades 7-12 5 s.h.
- **EDUC 4950
Capstone Seminar Grades K-12 2 s.h.

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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 #0111 Music Concepts and Processes and #0113 Music Content Knowledge must be completed with passing scores 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.

SUMMARY OF TOTAL CREDITS

Vocal/General Trac

Core Curriculum	40 s.h.
Major Requirements	48 s.h.
K-12 Licensure Program (Minor)	<u>46 s.h.</u>
Minimum to Earn Bachelor of Arts.....	134 s.h.

Instrumental/ General Trac

Core Curriculum	40 s.h.
Major Requirements	51 s.h.
K-12 Licensure Program (Minor)	<u>46 s.h.</u>
Minimum to Earn Bachelor of Arts	137 s.h.

PHYSICAL EDUCATION

Department: Physical Education
Chair: S. Toomey

The course of study in the Physical Education major is designed to provide students with knowledge and skills to organize and administer physical education, intramural, and athletic programs; to teach, assess, and evaluate 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.

The physical education major is a licensure program that is designed to prepare qualified candidates for careers in the teaching profession. Graduates with a physical education major would also be prepared to attend graduate school and further their preparation in a variety of sport or health related fields.

Students enrolled in the physical education major should complete the King College Core Curriculum and the Major requirements as specified below, as well as all other requirements for Teacher Education.

CORE CURRICULUM REQUIREMENTS

Physical Education majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

Science

BIOL 1010	
Anatomy and Physiology I	4 s.h.

Quantitative Literacy

MATH 1110	
Foundations of Mathematics	4 s.h.

Human Culture

If student satisfies foreign language competency:	
PSCI 2120	
Cultural Diversity in America	4 s.h.

US and Global Citizenship

IDST 2100	
Cultural Identity	4 s.h.

PHYSICAL EDUCATION MAJOR REQUIREMENTS

PHED 1110	
Fitness for Life	1 s.h.
PHED 1620	
CPR	1 s.h.
PHED 1630	
First Aid	1 s.h.
PHED 2500	
Recreational Leadership	2 s.h.
PHED 2530	
Introduction to Sport-Related Injuries (2 s.h.)	
PHED 3550	
Nutrition and Conditioning.....	2 s.h.

PHED 3600	
Teaching Individual/Dual Sports	4 s.h.
PHED 3610	
Teaching Team Sports	4 s.h.
PHED 3620	
Adaptive Physical Education	2 s.h.
PHED 3650	
Assessment and Evaluation	3 s.h.
PHED 3660	
Program Organization and Administration	2 s.h.
PHED 3680	
Kinesiology.....	4 s.h.
PHED 3690	
Exercise Physiology	4 s.h.
BIOL 1020	
Anatomy and Physiology II.....	4 s.h.
MATH 1560	
Introduction to Statistics	4 s.h.

K-12 LICENSURE PROGRAM (MINOR) REQUIREMENTS

Pre-Professional Courses

EDUC 2030	
Introduction to Teaching, Grades K-12.....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum, Grades K-12	1 s.h.
EDUC 2100	
Survey of Exceptional Children	4 s.h.
EDUC 2900	
Foundations of Education.....	3 s.h.
EDUC 2950	
Computer Technology for Classroom Teachers ...	2 s.h.
Choose one of the following two courses:	
PSYC 3310	
Child Development.....	4 s.h.
PSYC 3320	
Adolescent Development	4 s.h.

***Professional Education Courses**

EDUC 2370	
Reflective Teaching in PreK through Elementary Grades.....	3 s.h.
EDUC 3390/3391	
Secondary Curriculum and Methods	4 s.h.
EDUC 3590	
Content Area Reading.....	3 s.h.
EDUC 3600	
Assessment and Evaluation	3 s.h.
PHED 3630	
Methods/Materials of Elementary P.E.	4 s.h.
PHED 3640	
Methods/Material for Secondary P.E.....	4 s.h.
**EDUC 4470/4480	
Student Teaching: Grades K-8.....	5 s.h.
**EDUC 4490/4500	
Student Teaching: Grades 7-12	6 s.h.
**EDUC 4950	
Capstone Seminar: Grades K-12.....	2 s.h.

*Admission into the Teacher Education Program is required prior to enrolling in any Professional Education Course.

**Praxis II Content area examinations #0091 (Physical Education: Content Knowledge) and #0092 (Physical Education: Movement, Forms, Analysis, and Design) must be completed with passing scores 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, including the PLT, is required for licensure recommendation.

SUMMARY OF TOTAL CREDITS

Core Curriculum	40 s.h.
Major Requirements.....	39 s.h.
K-12 Licensure Program (Minor)	<u>45 s.h.</u>
Minimum to Earn Bachelor of Arts.....	124 s.h.

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TEACHER EDUCATION

Department: Teacher Education
Director: G. Oster

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 of students' lives if they have been exposed to the social and political facts of those lives. In this setting, the teacher strives to combat the effects of inequality in the lives of students.

PROFESSIONAL DISPOSITIONS

The National Council for Accreditation of Teacher Education (NCATE, 2008) defines professional dispositions as the "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development."

The following nine values and commitments are embodied in our program. They summarize the dispositions we expect our candidates to demonstrate:

- I. **Integrity**
- II. **Responsibility**
- III. **Self-Efficacy**
- IV. **Open-Mindedness**
- V. **Reflexivity**
- VI. **Collaboration**
- VII. **Flexibility**
- VIII. **Altruism**
- IX. **Social Justice**

I. 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.

II. 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.

III. 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.

IV. 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.

V. Reflexivity. We envision teaching as a profession where practitioners employ reflexivity. We define reflexivity as the willingness and capacity to reflect on one's practice for the purpose of improvement.

VI. 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.

VII. Flexibility. We envision teaching as a profession where practitioners demonstrate flexibility. We define flexibility as adaptability.

VIII. Altruism. We envision teaching as a profession where practitioners demonstrate altruism. We define altruism as the regard for the best interests of others.

IX. 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.

TITLE II INSTITUTIONAL REPORT INFORMATION

The King College PRAXIS pass rate for the most recent Title II reporting year, 2007-2008, was 100%, as compared to a statewide pass rate of 98%. The student teacher/supervision faculty ratio was 3:1. The King College Praxis II pass rate for the current update year, 2004-2005, was 100%, as compared to the statewide pass rate of 97%.

Title II Program Information	
Number of Enrolled Students:	64
Number of Students in Supervised Student Teaching	18
Full Time Supervising Faculty	4
Part Time Regular Supervising Faculty	0
Part Time nonregular Supervising Faculty	2
Student/Faculty Ratio:	3:1
Student Teaching Program Requirements	
Hours per Week	38
Total Number of Weeks	15
Total Program Hours	570
State Approved Program	Yes
“Low performing” Status:	No

TEACHER EDUCATION PROGRAM

The programs offered by the Department of Teacher 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 or completion of a King College degree 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. Traditional, post baccalaureate, and graduate licensure options are available.

Teacher licensure does not automatically confer highly qualified status as defined by the No Child Left Behind legislation. Teacher candidates may be required to complete academic coursework beyond the baccalaureate and state licensure requirements in order to be considered highly qualified under NCLB. A major in Interdisciplinary Studies, a minor in Elementary Education, and a specified general education core can lead to Tennessee licensure, Grades K-6. A similar program can lead to Middle Grades licensure, Grades 4-8. Teacher candidates pursuing PreK-6 licensure or middle grades licensure should plan to attain highly qualified status in at least two of the four academic

subject areas: language arts, mathematics, science, and social studies.

The following academic majors, when accompanied by a minor in Secondary Education and a modified general education core, can lead to Tennessee licensure, Grades 7-12: Biology, Chemistry, English, French, Geography with History, 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 Physical Education.

A full academic year, or fifth year, internship-based licensure option is also available. This optional program may be completed in lieu of student teaching as a post baccalaureate option leading to initial licensure in some or all available licensure fields. Consult the Director of Teacher Education for information on this licensure option.

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 and a supervised practicum.**

TEACHER EDUCATION PROGRAM PERFORMANCE OUTCOMES

The primary goal of the Department of Teacher Education at King College is to produce competent and reflective entry-level teachers who have the knowledge, skills, and dispositions to impact the lives of children in a positive manner. 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 College teacher candidate models service to others in school, community, and personal relations.
2. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
3. The teacher candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
4. The teacher candidate plans instruction based upon the knowledge of subject matter, students, the community, and curriculum goals.
5. The teacher candidate understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
6. The teacher candidate uses an understanding of individual and group motivation and behavior to

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create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

7. The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.
8. The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
9. The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
10. The teacher candidate develops and fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
11. The teacher candidate uses and manages technology and technology-based resources to facilitate developmentally appropriate student learning and to enhance professional growth and productivity. She/he also explores and uses of emerging resources and promotes the equitable, ethical, and legal use of technology resources.
12. The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Criterion 1 reflects the unique mission and goals of King College. Criteria 2-12 are based upon standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and Tennessee State Board of Education teacher licensure standards.

PORTFOLIOS

Teacher candidates in all licensure fields will develop, complete, and submit electronic program portfolios based upon Teacher Education performance outcomes for review at specified times throughout their programs of study. Each candidate is expected to collect and to organize evidence of growth and development in each of the above twelve areas of performance. An essential component of program completion will be final portfolio development and presentation during clinical experience (student teaching, internship, or practicum) and the accompanying capstone seminar.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

The admissions process to the Teacher Education Program should be completed by the end of the sophomore year, in conjunction with completion of EDUC 2030: Introduction to Teaching. 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. **Fall applications are due on the first Monday of October. Spring Applications are due on the second Monday of February.** To be eligible for formal admission, the applicant must:

1. Enroll in and successfully complete EDUC 2030/2031 with a minimum of 30 total credit hours coursework;
2. Complete and submit a declaration of major/minor and Intent to Pursue teacher licensure form;
3. Provide recommendations from three full-time King College faculty, including one from the faculty advisor, and one from a Teacher Education faculty member;
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. Order a state-required background check through King College Security;
8. Achieve Tennessee minimum scores on the Praxis I: Academic Skills Assessment (PPST/CBT). Applicants with ACT composite scores of 22 or higher or SAT math/verbal scores of 1020 or higher are exempt. However, applicants who pursue Virginia licensure must meet Virginia testing requirements.
9. Attain a King College cumulative GPA of at least 2.75, with no grade below C in the major or minor field, English composition, preprofessional 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. Compute a successful interview with the Teacher Education Admissions and Retention Committee.

The Teacher Education Admissions and Retention Committee (TEC) consists of (1) King College faculty members from the Department of Teacher Education; (2) faculty members from the Academic Departments with approved teacher licensure programs; and (3) public school personnel from various levels and subject areas. When it is possible, the interview panel will include members who represent each of the three categories. The committee recommendation will then be forwarded to the full TEC for consideration.

Candidacy will be evaluated, and written notification from the Director of Teacher Education will be sent via King College email upon completion of the TEC review of the application process. Appeals to the decisions made by the TEC must be made in writing

within thirty days of notification and will be heard by an Appeals Committee composed of the Dean of the School of Education and two members of the Teacher Education Admissions and Retention Committee.

Any student who has satisfied ten of eleven of the above listed requirements may, through written letter of appeal to the Director 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 will be required to initiate the application process from the beginning. 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.

Enrollment in professional education courses (numbered EDUC 3000 and higher) is contingent upon admission to and continued good standing in the Teacher Education Program.

Students who withdraw or separate from King College 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 catalogue. See the Director of Teacher Education for additional information.

+Candidates who fail to pass any required subtest(s) of the Praxis I (PPST/CBT) 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. Persons who fail the tests after having taken them twice may appeal. (See below for Appeals Committee information). There is no limit to the number of times the ACT and SAT may be taken.

APPROVAL FOR 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 College academic calendar. Teacher candidates will spend a **full semester** 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 College final examination day in December or May. The post-baccalaureate internship is a year-long school-based experience that begins when new teachers report in the fall and ends no more than two days prior to the King College graduation date in 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 capstone seminar. All missed days must be made up under the direction of the Director of Teacher Education. **Outside employment during clinical experience is strongly discouraged; prior written permission is required from the Director 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. **Applications for Spring student teaching are due on the second Monday of September. Applications for Fall student teaching and the year-long internship are due on the second Monday of January.** To be eligible for clinical experience, the candidate must:

1. Submit a completed application for clinical experience (with attachments);
2. Submit an electronic portfolio representing emerging teacher candidate competencies, with six portfolio sections completed;
3. Provide evidence of CPR / First Aid competence and proof of teacher liability insurance;
4. Complete (including concurrent courses) all coursework in the modified Core Curriculum Requirements, major, and education minor with no grade below C;
5. Attain a King College cumulative GPA of at least 2.75; and
6. Attain passing scores on required Praxis II subject assessments and specialty area tests (all required tests except PLT), with written verification from ETS via institutional score reports, and submit complete copies of all Praxis II student score reports.

Upon successful completion of these requirements, the Teacher Education Council may grant approval for clinical experience.

SUMMATIVE ASSESSMENT AND PROGRAM COMPLETION

All candidates must achieve Tennessee minimum passing scores on all required Praxis II tests before receiving credit for the senior capstone seminar course that is co-requisite with the clinical experience. **Required Praxis II subject assessments and specialty area tests must be completed successfully prior to the clinical experience.** A senior capstone seminar grade of "I" will be assigned to candidates who have not passed all required Praxis II tests at the end of the clinical experience. Candidates will be allowed 12 months to pass all required licensure exams in order to successfully complete the Teacher Education Program and be recommended for licensure. If a candidate is unable to pass all required Praxis II tests within 12 months, he or she will receive a failing grade in the seminar and will not be allowed to continue in the Teacher Education Program. He/she would then be withdrawn from the Teacher Education Program and take steps to complete requirements for a non-teaching degree. In addition to completion of all Tennessee licensure requirements, a student must have obtained a minimum of a baccalaureate degree.

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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. The summative portfolio is organized to provide evidence that the twelve program performance outcomes have been attained.

INTERDISCIPLINARY STUDIES: ELEMENTARY EDUCATION LICENSURE PROGRAM (K-6), WITH BALANCED CONTENT

CORE CURRICULUM REQUIREMENTS

Interdisciplinary Studies majors seeking elementary education licensure should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

Science

BIOL 1110
Principles of Biology4 s.h.

Quantitative Literacy

MATH 1110
Foundations of Mathematics4 s.h.

Literature

ENGL 2171
Connections in Western Literature II4 s.h.

History

HIST 2020
Western Civilization in Global Context II4 s.h.

US and Global Citizenship

PSCI 2010
American Politics and Society4 s.h.

INTERDISCIPLINARY STUDIES WITH BALANCED CONTENT MAJOR LEADING TO ELEMENTARY LICENSURE (K-6)

Teacher Education Program Diversity Courses

EDUC 4110
ESL Assessment2 s.h.
EDUC 4360
ESL Methods and Materials2 s.h.

Subject Specialization Courses. Subject specialization courses are preapproved courses that allow interdisciplinary studies with balanced content majors to complete four balanced content areas of study.

Language Arts

ENGL 3140
Children's Literature*3 s.h.
ENGL 3170
Reading Instruction and Literacy Development
in the Elementary and Middle Grades4 s.h.

ENGL 3180
Adaptive Processes in Reading Instruction* 2 s.h.
ENGL 3611 or 3612
American Literature 4 s.h.

Mathematics

MATH 1560
Introduction to Statistics 4 s.h.
MATH 2200
Mathematics for Elementary Teachers 4 s.h.

Social Science

GEOG 2010
Physical Geography..... 3 s.h.
Choose one of the following two courses:
HIST 2110
Twentieth Century Global History 4 s.h.
PSCI 2020
World Politics 4 s.h.
HIST 2220
The United States 1877 to Present..... 4 s.h.
PSCI 2120
Cultural Diversity in America 4 s.h.
PSYC 3310
Child Development 4 s.h.

Science

CHEM 1010
Introduction to Chemistry..... 4 s.h.
PHYS 2030
Survey of Astronomy 4 s.h.

PROFESSIONAL EDUCATION REQUIREMENTS (ELEMENTARY 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 in the PreK Through
Elementary Grades..... 3 s.h.
EDUC 2900
Foundations of Education..... 3 s.h.
EDUC 2950
Computer 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
Related Arts Curriculum: PreK-8* 3 s.h.
EDUC 3600
Assessment and Evaluation* 3 s.h.
EDUC 4470
Student Teaching: K-Grade 4* 5 s.h.

EDUC 4480	
Student Teaching: Grades 4-8*	5 s.h.
EDUC 4910	
Capstone Seminar: K-Grade 8*	2 s.h.

*Requires admittance to the Teacher Education Program prior to enrolling.

SUMMARY OF TOTAL CREDITS

Core Curriculum Requirements	40 s.h.
Major Requirements	53 s.h.
Education Requirements/Minor	39 s.h.
Minimum to Earn Bachelor of Arts	132 s.h.

MIDDLE GRADES ADDITIONAL ENDORSEMENT

Teacher candidates who wish to add the middle grades education, grades 4-8, endorsement to their elementary education, K-6, endorsement should complete the Praxis II #20146 Middle School Content Knowledge examination with a score of 150 or higher, as well as the following coursework:

Choose one of the following courses:

MATH 1230	
PreCalculus	4 s.h.
Approved Mathematics Elective	4 s.h.
ENGL 3150	
Adolescent Literature	4 s.h.
PSYC 3320	
Adolescent Development	4 s.h.

INTERDISCIPLINARY STUDIES: MIDDLE GRADES LICENSURE PROGRAM (GRADES 4-8)

The Middle Grades program will lead to licensure to teach in Grades 4-8. Specialization in one core subject (math or science) taught in the middle grades is required, with a minimum of 24 semester credit hours of pre-approved coursework in two additional subject areas (language arts or social studies). Specialization is established through coursework and/or licensure examinations in English/language arts, social studies, mathematics, or science. The middle grades license is achieved by completing a planned, pre-approved program leading to one academic subject specialty and fieldwork and the clinical experience in appropriate middle grades settings. Consult with the Director of Teacher Education for program availability and advisement.

CORE CURRICULUM REQUIREMENTS

Interdisciplinary Studies majors seeking middle grades education licensure should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalogue for additional details.

Science

BIOL 1110	
Principles of Biology	4 s.h.

Quantitative Literacy

MATH 1110	
Foundations of Mathematics	4 s.h.

Literature

ENGL 2172	
Connections in Western Literature II	4 s.h.

History

HIST 2020	
Western Civilization in Global Context II	4 s.h.

US and Global Citizenship

PSCI 2010	
American Politics and Society	4 s.h.

INTERDISCIPLINARY STUDIES MAJOR LEADING TO MIDDLE GRADES LICENSURE (4-8)

Teacher Education Program Diversity Courses

EDUC 4360	
ESL Methods and Materials	2 s.h.

Subject Specialization Courses. Subject specialization courses are preapproved courses that allow interdisciplinary studies with balanced content majors to complete four content areas of study.

Language Arts

ENGL 3140	
Children’s Literature*	3 s.h.
ENGL 3170	
Reading Instruction and Literacy Development in the Elementary and Middle Grades	4 s.h.
ENGL 3590	
Content Area Reading	3 s.h.
ENGL 3611 or 3612	
American Literature	4 s.h.

Mathematics

MATH 1560	
Introduction to Statistics	4 s.h.
MATH 2200	
Mathematics for Elementary Education	4 s.h.

Social Science

<i>Choose 4 s.h. from the following courses</i>	
HIST 2110	4 s.h.
Twentieth Century Global History (4 s.h.)	
PSCI 2020	
World Politics (4 s.h.)	
HIST 2220	
The United States 1877 to Present	4 s.h.
PSCI 2120	
Cultural Diversity in America	4 s.h.
PSYC 3310	
Child Development	4 s.h.

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Science

BIOL 2120	General Biology II	4 s.h.
BIOL 3130	Plant Ecology	4 s.h.
CHEM 1010	Introduction to Chemistry.....	4 s.h.
GEOG 2010	Physical Geography	3 s.h.
PHYS 2030	Survey of Astronomy	4 s.h.

PROFESSIONAL EDUCATION REQUIREMENTS (ELEMENTARY 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 2380	Reflective Teaching in the Middle Grades.....	3 s.h.
EDUC 2900	Foundations of Education.....	3 s.h.
EDUC 2950	Computer 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	Related Arts Curriculum: K-8*	3 s.h.
EDUC 3600	Assessment and Evaluation*	3 s.h.
EDUC 4480	Student Teaching: Grades 4-8*	5 s.h.
EDUC 4490	Student Teaching: Grades 7-10*	
EDUC 4910	Capstone Seminar: K-Grade 8*	2 s.h.

*Requires admittance to the Teacher Education Program prior to enrolling.

SUMMARY OF TOTAL CREDITS

Core Curriculum Requirements	40 s.h.
Major Requirements	59 s.h.
Education Requirements/Minor	<u>39 s.h.</u>
Minimum to Earn Bachelor of Arts.....	138 s.h.

SECONDARY EDUCATION LICENSURE PROGRAM (GRADES 7-12)

Students must complete an academic major, with the general education core modifications as specified for licensure and revised general education requirements, leading to one of ten Tennessee-approved licensure programs: Biology, Chemistry, English, French, Geography/History, Government/History, History, Mathematics, Physics, and Spanish. For the program in the specific area, consult with your major academic advisor and the Director of Teacher Education.

PREPROFESSIONAL AND PROFESSIONAL EDUCATION REQUIREMENTS (SECONDARY 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 2900	Foundations of Education.....	3 s.h.
EDUC 2950	Computer Technology for Classroom Teachers ..	2 s.h.
EDUC 3390	Secondary Curriculum/Methods*	3 s.h.
EDUC 3391	Content Specific Practicum*	1 s.h.
EDUC 3590	Content Area Reading*	3 s.h.
EDUC 3600	Assessment and Evaluation*	3 s.h.
EDUC 4490	Student Teaching: Grades 7-10*	5 s.h.
EDUC 4500	Student Teaching: Grades 9-12*	5 s.h.
EDUC 4980	Capstone Seminar: Grades 7-12*	2 s.h.
ENGL 3180 (English licensure only)	Adaptive Processes in Reading Instruction	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 prior to enrolling.

SUMMARY OF TOTAL CREDITS

Core Curriculum Requirements.....	40 s.h.
Major Requirements.....	variable
Education Requirements/Minor.....	<u>44 s.h.</u>
Minimum to Earn Bachelor of Arts.....	124 s.h.

ENGLISH AS A SECOND LANGUAGE (ESL) ENDORSEMENT

An endorsement in English as a Second Language (ESL) may be added to any other teaching license available at King College or as an additional endorsement by a licensed teacher through the post-baccalaureate program. For further information regarding the English as a Second Language additional endorsement, contact Dr. Matt Roberts in the School of Education.

Program Requirements for ESL

<i>Choose 2 s.h. from the following courses</i>	2 s.h.
EDUC 3110	
Principles of Language Acquisition	2 s.h.
EDUC 3590	
Content Area Reading	2 s.h.
ENGL 3170	
Reading Instruction and Literacy Development	
in the Elementary and Middle Grades.....	4 s.h.
EDUC 3120	
Principles of Grammar & 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 Lang Acquisition	2 s.h.
EDUC 4360	
ESL Methods & Materials.....	2 s.h.
EDUC 4380	
Practicum in ESL Instruction	<u>1-3 s.h.</u>
Program Total	13-15 s.h.

SCHOOL OF NURSING

JANE CASTLE, INTERIM DEAN

The Bachelor of Science in Nursing program offers a baccalaureate degree (BSN) to pre-licensure and registered nurse students. The program builds on courses in the Humanities and Arts and Sciences and integrates a strong foundation of Christian values. The course of study is competency based with clinical laboratory experiences in acute care hospitals, long-term care settings and public health agencies along with innovative community-focused sites such as congregational health networks. The School of Nursing offers an extension program at its Kingsport campus located at the Wellmont Holston Valley Medical Center. This program mirrors the College's already successful Bristol campus curriculum with exceptional clinical rotations throughout the Wellmont Health System hospitals and the Holston Medical Group outpatient services. Wellmont endorses the Planetree philosophy, which compliments the King College conceptual framework. Together they support patient-centered, personalized healthcare services dedicated to demystifying the healthcare experience and creating a healing environment.

The nursing program is approved by the Tennessee Board of Nursing and is accredited by the Commission on Collegiate Nursing Education.

The BSN degree from King College's School of Nursing provides an excellent foundation for the pursuit of graduate studies.

The School of Nursing faculty and students from both campuses partner in the learning process and collaborate with other disciplines to provide quality care. Faculty cultivates the development of knowledge, skills, and behaviors necessary for students' personal and professional achievement. Students are given the tools to develop skills in becoming designers, providers, coordinators, and managers of care, as well as contributing members to the profession. They are prepared to participate in meeting the emerging health needs of a changing society.

MAJORS

Nursing

ADDITIONAL DEGREES

Bachelor of Science in Nursing (for Registered Nurses)

Master of Science in Nursing

NURSING PROGRAM ADMISSION/PROGRESSION

Before consideration as a nursing major, a student must first be approved for admission to King College. Students enrolling from another nursing program must demonstrate knowledge and skill competency equal to that expected of King College students before credit will be transferred for nursing major courses.

All students are required to complete a Clinical Intent Form by the spring semester of his or her sophomore year indicating campus preference and year of entry.

Once a student identifies his or her intent to proceed in nursing, an advisor will review the student's academic record. If the student has maintained a minimum cumulative grade point average of 2.75/4.0 and passing grades (C or higher) in all natural science courses, he or she may apply for enrollment in clinical nursing courses with no more than 8 outstanding credits remaining from nursing and/or King College core requirements. Students must achieve a grade of C+ or higher in all nursing major courses (NURS) and maintain a cumulative grade point average of 2.75/4.0.

A required proctored online Test of Essential Academic Skills (TEAS[®]) will be administered to traditional nursing students registering for junior-level nursing clinical courses prior to each fall semester. The online test measures basic essential skills in the academic content area domains of Reading, Mathematics, Science, and English and Language Usage.

All students are required to complete a "Declaration of Major Form for Nursing Majors" by the fall semester of his or her junior year. Progression in the nursing program is competitive. If a student withdraws from the program or if a student fails to meet the course requirements, his/her designated place on the class roster may be lost. A student wishing to re-enter the program must complete a new application, Clinical Intent Form, and meet all of the admission/progression requirements in place at the time of re-application to the program. Clinical ratios may limit class size. Both the faculty of King College and the Tennessee Board of Nursing require appropriate ratios to ensure safe clinical practice.

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. Students may not progress to their senior year of study until all core curriculum requirements and nursing prerequisites have been met.

A sequence of study, including advanced placement options, for the diploma or associate degree nurse (RN to BSN) is available to all qualified students who wish to pursue a Bachelor of Science in Nursing. Please refer to the Graduate & Professional Studies Bulletin.

Special requirements for progression and retention in nursing are influenced by the student's ability to provide evidence of satisfactory physical, emotional, or 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 CPR certification. Many clinical agencies now require criminal background checks and drug screenings, and all students must follow the guidelines as established for the School of Nursing.

LPN ADVANCED PLACEMENT

For LPN Advanced Placement, a **maximum of 10 credits** 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 College with a grade of C+ 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 College's residency requirement, and they will not be used in the calculation of the grade point average.***

PROCTORED EXAMS / COMPREHENSIVE EXAM

Students must achieve a cumulative test grade of 78% on all proctored exams in nursing courses in order to successfully pass those courses. The overall course grade may be improved by additional written assignments, but these assignments may not be used to improve test grades. At least 80% of all final grades in every nursing major course (NURS) will be made up of proctored exams. At the end of each semester, all students in the traditional nursing program are required to successfully pass a standardized ATI comprehensive exam specific to the course content that the student has completed (NURS 3015, 3120, 3100, 3150, 4015, 4020, 4100, 4112, 4120). Failure to achieve a passing score of Level 2 or better within two attempts will result in a grade of "F" for the course and the student will be required to repeat the course at the next course offering.

Prior to graduation, seniors in the traditional nursing program are required to successfully pass a standardized ATI comprehensive exam, which is a required outcome statement for the capstone course. Failure to achieve a passing score will require the student to retake the standardized ATI comprehensive exam. Date TBA by instructor. Failure to successfully pass the standardized ATI comprehensive exam on the second attempt will result in a grade of "F" for the nursing capstone course and will require the student to repeat the course the next semester that it is offered, resulting in a delay of graduation.

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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 preceptor/instructor at mid-term and on completion of the clinical schedule.

Failure in either the theory component of the course or clinical component 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 College Student Handbook. All clinical experiences associated with nursing courses are graded on a pass/fail basis.

CORE CURRICULUM REQUIREMENTS

Nursing majors should fulfill specified categories of the King College Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

Science

CHEM 1020

Chemistry for the Health Sciences 4 s.h.

Quantitative Literacy

MATH 1110

Foundations of Mathematics 4 s.h.

Human Culture

Foreign Language Competency

PSYC 1520

General Psychology 4 s.h.

US and Global Citizenship

IDST 2100

Cultural Identity 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 3300

Lifespan Human Development 4 s.h.

NURS 3000

Pathophysiology 3 s.h.

NURS 3015

Foundations of Contemporary Nursing 5 s.h.

NURS 3020

Health Assessment 4 s.h.

NURS 3100

Nursing in Mental Health Care 5 s.h.

NURS 3120

Nursing in Adult Health Care I 5 s.h.

NURS 3140

Nursing Research 3 s.h.

NURS 3150

Nursing in Adult Health Care II 5 s.h.

NURS 4000

Professional Nursing in Contemporary Society ... 3 s.h.

NURS 4015

Nursing in Women's Health/Newborn Care 5 s.h.

NURS 4020

Community/Public Health Nursing 5 s.h.

NURS 4100

Nursing in Child and Family Health Care 5 s.h.

NURS 4112

Nursing in Adult Health Care (Geriatric) III 5 s.h.

NURS 4120

Nursing Leadership and Management 3 s.h.

NURS 4200

Capstone for Nursing Practice 4 s.h.

SUMMARY OF TOTAL CREDITS

Core Curriculum 40 s.h.

Major Requirements 76 s.h.

Electives/Minor/Second Major: 8 s.h.

Minimum to Earn Bachelor of Science

in Nursing 124 s.h.

PEEKE SCHOOL OF CHRISTIAN MISSION

FRED FOY STRANG, DEAN

The mission of the Peeke School is to offer an interdisciplinary program in intercultural studies and health care that results in the practice and promotion of an integrated vision of health and wholeness in a global context.

Dedicated in February 2001, the Peeke School of Christian Mission is the culmination of decades of the College's commitment to missions. The School honors world-changing alumna and missionary to Ecuador, Catherine Peeke. Dr. Peeke arrived in the jungles of Ecuador soon after the deaths of five missionaries at the hands of indigenous tribal leaders. She spent nearly 25 years in that village. Her work involved translating the entire New Testament in the Waorani language, bringing the message of the Gospel to the tribe, and celebrating the conversion of many of the people to Christianity.

To honor Dr. Peeke's work, King has instituted the Peeke School of Christian Mission, offering comprehensive workshops with a specific focus on Global Health. The Peeke School's mission is to educate and prepare servants in a community of learning and discipleship to participate in carrying out the Great Commission.

For those who want to make medical missions a long-term commitment, King College offers a unique program of workshops on Global Health. A minor in Intercultural Studies and the workshop programs are designed to develop Christian health professionals to serve in international and multicultural health ministries at home and abroad. The diverse course work will include Biblical principles of health and healing, management of health programs, concepts of health and disease in the major religions, cultural anthropology, urban mission and ministry, rural community health, ethical issues in health care and a Christian approach to AIDS.

MINORS

Intercultural Studies

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GLOBAL HEALTH AND INTERCULTURAL STUDIES

The gravitational center of Christianity has shifted. The power and prowess of western Christianity has waned while the burgeoning churches of the south grow at unprecedented rates. These churches in Latin America, Asia, and Africa will set the new orthodoxy of the new millennium. The Peeke School of Christian Mission seeks to respond to these changes by offering a minor that will equip students to interface their own callings and careers with a Christ centered worldview which takes into account these dramatic changes. The courses in the minor will be Christ-centered, missiologically focused, and world Christianity oriented. In this way, a purpose of the Intercultural Studies minor affirms the identity of King College as “a missional college that prepares students to engage the world and nurtures students in vital Christian faith.”

Students completing a minor in Intercultural Studies position themselves for maximum impact in a culturally diverse world. The Intercultural Studies minor is a valuable companion to many majors such as youth ministry, education, business, and nursing. An Intercultural Studies minor might pursue jobs in international development, as a local church mission director, a missionary, a staff member for a humanitarian aid agency, or in the area of cross cultural business. Those who wish to continue their studies will find links to the areas of theology, missiology, Biblical studies, anthropology, and international development.

Intercultural Studies Minors are required to complete the King College Core Curriculum as specified in this catalogue, their major requirements, and the Intercultural Studies minor requirements.

INTERCULTURAL STUDIES MINOR REQUIREMENTS

ICST 2100

The World Christian Movement 4 s.h.

ICST 2310

Introduction to Cultural Anthropology 4 s.h.

Choose 8 s.h. from the following courses 8 s.h.

RELG 2430

Encountering the World's Religions (4 s.h.)

ICST 3500

Dynamics of Global Christian Worship (4 s.h.)

ICST 3510

Global Health Workshop (Medical) (2 s.h.)

ICST 3520

Field Work Practicum (Research) (2 s.h.)

ICST 3530

Mission/Cross-cultural Convention
(Academic/Pastoral) (2 s.h.)

ICST 3800

Mission Internship (Ministry) (2 s.h.)

ICST 4500

Spiritual Warfare and Intercessory Prayer (4 s.h.)

ICST 4510

Appropriate Technology and Development
In Christian Mission (4-8 s.h.)

Total Minor Requirements.....16 s.h.

COURSE LISTINGS

COURSES OF INSTRUCTION

No class will ordinarily be organized for fewer than six students. Courses numbered 1000 to 1999 are for freshmen, courses numbered from 2000 to 2999 are for sophomores, and courses numbered from 3000 to 4999 are for juniors and seniors. The credit in hours (s.h.) is indicated following each course description.

All academic programs are subject to revision. Students should consult with the Registrar's Office to confirm current course requirements.

COURSE OFFERING CODES

Each course has one of the following codes beside the course number to indicate when the course is offered during the academic year:

- Fall and Spring (F/S)
- Fall (F)
- Spring (S)
- Alternating Years (A)
- Alternating Even Years (E)
- Alternating Odd Years (O)
- Alternating Fall Semesters (A/F)
- Alternating Spring Semesters (A/S)
- On Demand (D)
- Summer (U)

APPLIED MUSIC

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 College, 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.

- APMU 1210, 1220 (F/S) Elementary Piano. 1 s.h.
- APMU 1310, 1320 (F/S) Elementary Organ. 1 s.h.
- APMU 1410, 1420 (F/S) Elementary Voice. 1 s.h.
- APMU 1510, 1520 (D) Elementary Harpsichord.. 1 s.h.
- APMU 1610, 1620 (D) Elementary Woodwinds. . 1 s.h.
- APMU 1710, 1720 (D) Elementary Brass 1 s.h.

- APMU 1810, 1820 (D) Elementary Percussion .. 1 s.h.
- APMU 2210, 2220 (F/S) Intermediate Piano. 1 s.h.
- APMU 2310, 2320 (F/S) Intermediate Organ. 1 s.h.
- APMU 2410, 2420 (F/S) Intermediate Voice 1 s.h.
- APMU 2510, 2520 (D) Intermediate Harpsichord 1 s.h.
- APMU 2610, 2620 (D) Intermediate Woodwinds. 1 s.h.
- APMU 2710, 2720 (D) Intermediate Brass 1 s.h.
- APMU 2810, 2820 (D) Intermediate Percussion 1 s.h.
- APMU 3210, 3220 (D) Advanced Piano. 1 s.h.
- APMU 3310, 3320 (D) Advanced Organ 1 s.h.
- APMU 3410, 3420 (D) Advanced Voice..... 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.

BIBLE

- BIBL 2251 (A/F) 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) 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 2520 (D) 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.

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BIBL 2750 (D) The Bible and the Future. An investigation into Biblical eschatology and the nature and substance of Christian hope. The course seeks to grasp the character and structure of the eschatology of the Bible and how the New Testament is understood to fulfill the Old; to look specifically at those teachings associated with the Parousia of Christ—"signs" of the end, rapture, the intermediate state, the millennium, resurrection, et al; and to better grasp the nature of the Christian hope for the future as well as it is presented in the Bible. Examination of the various major views in regard to eschatology will be considered 2 s.h.

BIBL 3020 (A/S) 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 3030 (A/F) "The Books of Moses": The Pentateuch. The origin stories and foundational concepts (such as creation, exodus, torah, covenant) of Israel's heritage are considered in detail in this study of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy 2 s.h.

BIBL 3040 (A/F) 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 3050 (A/F) 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 3060 (A/F) 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 3080 (A/S) Romans. An in-depth exegesis of the text of Romans incorporating the benefits of recent scholarly research and insights from the Greek text. 2 s.h.

BIBL 3140 (A/S) 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.

BIBL 3150 (A/F) The Songs of Israel: Hebrew Poetry. With an eye for literary beauty, this course studies the Biblical song traditions: Psalms, Lamentations, and Song of Songs. Attention is paid to the content and the artistic form of each book. 2 s.h.

BIBL 3800/3830 Internship/Cooperative Education. For a complete description of Internships and Cooperative Education, see p. 33.
Prerequisite: 12 s.h. of Bible and Religion

BIBL 3900 (D) Special Topics. Open to advanced students with the consent of the department. Credit to be arranged.

BIOLOGY

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 nervous, sensory, muscular, skeletal, cardiovascular, respiratory, gastrointestinal, reproductive, renal, integumentary, 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. This course is not appropriate for students who wish to pursue a career in the health or natural sciences. Students who receive credit for Biology 1010 or 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. The first course taken by all Biology majors and minors and by those preparing for a career in the health sciences. Topics include: molecules of living organisms, cell structure and function, survey of kingdoms, energetics, flowering plants, cell reproduction, ecological relationships, population dynamics, and evolutionary relationships. Four hours of lecture, two hours of laboratory each week. 4, 4 s.h.

BIOL 2500 (F) Microbiology/Immunology. The fundamental principles of morphology, physiology, virulence of microbes, and vertebrate immune responses. Laboratory experiments in pure culture techniques, classification, and immune response will be conducted. Four hours of lecture, three hours of laboratory each week 4 s.h.

COURSE LISTINGS

BIOL 3130 (F) Ecology of Plants. This course is designed to give students exposure to aspects of plant ecology. We will study the environmental factors that govern the abundance and distribution of plants including water, soil, light, and temperature. The course will primarily focus on individuals and populations, however, some community and ecosystem elements will be explored pertaining to environmental concerns, including global warming and effects of pollution. .4 s.h.
Prerequisites: BIOL 2110, 2120.

BIOL 3150 (F) Molecular Genetics. A study of the cellular, molecular, and chemical basis of heredity, from chromosomes to genes to DNA. Includes DNA replication, transcription, translation, repair, and recombination. Molecular genomics, bioinformatics, and bioethics also covered.4 s.h.
Prerequisites: BIOL 2110; CHEM 2110, 2120

BIOL 3160 (S) Photosynthetic Life. A broad survey of all forms of photosynthetic life, with emphasis on photosynthetic microorganisms. The course covers morphology, life history, ecology, and phylogeny of the photosynthetic bacteria, the cyanobacteria, the eukaryotic algae, and land plants. Laboratory experience includes observation of living organisms from local environments, isolation of bacteria and algae, and identification of land plants.4 s.h.
Prerequisites: BIOL 2110, 2120

BIOL 3210 (A/S-O) Human and Vertebrate Comparative Anatomy. A study of the morphological and evolutionary relationships among various vertebrates. The laboratory involves dissection of a dogfish shark, a reptile, and a mammal. Four hours of lecture, three hours of laboratory each week.4 s.h.
Prerequisites: BIOL 2110, 2120

BIOL 3300 (S) Cell Biology. A study of the molecules of living systems, physical and chemical principles applicable to cells, enzymes, membrane structure and function, transport mechanisms, structure and function of eucaryotic organelles, and cellular energetics (including photosynthesis). Four hours of lecture, three hours of laboratory each week.4 s.h.
Prerequisites: CHEM 1110, 1120, 2110, 2120; BIOL 2110, 2120

BIOL 3400 Microbiology and Bioinformatics. Microbiology is the study of organisms not visible to the naked eye. This course, intended for Junior or Senior Biology majors, will cover the principles of morphology, physiology, evolution, and taxonomy in prokaryotes and microbial eukaryotes including the protists and fungi. The lecture focuses primarily on the diversity of microbial organisms including: morphological/ ultrastructural diversity, the variety of physiological and metabolic pathways found in microbes, the many

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 comprised of both "wet" labs in which students learn the basics of microtechnique including aseptic handling of microbes and "dry" labs in which the students will learn the theory and application of modern bioinformatics. Bioinformatics is a rapidly growing discipline in Biology which concerns itself with the handling and analysis of the voluminous genetic and protein sequence data available to the modern scientist. Students enrolled in this course will learn how to collect, store, retrieve, and analyze genetic and protein sequence data, skills essential to the biologist in the 21st century. 4 s.h.

BIOL 3500 (S) 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 an 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 weekly. 4 s.h.
Prerequisites: BIOL 2110, 2120

BIOL 3540 (F) Neuroscience. This course seeks to explore the various components of the nervous system and how they coordinate to perform integrative functions. The course begins with the function of basic neural tissue and principles of neuronal communication, and works towards the integrated activities of neurons. Global functions of the brain will be discussed, as well as underlying dysfunctions of certain disease states. Four hours of lecture, three hours of laboratory each week. 4 s.h.
Prerequisites: BIOL 1010 and 1020 or 2110 and 2120

BIOL 3550 (A/S-E) Advanced Topics in Neuroscience. Exploration of topics in neuroscience from a physiological, functional neuroanatomical and systems approach, building upon a biochemical and cellular foundation students will have gained from BIOL 3540 or other Biology courses. Particular topics covered will be the senses, brain control of movement, motivation and emotion, language, attention, learning and memory, and neuropathologies. Four hours of lecture, three hours of laboratory each week. 4 s.h.
Prerequisites: BIOL 2110 or BIOL 1010 & 1020; PSYC 1520. Recommended: BIOL 3300, 3540, or 3600.

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BIOL 3600 (F) 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. 4 s.h.
Prerequisites: CHEM 1110, 1120; BIOL 2110, 2120.

BIOL 3700 (A/S-O) Biochemistry. This class examines the structure 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 and toxicological experimentation. Students will work with the nematode *C. elegans* as a model organism to learn about hypothesis formation and experimental design. By the end of the course, students will present their research to their peers. 4 s.h.
Prerequisites: BIOL 2120, 3300, 3540, 3670; CHEM 2110

BIOL 3800/3830 Internship/Cooperative Education. For a complete description of Internships and Cooperative Education, see p. 33.

BIOL 4640 (F) Pharmacology. This basic course in pharmacology describes the action of drugs in relation to biochemical and physiological processes and the rationale for their clinical use. Students will also gain a basic understanding of pharmacokinetics (i.e. drug absorption, distribution, metabolism, and elimination). Additional topics covered include drugs of abuse and drug interactions. Four hours of lecture, three hours of laboratory each week. 4 s.h.
Prerequisites for Biology majors: BIOL 2110, 2500, 3600; CHEM 1110, 1120.
Prerequisites for Nursing majors: BIOL 1010, 1020, 2500; CHEM 1020; NURS 3000 or permission from instructor.

BIOL 4670 (A/S-E) Mammalian Toxicology. This course will introduce 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 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 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.

BUSINESS ADMINISTRATION

BUSA 1010 (S) Basic Computer Technologies and Applications. An introduction to the computer and to ways of learning new software. Topics covered will include an understanding of basic computer hardware, terminology, operating systems, and networking technology. Students will learn to use common types of software: word processing, spreadsheet, presentation, graphic manipulation, and internet. The primary focus of this course is learning how to approach and quickly gain command of an unfamiliar software application. 2 s.h.

BUSA 1550 (F) Web Design and Internet Programming. An introduction to web page authoring, design, and Internet/WWW programming. Includes introduction to Internet protocols; coverage of the XHTML mark-up language; authoring and using cascading style sheets; accessibility, usability, and interface design; JavaScript and VBScript scripting languages; concepts of algorithm development; and working with the object model. Also includes exposure to introductory topics in systems design and project management. 4 s.h.

BUSA 1770 (S) Statistics and Research Methods. An introduction to descriptive and inferential statistics and basic research methods as used in the business and economics disciplines. 4 s.h.

BUSA 1900 (D) Introductory Special Topics. General topics elective for the non-major as well as the major. Credits to be arranged.

BUSA 2000 Students in Free Enterprise. SIFE (Students In Free Enterprise) is a global non-profit organization that partners with business and higher education to establish SIFE student teams on university campuses. The mission of SIFE 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 SIFE's four educational topics: (1) Market Economics, (2) Entrepreneurship, (3) Personal Financial Success Skills, and (4) Business Ethics. SIFE team members leverage their personal educational experiences, the expertise of their faculty advisors, the

COURSE LISTINGS

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 (F) Introduction to Computer Science. An introduction to computer science: problem solving, algorithm development, and algorithm analysis implemented in a high level, block structured programming language (such as C++). Exposure to system architecture, data structures, and program verification are included. This course is required for upper level computer sciences courses.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 2251 (F) 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 2500 (A/S-E) Assembly Language. Assembly and machine language programming with introduction to computer organization.....4 s.h.
Prerequisite: BUSA 2010 or consent of instructor.

BUSA 2630 (F/S) Financial Accounting. An introduction to financial accounting principles and practices as well as financial statement analysis.....4 s.h.

BUSA 2650 (F/S) Computer Information Systems. An introduction to the use of computers as an information tool to aid in managerial decision making. Students develop skills in spreadsheet programs and database management.2 s.h.

BUSA 3000 (S) Managerial Accounting. An introduction to managerial accounting. In addition, this course will make use of spreadsheets for managerial problem solving and scenario analysis.4 s.h.
Prerequisite: BUSA 2630.

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 stressed1 s.h.

BUSA 3020 (A/F-O) Data Structures. A study of the various methods used to store and process data. Includes stacks, queues, lists, and trees, with sorting and searching techniques..... 4 s.h.
Prerequisite: BUSA 2010 or consent of instructor.

BUSA 3110 (F), 3120 (S) Intermediate Accounting I and II. An analytical study of accounting theory and practice in the modern corporate world 4 s.h.
Prerequisites: BUSA 2630.

BUSA 3190 (IBI) International Marketing. The theory and practice of contemporary international marketing management including the international marketing environment, market research and entry, and product planning and strategy..... 3 s.h.
Prerequisite: ECON 2200.

BUSA 3290 (A/F-E) Programming Language Survey. Investigation of the principles of programming systems, not necessarily restricted to programming languages, from the point of view of the user as well as the implementer. Algorithms of implementation, syntax, and semantic specification systems, block structures and scope, data abstraction and aggregates, exception handling, concurrency, and applicative/functional/data-flow languages..... 2 s.h.

BUSA 3300 (S) 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.
Prerequisites: BUSA 2251, 2630, 2650 and ECON 2200.

BUSA 3350 (A/F-E) Operating Systems. Issues in the design and functioning of operating systems. Emphasis on synchronization of concurrent activity in centralized systems. Deadlock, scheduling, performance analysis, operating system design, memory systems, and file system structure..... 4 s.h.

BUSA 3400 (D) Government and Business. A survey of government policies toward business; including the historical context, economic analysis, and critical review of policy proposals..... 3 s.h.

BUSA 3401 International Business Practicum. Designed to integrate field experiences in international business with 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 College

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offers: the Pacific Asian Business Studies (PABS) program, or the European Business Studies Program 4 s.h.
Prerequisites: Junior or Senior Business Majors

BUSA 3450 (A/S-O) Database Management. A study of techniques for designing and maintaining large data bases.4 s.h.

BUSA 3460 (A/F-E) 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.
Co-requisite: BUSA 2010 or consent of instructor.

BUSA 3500 (A/S-E) Network Management. Local area networks, wide area networks, and internets. 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.

BUSA 3550 (S) Corporate Financial Management. A study of the foundations of corporate financial management including financial analysis and planning, management of financial resources, and optimum sources of capital for the firm.....4 s.h.
Prerequisites: BUSA 2251, 2630, 2650 and ECON 2200.

BUSA 3560 (A/F) 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.
Prerequisites: BUSA 3550.

BUSA 3570 (IBI) Seminar on International Business Policy. Designed to integrate field experiences in international business with the major theoretical and analytical developments in the field of international business and management3 s.h.

BUSA 3621 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 3630 (S) Advanced Internet/WWW Programming. A study of advanced Internet/WWW programming concepts and techniques, including

advanced JavaScript and VBScript, Active Server Pages 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.
Prerequisites: BUSA 1550, 3450, 3460 (or concurrent), BUSA 3500 (or concurrent).

BUSA 3660 (A/S) 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/F) 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. Rotate with BUSA 4790 4 s.h.
Prerequisites: BUSA 3300.

BUSA 3700 (F) 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 3730 (S) Business Law. An introduction to legal institutions and processes is followed by a study of the laws governing contracts, agency, negotiable instruments, bailments, sales, property, partnerships, and corporations 4 s.h.
Prerequisites: ECON 2200 and BUSA 2630.

BUSA 3750 (A/S-O) Current Issues in Technology. Capstone seminar dealing with new technologies, ethics, and other issues 2 s.h.

BUSA 3800/3830 Internship/Cooperative Education. For a complete description of Internships and Cooperative Education, see p. 33.
Prerequisite: Students who do not meet internship qualifications must take BUSA 3810

BUSA 3810 (D) 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. 2 s.h.

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BUSA 3841 (A/S) 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 2200 and BUSA 2251, 2630, 2650.

BUSA 3860 (D) Managerial 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 allocation4 s.h.
Prerequisite: BUSA 3110.

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 hours to be arranged.

BUSA 4001 (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.4 s.h.
Prerequisite: open only to graduating seniors.

BUSA 4590 (A/S) 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 firms4 s.h.
Prerequisites: BUSA 3550

BUSA 4660 (S) Operations Management. An applied introduction to 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 course4 s.h.
Prerequisites: BUSA 3300 and MATH 1560 or PSYC 2500.

BUSA 4790 (A/F) 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. Rotate with BUSA 3680..... 4 s.h.
Prerequisites: BUSA 3300.

BUSA 4810 (F) Advanced Accounting. A study of special topics in financial accounting, including business combinations, fund accounting and foreign exchange
..... 4 s.h.
Prerequisite: BUSA 3110 or concurrent enrollment.

BUSA 4870 (A/S) 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.

CHEMISTRY

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 and biochemistry. Three hours of lecture, three hours of laboratory each week 4 s.h.

CHEM 1110 (F/S) 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 (F/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 1120

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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.
Prerequisite: CHEM 1120

CHEM 2500 (D) Advanced Skills for Chemistry. This course is designed to be a bridge between the workplace and upper level chemistry courses. The focus of the course will be to review the main chemistry problem solving techniques from General Chemistry. The problem types that will be addressed will be: mole/mass relationships, balancing equations, gas law calculations, energy/frequency relationships, solution concentrations, kinetics, equilibrium calculations, titrations, free energy relationships, electrochemistry, and isomerism in organic compounds.4 s.h.
Prerequisites: CHEM 1110, 1120.

CHEM 3000 (A/F) 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) 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 synthesis4 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 Internship/Cooperative Education. For a complete description of Internships and Cooperative Education, see p. 33.

CHEM 3900 (D) Special Topics. Open only to advanced students with the consent of the department. Credit to be arranged.

CHEM 4000, 4200 (A/F, A/S) Physical Chemistry. 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, 5 s.h.
Prerequisites: CHEM 1110, 1120; PHYS 2210, 2220 and MATH 2350, 2360.

CRIMINAL JUSTICE

CRJU 2500 (S) Introduction to Criminal Justice. 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.

ECONOMICS

ECON 2200 (S/F) Economic and Social Systems: Principles of Economics. This course takes an interdisciplinary approach to the economic systems in the world today. Readings, lectures, and class discussions help students learn to identify the key elements and problems in economics and politics by introducing the concepts of choices, resources, scarcities, opportunity costs, and optimizations. Students gain a better understanding of how economic and political systems work to solve societal problems. 4 s.h.

ECON 3250 (A/F) Money and Banking. A theoretical and analytical approach to financial institutions, regulations in the banking system, central banking, and monetary policy and control. Rotate with BUSA 3560 4 s.h.
Prerequisites: ECON 2200.

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 2200.

ECON 3270 (A/F) 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 management4 s.h.
Prerequisites: ECON 2200.

ECON 3300 (S) Economics of Industrial Organization. A study of the structure, conduct, market behavior and performance of American Industry. Analysis of current and proposed antitrust and regulation, and industrial policy4 s.h.
Prerequisites: ECON 2200

ECON 3310 (IBI) Comparative Economic Systems. A survey and critical study of comparative economic systems, their underlying ideological foundations, and institutional arrangements3 s.h.
Prerequisites: ECON 2200.

ECON 3330 (A/S) History of Economic Thought. The development of economic doctrines from the early Middle Ages to modern times. The bulk of the course will be devoted to classical and neo-classical economic thought.....2 s.h.
Prerequisites: ECON 2200.

ECON 3500 (IBI, S) International Trade & Finance. Survey of analytical and institutional aspects of international trade and finance; including trade theory, international monetary arrangements, and trade policies.....3-4 s.h.
Prerequisites: ECON 2200.

ECON 3600 (D) Labor Economics. A study of labor markets and their relationship to the economy as a whole. Emphasis will be placed upon wage determination, the impact of labor force participation, and public policies concerning such topics.....2 s.h.
Prerequisites: ECON 2200.

ECON 3810 (D) Public Finance. The economic role of governments, the choice of public sector output, and the effects of various taxes on resource allocation and income distribution2 s.h.
Prerequisites: ECON 2200.

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 hours to be arranged.

EDUCATION

All courses with an EDUC prefix are available through the King College post-baccalaureate initial licensure program and additional endorsement program.

EDUC 2030 (F/S) Introduction to Teaching, Grades PreK-12. This course provides an initial orientation to the King College 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.

EDUC 2031 (F/S) Introduction to Teaching Practicum, Grades PreK-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. 4 s.h.

EDUC 2370 (F) Reflective Teaching in the PreK Through Elementary Grades. 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 2380 (F) Reflective Teaching in the Middle Grades. 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.

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EDUC 2950 (F) Computer Technology for Classroom Teachers. A course designed to prepare teacher candidates to integrate 21st 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.

EDUC 3110 (U) Principles of Language Acquisition
Survey of literacy development.....2 s.h.

EDUC 3120 (U) Principles of Grammar and Writing: ESL The study of grammar & 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) 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.
Prerequisites: Admission to Teacher Education
Co-requisite: EDUC 3391

EDUC 3391 (S) Content Specific Practicum. This course consists of field experiences in content specific placements in public school settings.....1 s.h.
Co-requisite: EDUC 3390

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.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: Completion of all 1000 and 2000 level core courses in English and History and admission to Teacher Education. EDUC 2030, 2370, 2510; ENGL 3140

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.
Prerequisites: Completion of all core math and science courses and admission to Teacher Education, EDUC 2030, 2370, 2510.

EDUC 3541 (F) 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.
Prerequisites: Admission to Teacher Education and MUSC 1010, 1020, 1110, 2010, 2020, 2200, 3020, 3610, 3620.
Co-requisite: EDUC 3392

EDUC 3542 (S) 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, and 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

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projects, including instructional planning and assessment, and fieldwork, are required components of the course.3 s.h.
Prerequisites: MUSC 1010, 1020, 1110, 2010, 2020, 2200, 3020, 3610, 3620.
Co-requisite: EDUC 3393

EDUC 3543 (A/S) 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) Related Arts Curriculum: PreK-12. 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.
Prerequisites: Admission to Teacher Education.

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.
Prerequisites: Admission to Teacher Education.

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.
Prerequisites: Admission to Teacher Education.

EDUC 3800/3830 (D) Internship/Cooperative Education. For a complete description of Internships and Cooperative Education, see p. 33.1-12 s.h.

EDUC 3900 (D) Special Topics1-4 s.h.

EDUC 4110 (S) 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.

EDUC 4120 (U) 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 LEP students and families. 2 s.h.

EDUC 4360 (S) ESL Methods & 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.

EDUC 4380 (D) Practicum in ESL Instruction
Supervised practicum in assessment & instruction of non-native English speakers in public school classroom. 1-3 s.h.

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 college supervisor. Placement is in area partner schools, observing the schedule prescribed for the mentor teachers with whom they work. Approval to student teach required. 1-6 s.h.
Prerequisites: Post baccalaureate status and all professional level Teacher Education courses.
Co-requisites: EDUC 4910 or 4980.

EDUC 4470 (F/S) Student Teaching, K-Grade 3. This course consists of clinical experience featuring observation, co-teaching, and teaching under the supervision of a mentor teacher and college 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 4-8. This course consists of clinical experience featuring observation, co-teaching, and teaching under the supervision of a mentor teacher and college 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

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EDUC 4490 (F/S) Student Teaching, Grades 7-10

This course consists of clinical experience featuring observation, co-teaching, and teaching under the supervision of a mentor teacher and college 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

course6 s.h.

Prerequisites: All courses in the academic major and all professional level Teacher Education courses.

Co-requisite: EDUC 4500, 4910

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 college 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

course6 s.h.

Prerequisites: All courses in the academic major and all professional level Teacher Education courses

Co-requisite: EDUC 4490, 4910

EDUC 4650/4660 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 college supervisor. Placement is in area partner schools, observing the schedule prescribed for the mentor teachers with whom they work.6,6 s.h.
4650 meets Fall term; 4660 meets Spring term.
Prerequisites: All professional level Teacher Education courses. Co-requisites: EDUC 4950.

EDUC 4910 (F/S) Capstone Seminar, K-Grade 8

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 course2 s.h.

Co-requisite: EDUC 4470, 4480

EDUC 4950 (F/S) Capstone Seminar, 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 course2 s.h.

Co-requisite: EDUC 4650, 4660

EDUC 4980 (F/S) Capstone Seminar, Grades 7-12

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: EDUC 4490, 4500

ENGLISH

ENGL 1010 (F/S) 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 ENGL 1110. May not be substituted for English 1110 to fulfill core requirements.

..... 4 s.h.

ENGL 1011 (F/S) College Reading.

Study and practice in college level reading. Emphasis on improving comprehension, vocabulary, and reading speed through active reading, discussion, and critical thinking exercises. Required of all students who do not demonstrate adequate reading skills (as determined by ACT/SAT scores) upon entry to King..... 2 s.h.

ENGL 1110 (F/S) 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.

ENGL 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 ENGL 1110 4 s.h.

ENGL 2161 (F) American Masterpieces I.

American Masterpieces I studies representative works of American literature produced by influential American authors up to the Civil War..... 4 s.h.

Prerequisite: ENGL 1110/1180

Co-requisite: HIST 2210

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ENGL 2162 (S) American Masterpieces II. American Masterpieces II studies representative works of American literature produced by American authors from the Civil War to the present.4 s.h.
Prerequisite: ENGL 1110/1180
Co-requisite: HIST 2220

ENGL 2171 (F) Connections in 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.4 s.h.
Prerequisite: ENGL 1110/1180
Co-requisite: HIST 2010

ENGL 2172 (S) Connections in 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.4 s.h.
Prerequisite: ENGL 1110/1180
Co-requisite: HIST 2020

ENGL 2440 (A) 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 more4 s.h.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 2480 (D) The Oxford Christian Writers. An introduction to some of the most influential British Christian authors of the middle of the 20th century: C. S. Lewis, J. R. R. Tolkien, Dorothy Sayers, and Charles William. It will examine selected works from both a literary and theological perspective, so as to consider the marriage of the mind, imagination, and spirit.2 s.h.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 2800 (A) 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.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 2910 (A) 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.
Prerequisites: ENGL 1110/1180
Recommended: ENGL 3340.

ENGL 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. 4 s.h.
Prerequisites: ENGL 1110/1180
Recommended: ENGL 3340.

ENGL 3010 (F/S) 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 discipline(s). 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.
Prerequisites: ENGL 1110/1180.

ENGL 3140 (S) Children's Literature. Designed to acquaint students with literature for children, its authors, and illustrators. This course devotes special attention to storytelling, selecting books, poetry, and creative dramatics. 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) Adolescent Literature. A review of traditional and contemporary literature of value and interest to young people in grades 7-12. 4 s.h.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 3170 (F) 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

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designed to acquaint teacher candidates with a balanced approach to the teaching of reading for emerging (K-1), evolving (2-4th), and maturing (5-8th) readers.4 s.h.
Prerequisites: EDUC 2030

ENGL 3180 (F) 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.2 s.h.
Prerequisites: Admission to Teacher Education and EDUC 2030, 2370, 2510, 3520

ENGL 3340 (S) English Grammar and History of the English Language. Study of phonology, morphology, and syntax, introducing structural and transformational theories. Survey of the history of English and an introduction to etymology. Required of those seeking English certification in Tennessee.4 s.h.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

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.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 3380 (A) 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.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 3410 (A) British Literature I. A survey of British literature from its beginnings through the eighteenth century.4 s.h.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 3440 (A) Chaucer and the Middle Ages. A study of the works of Chaucer, especially the *Canterbury Tales*

and *Troilus and Criseyde* within the larger medieval English context 4 s.h.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 3461, 3462 (A) 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.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 3475 (A) The Early Modern Period in English Literature. This course will cover the age often know today as "The Early Modern Period" so as to give a great sense of the continuity between those periods that have normally 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.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172
Recommended: ENGL 3410

ENGL 3490 (D) Special Topics in the Eighteenth Century. A study of the Restoration and 18th century up to the beginnings of the romantic period 4 s.h.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 3510 (A) British Literature II. A survey of British literature from the nineteenth through the twenty-first century. 4 s.h.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 3540 (A) 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.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 3550 (A) Victorian Novel. An examination of representative Victorian novels, considered in the light of their literary and cultural significance. 4 s.h.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 3560 (A) The British Novel. A survey of the British novel from its beginnings to the modern period, with attention to questions of genre, social context, and critical reading. 4 s.h.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

COURSE LISTINGS

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.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 3611 (A/F) American Literature I. A survey of American literature from its beginnings through the early Romantic period.....4 s.h.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 3612 (A/F) American Literature II. A survey of American literature from the early Romantic period to modern and contemporary American literature.4 s.h.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 3630 (A) Ethnic American Literature. An introduction to the multiple ethnic voices that have contributed to the American literary canon: Native American, Asian-American, Hispanic-American, Jewish-American, and African-American.4 s.h.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 3640 (A) American Women Authors. An exploration of the historical, cultural, and literary position of American women through a survey of American women authors and a study of themes such as identity, individualism, class struggle, stereotypes, and violence through the lens of gender.....4 s.h.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 3660 (A) The American Novel. Masterworks of the genre, considered in the light of their literary and cultural significance..4 s.h.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

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.
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172

ENGL 3800/3830 Internship/Cooperative Education. For a complete description of Internships and Cooperative Education, see p. 33.

ENGL 4900 (D) Honors in Independent Studies. Directed research or reading in a designated area. A departmental committee must approve proposals. Credits to be arranged.

ENGL 4910 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.

FILM STUDIES

FILM 2070 (D) American Film and Culture. The study of American film integrates feature-length motion pictures as well as documentaries representative of American filmmaking.. 4 s.h.

FILM 2450 (D) Introduction to Film Studies. This course seeks to acquaint students with the ways of creating, studying, and evaluating film. 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. Using the Auteur method of criticism, the course will emphasize directors Orson Welles, Alfred Hitchcock, and Stanley Kubrick, among others. In considering matters of genre, narrative technique, and imagery, students will engage film as if it were another form of literature 2 s.h.

FILM 2460 (A/S) American Film and Religion. An examination of relationships between religion and American film, with particular attention to the interactions between American religious institutions and the film industry. This class will examine a variety of religious traditions in the United States, including Protestantism, Catholicism, Judaism, Nation of Islam, Buddhism, and new religious movements..... 4 s.h.

FINE ARTS

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 17th 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 17th century to the 21st century. 4 s.h.

FINE 2410 (F) 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

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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 (S) 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 (F) 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 (S) 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 expression4 s.h.

FINE 3900 (D) Special Topics. Open to advanced students with the consent of the department. Credit to be arranged.

FRENCH

FREN 1000 (F) Introductory French. Assumes no previous study of the language. This course introduces basic vocabulary, grammar, conversation, reading, and composition. Lab work required4 s.h.

FREN 2000 Intermediate French. A continuing study of the language and of basic history and culture related to selected regions in which the language is spoken. ...4 s.h.

FREN 3010 Advanced French Skills I. Advanced study of the grammar of the French language with particular attention to the written form.....4 s.h.

FREN 3020 Advanced French Skills II. Advanced practice in speaking skills and listening comprehension with incorporated grammar and composition review.....4 s.h.

FREN 3100 (D) Business French. Communication skills with emphasis on basic vocabulary and expressions useful in a business context4 s.h.

FREN 3110 (D) Medical French. Communication skills with emphasis on basic vocabulary and expressions useful in a general medical context.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 missions context..... 2 s.h.

FREN 3200 (D) Aspects of French Literature. Study abroad course. Study of selected major French works of literature from all periods..... 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..... 4 s.h.

FREN 3300 (D) Civilization. A course of the study of the history, culture, and geography of France4 s.h.

FREN 3310 (D) Studies in French Culture. Study abroad course. Documented cross-cultural experience abroad 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. 2 s.h.

FREN 3800/3830 Internship/Cooperative Education. For a complete description of Internships and Cooperative Education, see p. 33.

FREN 3900 (D) Special Topics in French and Francophone Studies. Concentrated study of a particular aspect of history, culture, or language .2,4 s.h.

FREN 4200 (A/F) French Literature: Middle Ages and 16th Century. A survey of major authors and movements from the Middle Ages through the 16th century. 4 s.h.

FREN 4210 (A/S) French Literature: 17th and 18th Centuries. A survey of major authors and movements of the 17th and 18th centuries..... 4 s.h.

FREN 4220 (A/F) French Literature: 19th Century. A survey of major authors and movements of the 19th century 4 s.h.

FREN 4230 (A/S) French Literature: 20th Century. A survey of major authors and movements of the 20th century 4 s.h.

FREN 4280 (D) Francophone Literature. A study of selected major writers from various periods..... 4 s.h.

FREN 4300 (D) Francophone Women Writers. A study of selected major women writers from various periods 2 s.h.

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FREN 4500 (D) Advanced Stylistics and Grammar. Offered with Caen program. Advanced study of language and grammar abroad4 s.h.

FREN 4900 (D) Special Topics in French and Francophone Literature. Concentrated study of particular authors, movements, or linguistic topics.....2, 4 s.h.

GEOGRAPHY

GEOG 2010 (F) Physical Geography. An introduction to maps and map projections, weather and climate factors, world distributions patterns of climate and the controls of climate on man's activities, and the study of landforms shaped by natural processes.....3 s.h.

GEOG 3030 (D) Cultural Geography. This interdisciplinary course in cultural studies examines the geographic distribution of diverse world cultures. Race, religion, and political and economic systems are surveyed as they relate to culture. After examining diverse cultures, the impact of diversity on international conflict and diplomacy will be examined.2 s.h.
Prerequisites: GEOG 2010, PSCI 2020.

GREEK

GREK 1000 (F) Ancient Greek I. An introductory study of grammar and basic vocabulary for reading Hellenistic, especially New Testament, Greek4 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.

HEBREW

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.

HISTORY

HIST 2010 Western Civilization in Global Context I. This course surveys Western politics, society, religion, culture, and intellectual movements from ancient Greece through the Renaissance.4 s.h.

HIST 2020 – Western Civilization in Global Context II. This course surveys Western politics, society, religion, culture, and intellectual movements from the Renaissance to the present.4 s.h.

HIST 2110 – Twentieth Century Global History. This course covers a broad overview of world history in the twentieth century, and examines the following topics: World War I and II, the Russian Revolutions, depression in the world, 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 20th century, modern terrorist organizations, globalization..... 4 s.h.

HIST 2130 (A/S) Europe from the Renaissance to the Enlightenment. The cultural and intellectual movements of the Renaissance, the rise and influence of Protestantism, the expansion of Europe, the Old Regime and French revolutionary period through Napoleon. 4 s.h.

HIST 2210 – The United States to 1877. This course covers the colonial origins of American civilization and formation of the American governmental system, the development of an American identity, the Westward movement, the spread of democratic ideas, the development of Southern sectionalism, the Civil War and Reconstruction..... 4 s.h.

HIST 2220 – The United States from 1877 to the Present. This course covers the economic and industrial development of modern America, the United States in world affairs, and recent social, cultural and intellectual trends. Also evaluates American involvement in World War I and II, the Civil Rights Movement, and the Cold War..... 4 s.h.

HIST 2350 (A/F) England to 1714. Early England from the Roman occupation through the Stuart dynasty. Emphasis is placed upon the Tudor and Stuart periods, with special attention to the backgrounds of the English political system 2 s.h.

HIST 2360 (A/S) Modern Britain, 1714 to the present. Modern constitutional and social developments, the rise and decline of imperialism and the development of the Commonwealth, economic changes, the Industrial Revolution, and the emergence of the welfare state..... 2 s.h.

HIST 2610 (A) Cultures in Contact: The Atlantic World 1440-1888. This course introduces students 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 dehumanizing and brutal African slave trade and the destruction of many indigenous American societies. 4 s.h.

HIST 3000 (S) The Professional Historian: Historical Study and Writing. Required of all history majors and minors and taken during the student's Sophomore or

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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 course4 s.h.

HIST 3110 (F) 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 ideas4 s.h.

HIST 3120 (S) Europe, 1914 to the Present. The First World War, Europe between the two World Wars, the development of fascism and totalitarianism, the rise of the Soviet Union, World War II and its origins, and recent European problems4 s.h.

HIST 3150 (U) African-American Experience Since 1895. A survey of the history of African Americans since 1895, with background material on the period from Reconstruction to Booker T. Washington. 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 3300 (A/F) 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, the Enlightenment and the emergence of a mature colonial mind, 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 2210, 2220.

HIST 3440 (A/S) 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 3650 (A/S) A Survey of Modern African History. From the Atlantic slave trade to the current crisis in Africa, this course takes a broad look at the sweeping historical changes African peoples have experienced and shaped. Topics covered include colonialism, African countries' struggle for independence, apartheid, and challenged to the modern African state.....4 s.h.

HIST 3800/3830 Internship/Cooperative Education. For a complete description of Internships and Cooperative Education, see p. 33.

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 contract2,4 s.h.

HIST 4001 (S) History Seminar. Required of all history majors, this course focuses on specialized topics. It requires a research paper or other research project demonstrating mastery of the skills and content of history. Topics vary each year and are chosen for their relevance, breadth, and bibliographical depth. This course may be taken during one's Junior or Senior year...
..... 4 s.h.

HIST 4110 (A) The Holocaust and Genocide in Modern History. "The Holocaust and Genocide in Modern History" is a course unlike any other subject in the university/college curriculum. This is not only due to the enormous demands it makes upon us intellectually, but the study of the Holocaust is also extraordinarily challenging because of the additional emotional and moral demands it makes on us. We will seek to investigate and attempt to understand the origins/causes, progression/development, of the onslaught against the Jews and against the non-Jewish "Others," the "Undesirables." This course will examine from a psychological/sociological perspective, using an interdisciplinary approach, the groups of individuals associated with the Holocaust (perpetrators, victims, bystanders, resistance fighters, rescuers). Using a comparative history approach, we will also look at other genocides in the 20th century..... 4 s.h.
Prerequisite: HIST 2110.

HIST 4950 (D) Senior Honors Research Paper. Open only to exceptionally qualified students at the invitation of the Department2,4 s.h.

INTERCULTURAL STUDIES

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 (D) 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.

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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 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 s.h.

ICST 3530 (D) Mission / Cross-cultural Church Convention. Education/Elective course. A hands-on experience in the field of study. An oral debriefing and a written report are required2 s.h.

ICST 3800 (D) Mission Internship. Ministry work/Elective course. A hands-on experience in the field of study. An oral debriefing and a written report are required.2 s.h.

ICST 4500 Spiritual Warfare and Intercessory Prayer. An examination of the principles and dynamics of spiritual warfare and intercessory prayer. Attention given to Biblical texts relating to spiritual ‘powers and principalities’ and to prayer, theological reflection, cultural analysis, missiological implications, and practical implementation for ministry. Prerequisites: The World Christian Movement and Introduction to Cultural Anthropology; declared ICST minor.....4 s.h.

ICST 4510 Appropriate Technology and Development in Christian Mission. Course work provides a melding of development theory and appropriate technology as it relates to Christian mission. An off campus experience in a development-related training program is required. Prerequisites: The World Christian Movement and Introduction to Cultural Anthropology; declared ICST minor.4 - 8 s.h.

INTERDISCIPLINARY STUDIES

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 primary means of instruction..... 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 traditional letter grade for those taking it for the second year. Maximum credit for degree is 4 s.h. 1 s.h.

KING

KING 1000 First Year Seminar. This course is designed to assist students in making the transition to college by providing them with an introduction to the college and equipping them with skills and strategies for success in the areas of intellectual development, social growth, and vocational accomplishment..... 1 s.h.

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. 1 s.h.

KING 4000 (F/S) Christian Faith and Social Responsibility. This course serves as the capstone of a student’s time at King College 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.

LEADERSHIP

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 College 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

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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 2100 Exploring Leadership: Yourself, Your Organization, and Your Communities. 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 for the governance of student life and in his or her community upon graduation. That every individual has the capacity for some degree of leadership is the basic assumption of this course. The primary purpose of this course is to facilitate learning opportunities and experiences which will provide the student with the knowledge, attitudes, and skills necessary to assume key leadership positions.2 s.h.

LEAD 2200 (D) The 7 Habits of Highly Effective People. An intensive workshop/seminar course that provides participants with a robust and tactical implementation plan to fully integrate the *7 Habits* into their personal and professional lives.1 s.h.

LEAD 2500 (D) 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.
Prerequisites: LEAD 2100.

LEAD 3000 (D) Contemporary Leadership. 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.
Prerequisites: LEAD 2100, 2500.

LEAD 3800 Leadership Internship. For a complete description of Internships, see p. 33.
Prerequisite: LEAD 2100.

LEAD 4000 (D) Leadership Seminar. The Leadership Seminar is the final course for students in the Leadership

minor. The course must be taken in the senior year (preferably after the internship experience). The focus of the course is threefold. First, students will explore the idea of leadership as it relates to faith and cultural transformation in Christ. Students will examine such concepts as servant leadership and stewardship. Second, student will reflect on learning that has been developed in the earlier leadership courses, electives, and internship/field experience. Third, students will assess their own leadership style. 2 s.h.
Prerequisites: LEAD 2100, 2500, 3000.

MATHEMATICS

MATH 1010 (D) Basic Algebra. Focuses on algebra skills and basic analytic geometry. 2 s.h.

MATH 1110 (F/S) Foundations of Mathematics. This course provides a foundation in various mathematical topics to help students with different backgrounds and career plans succeed in mathematics. Topics will include number theory, algebra, systems of linear equations, measurement, counting methods, probability, and statistics. 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, from the simple Caesar shift to Vigenere multiple alphabets to public key cryptosystems. 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

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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 R^n to 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, mathematical induction, recursion, difference equations, and generating functions. 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. Linear transformations of vector spaces, including matrices, determinants, and eigen values4 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 (A) Graph Theory. Basic theory, colorings, circuits, labelings, and spanning, matching, and scheduling algorithms.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 (A) Mathematical Statistics. Probability theory, distributions and densities, sampling theory.4 s.h.
Prerequisite: MATH 2360.

MATH 3250 (A) 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) Abstract Algebra. Finite groups, rings, ideals, and fields.4 s.h.
Prerequisites: MATH 2410 and one of 2370, 2450, 3430.

MATH 3520 (A/S) 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 (F) 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) 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 Internship/Cooperative Education. For a complete description of Internships and Cooperative Education, see p. 33.

MATH 3900 (D) Special Topics. For Junior and Senior majors. Credits to be arranged.
Prerequisite: MATH 2360.

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MUSIC

MUSC 1010, 1020 (AF/S) Music Theory/Sight-Singing and Ear Training. 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 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. 3 hours of rehearsal per week is required. This course can be used to meet the Human Creative Processes core education requirement when taken four separate semesters.1 s.h.

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 college events and athletic activities1 s.h.

MUSC 1130 (F/S) Jazz/Gospel 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 Processes 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 College 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 1500 (F) Introduction to Music Research. A course which will explore the basic techniques and resources for doing musical research. Although the

course focuses upon music, 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 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 department chair.

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 in an introduction to the various techniques of composition and analysis that was a focus of twentieth-century music. 2 s.h.
Prerequisites: MUSC 2020.

COURSE LISTINGS

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 Processes core education 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 20th and 21st 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 multimedia 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, which is an option for Music and Music Ed

majors, can be used to fulfill the Human Creative Products general education requirement. 4 s.h.

MUSC 3200 (D) Worship Planning and Administration. A seminar course which deals with the practical issues and problems of being a church musician including budgets, worship design, staff relationships, etc..... 2 s.h.

MUSC 3291 (D) Keyboard Proficiency Exam. An examination to ensure that all music majors of King College have attained the basic keyboard skills necessary to pursue a job or further educations..... 0 s.h.
Prerequisite: Permission of the department chair.

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 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 II: 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

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primary instrument (piano, organ, voice, band instrument).0 s.h.
Prerequisite: Permission of department chair.

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 history4 s.h.
Prerequisite: Approval of department chair.

MUSC 3910 (D) Piano Literature. A study of piano music beginning with the seventeenth 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 course4 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 literature4 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 repertoire 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.

NURSING

NURS 3000 (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..... 3 s.h.
Prerequisite: BIOL 1010, 1020, 2500; CHEM 1010 or 1020.

NURS 3015 (F) 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, CHEM 1020 or 1010, PSYC 3300, MATH 1110

NURS 3020 (F/S) Health Assessment. This course focuses on development of skills in conducting a comprehensive client health history and physical. 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. Medical terminology related to assessment areas is covered in this course..... 4 s.h.
Prerequisite: BIOL 1010
Pre/Co-requisite: BIOL 1020

NURS 3100 (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 healthcare setting. 5 s.h.
Prerequisite: NURS 3015, 3020, 3120
Pre/Co-requisite: NURS 3000

COURSE LISTINGS

NURS 3120 (F) Nursing in Adult Health Care I. This course introduces the student to health promotion, disease processes, pharmacology, medical management, and nursing management across the health-illness continuum. Emphasize the nursing process to conduct physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments, to implement appropriate nursing interventions, and to evaluate patient outcomes. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting5 s.h.
Prerequisite: BIOL 1010, 1020, 2500, CHEM 1020 or 1010, PSYC 3300, MATH 1110
Pre/co-requisite: NURS 3015, 3020

NURS 3140 (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 3015, 3020

NURS 3150 (S) Nursing in Adult Health Care II. This course continues to integrate nursing knowledge and skills obtained in Nursing in Adult Health I and continues to underline disease process, pharmacology, medical and nursing management across the health-illness continuum. Emphasize communication and collaboration with members of the healthcare team and critical thinking skills to demonstrate effectiveness in the healthcare environment at a more advanced level. The student will use clinical information systems to document care. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting5 s.h.
Prerequisite: NURS 3015, 3020, 3120
Pre/Co-requisite: NURS 3000

NURS 4000 (F) 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.....3 s.h
Prerequisite: All NURS 3000 level courses

NURS 4015 (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 5 s.h.
Prerequisite: All NURS 3000 level nursing courses.

NURS 4020 (F) 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 5 s.h.
Prerequisite: All NURS 3000 level nursing courses.

NURS 4100 (F) 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..... 5 s.h.
Prerequisite: All NURS 3000 level nursing courses.

NURS 4112 (S) Nursing in Adult Health Care III. This lecture/clinical course focuses on knowledge and skills pertinent to providing high-quality care to older adults and their families. Content addresses the functional, physical, cognitive, psychological, and social changes common in older adults; health promotion and disease prevention; illness and disease management; ethics, human diversity, end-of-life care, and the impact of the aging population on the nation's healthcare system. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting..... 5 s.h.

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Prerequisite: All NURS 3000 level nursing courses.

NURS 4120 (F) 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.

Co-requisite: All NURS 3000 level courses

NURS 4200 (S) Capstone For Nursing Practice. This course is a clinical practicum for students to develop clinical management skills through a precepted clinical experience. BSN competencies are refined in an approved healthcare setting. The foci of the practicum are comprehensive assessment, implementation of holistic and evidence-based patient centered care, monitoring clinical outcomes, facilitating patient-centered transitions of care, and maintaining a safe healthcare environment. Credit for this course requires satisfactory completion of clinical hours, all related course assignments, passing score on a standardized comprehensive exam, and successful completion of NURS 4015 and NURS 4112.....4 s.h.

Pre/Co-requisite: All NURS 3000 level courses, NURS 4000, 4020, 4100, 4120

PHYSICAL EDUCATION

PHED 1110 (F/S) Fitness for Life. This course provides each student an opportunity to assess his/her well being 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.1 s.h.

PHED 1120 (F/S) Aerobics/Kickboxing. 1 s.h.

PHED 1130 (F) Badminton 1 s.h.

PHED 1150 (F/S) Beginning Golf..... 1 s.h.

PHED 1160 (F/S) Intermediate Golf..... 1 s.h.

PHED 1180 (F/S) Beginning Tennis..... 1 s.h.

PHED 1190 (F/S) Intermediate Tennis 1 s.h.

PHED 1210 (F/S) Weight Training..... 1 s.h.

PHED 1220 (F/S) Volleyball 1 s.h.

PHED 1230 (F/S) Racquetball..... 1 s.h.

PHED 1240 (F/S) 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 (F/S) 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 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 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 (F) Varsity Cheerleading..... 1 s.h.

PHED 2141 (S) Varsity Dance 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.

PHED 2200 (S) Varsity Golf-Men 1 s.h.

PHED 2201 (S) Varsity Golf-Women 1 s.h.

COURSE LISTINGS

PHED 2210 (F) Varsity Cross-Country-Women ...1 s.h.

PHED 2211 (S) Varsity Track & Field-Women1 s.h.

PHED 2220 (F) Varsity Cross-Country-Men1 s.h.

PHED 2221 (S) Varsity Track & Field-Men1 s.h.

PHED 2230 (S) Varsity Softball1 s.h.

PHED 2240 (S) Varsity Swimming/Diving-Women1 s.h.

PHED 2241 (S) Varsity Swimming/Diving-Men ...1 s.h.

PHED 2250 (S) Varsity Wrestling -Men1 s.h.

PHED 2251 (S) Varsity Wrestling-Women.....1 s.h.

PHED 2260 (S) Varsity Cycling-Men.....1 s.h.

PHED 2251 (S) Varsity Cycling-Women1 s.h.

PHED 2500 (S) Recreational Leadership. This course focuses on teaching a variety of mental, active, and sports-related games for both school and recreational settings.....2 s.h.

PHED 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 Education Program Admission. ...2 s.h.

PHED 2530 Introduction to Sport-Related Injuries. This course is designed for students not majoring in Athletic Training and will examine 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. ... 2 s.h.

PHED 2800 (A) Beginning Ballet.1 s.h.

PHED 2810 (A) Intermediate Ballet/Pointe Technique.1 s.h.

PHED 2820 (A) Modern and Interpretative Movement.....1 s.h.

PHED 2830 (A) Jazz/Choreography.1 s.h.

PHED 2832 (S) Hip Hop Dance.....1 s.h.

PHED 2833 (S) Lyrical Dance.1 s.h.

PHED 2840 (S) Ballroom Dance. 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.

PHED 2850 (D) Folk and Square Dance. 1 s.h.

PHED 2900 (F) Group Initiatives. This course incorporates a number of initiative games that place the participants in problem solving situations where they must work together to complete a task or assignment. Each problem involves either some type of physical challenge, mental challenge, or both. Course focuses on the process that occurs as the group works through the activity..... 2 s.h.

PHED 2910 (F) Athletic Administration. 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 2 s.h.

PHED 2920 (A/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 (S) 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 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 clinical hours..... 2 s.h.
Prerequisite: Acceptance into Athletic Training Education Program

PHED 3401 (F) 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 clinical hours..... 2 s.h.
Prerequisite: Acceptance into Athletic Training Education Program

PHED 3402 (F) Clinical Experience in Athletic Training III. Students will receive clinical instruction in order to meet clinical competencies in athletic training. Class will

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also include coverage of athletic teams and events. Requires a minimum of 150 clinical hours.2 s.h.
Prerequisite: Acceptance into Athletic Training Education Program

PHED 3403 (F) 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 clinical hours.2 s.h.
Prerequisite: Acceptance into Athletic Training Education Program

PHED 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 clinical hours.2 s.h.
Prerequisite: Acceptance into Athletic Training Education Program

PHED 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: PHED 2510; BIOL 2110, 2120; CHEM 1110

PHED 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: PHED 2510

PHED 3440 (F) Rehabilitation of Athletic Injuries. Principles in planning and implementation of rehabilitation programs for injured athletes with emphasis on contemporary therapeutic exercise techniques.....4 s.h.
Prerequisites: PHED 2510

PHED 3450 (S) 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: PHED 2510; BIOL 1010, 1020

PHED 3460 (F) 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: PHED 2510; BIOL 1010, 1020

PHED 3470 (S) 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: PHED 2510, 3460; BIOL 1010, 1020

PHED 3530 (A/F) 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 3550 (F) Nutrition and Conditioning. This course is designed to provide students with basic knowledge of nutrition as it relates to preparing athletes for practice, training, and game competition. The different components of physical conditioning will be discussed and researched for many different sports, both individual and team.2 s.h.

PHED 3560 (S) Ethics 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.....2 s.h.

PHED 3570 (A/F) Legal Issues and Risk Management in Sports. This course is designed for students who are coaching minors or physical education, athletic training, or sport management majors. The course will aid students in gaining a basic understanding of tort law and some of the legal issues prevalent in the area of sport management, as well as give students direction in developing a program of risk and liability assessment/management for a variety of sport specific situations.2 s.h.

PHED 3580 (A/S) 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 class2 s.h.

PHED 3590 (A/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 (A/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 (A/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) 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 3310 or 3220

PHED 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: PSYC 3310 or 3320

PHED 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: PSYC 3310 or 3320

PHED 3650 (A/S) 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 (A/S) 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 3680 (F) 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 skill4 s.h.

Prerequisites: BIOL 1010, 1020

PHED 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

PHED 3900 (D) Special Topics. Open to advanced students with the consent of the department. Credit to be arranged.

PHED 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. 1 s.h.
Prerequisite: open only to graduating seniors in the Athletic Training Education Program

PHED 4900 (F/S) Clinical Internship in Athletic Training. This course is designed to allow athletic training majors to work 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 clinical hours is required..10 s.h.
Prerequisites: PHED 3401 and approval of the program director

PHILOSOPHY

PHIL 2010 (A) Introduction to the Problems of Philosophy. A one-semester course designed to acquaint the student with some of the basic questions of philosophy, the answers philosophers have given, and to help the student develop answers of his/her own2 s.h.

PHIL 2410 (S) 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 2510 (F) History of Philosophy. Selected readings from ancient to contemporary philosophy. 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 (S) 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.

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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 (F) 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.
Prerequisites: open only to juniors and seniors.

PHIL 3900 (D) Special Topics. Readings in topics selected in conference by the student and the instructor.4 s.h.

PHYSICS

Note: Prerequisites for all physics courses bearing a number greater than 3000 are PHYS 2210, 2220.

PHYS 2030 (F) 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.

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. Students enrolled in this course must have completed or be enrolled in the first semester of calculus (MATH 2350) Two hours of laboratory each week.4 s.h.

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 week4 s.h.
Prerequisite: MATH 2350

PHYS 3010 (A/F) Theoretical Mechanics. Kinematics, force fields, work and energy in mechanical systems, free and forced harmonic oscillations, Lagrangian and Hamiltonian formalisms, Central force motion and collisions4 s.h.
Co-requisite: MATH 3430

PHYS 3030 (A/F) Electricity and Magnetism. Classical electricity and magnetism including electrostatics, Laplace's equation, multipole expansions and magnetostatics4 s.h.
Co-requisite: MATH 2370

PHYS 3052 (D) Optics. Image formation using lenses and mirrors, interference, Fraunhofer and Fresnel diffraction, and polarization..... 2 s.h.

PHYS 3060 (A/S) Introduction to Modern Physics. An introduction to special relativity, quantum physics, the solid state of matter, and other modern topics. Includes selected applications to modern technologies 4 s.h.

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 gasses with applications to various thermodynamic systems 2 s.h.

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.

PHYS 3502 (A/F) Experimental Methods. An introduction to data analysis, error analysis, and propagation of error, basic mathematical statistics, a study of significant historical experiments that will be reproduced in a required 3 hour laboratory setting each week..... 2 s.h.

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 developed for diodes, transistors, operational amplifiers, and logic gates. 1.5 hours of lecture and one 3-hour laboratory each week..... 2 s.h.
Prerequisite: PHYS 2220 or instructor's permission

PHYS 3800/3830 Internship/Cooperative Education. For a complete description of Internships and Cooperative Education, see p. 33.

PHYS 4080 (A/S) 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.

PHYS 4201 (A/S) Advanced Topics. A systematic study of certain topics of classical and modern physics with particular attention being given to the original investigations. When possible, some of these experiments will be reproduced in the laboratory. Three hours of laboratory each week..... 2 s.h.

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. Credits to be arranged.

Prerequisite: At least 16 s.h. of Physics and the consent of the department

POLITICAL SCIENCE

PSCI 2010 (F) American Politics and Society. This interdisciplinary 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 imperialism, and the nature of the international political system. Various perspectives on world politics (the American, Russian, Chinese, "Third World," the European, Islamic, and Japanese) are also considered. After examining sources of conflict, the course focuses on diplomacy, integration, and other means of conflict management and peacemaking.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 2310 Espionage and Intelligence in the War on Terrorism. The events of 9/11 tragically demonstrated

that contemporary threats to US national security originate less from conventional armies and more from underground groups motivated by ideological militancy. America's defense establishment is gradually beginning to confront this new reality, by shifting its focus on decentralized, transnational groups, such as criminal gangs, computer hackers, nuclear arms smugglers and worldwide jihadist networks. Because of their asymmetrical advantages, espionage and intelligence methods of threat prevention are rapidly gaining prominence in this new security arrangement. Yet America's growing reliance on these controversial practices often conflicts with several of its core democratic ideals, including governmental transparency and citizen privacy. Moreover, recent intelligence controversies, such as extraordinary rendition, the use of torture by the CIA on enemy detainees, and warrantless wiretapping, point to a critical array of political and moral questions about democratic citizenship and its relation to governmental institutions. This class will examine the impact on American democracy of the country's s evolving security posture, as well as changing perceptions of global citizenship in the War on Terrorism.....4 s.h.

PSCI 3210 (A/F) 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 (A/F) 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 3500 (S) Comparative Politics. This interdisciplinary course engages in the comparative analysis of the United States, Russia, Nigeria, and Mexico, France, the United Kingdom, and Egypt. Their political and social systems are examined. How do these nation states differ? How are they similar? How are nation states developing? What is tradition? Modernity? This course moves from the theoretical and general to the specific study of the various countries. 4 s.h.

PSCI 3710 (F), 3720 (S) History of Political Thought I and II. Political thought and its development from the Greek city-state to the political philosophers of the twentieth 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, St. Augustine, Machiavelli, and other thinkers are considered in 3710. In 3720, Thomas

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Hobbes, John Locke, Jean Jacques Rousseau, J.S. Mill, Karl Marx, as well as more contemporary thinkers are studied.....4, 4 s.h.

PSCI 3800/3830 Internship/Cooperative Education. For a complete description of Internships and Cooperative Education, see p. 33.

PSCI 3900 (D) Special Topics in Political Science. Advanced readings and research for Juniors and Seniors majoring in Political Science.....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.

PSYCHOLOGY

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-families4 s.h.

PSYC 2480 (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: PSYC 1520.

PSYC 2500 (S) 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. Students will learn how to calculate statistics “by hand” with the aid of a calculator as well as by using a popular computer software program for data analysis..... 4 s.h.

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..... 4 s.h. Prerequisite: Junior or Senior Standing

PSYC 3020 (A/F, E) 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: PSYC 1520

PSYC 3110 (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: PSYC 1520, 2500

PSYC 3120 (S) Individual Research Project. Each student, with the supervision of the professor, will conduct his or her own 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, collecting data, analyzing the data to test the hypothesis, discussing the

implications of the results for the hypothesis and theory, and writing a manuscript based on the study2 s.h.
Prerequisites: PSYC 1520, 2500, 3110

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 tests4 s.h.

Prerequisite: PSYC 1520
(PSYC 1520, while recommended, is not a prerequisite for those students who have declared a secondary education concentration.)

PSYC 3300 (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: PSYC 1520

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 3350 (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: PSYC 1520

PSYC 3500 (A/S, O) 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 2 s.h.

PSYC 3501 (A/S, E) Integration of Theology and Psychology. The study of the process and methodology of integrating orthodox Christian theology and the social science of psychology. The critical examination of a sampling of integration strategies from various areas of the field of psychology including clinical, developmental, social and brain research. Students will be encouraged to understand and articulate their own positions regarding integration. 2 s.h.

PSYC 3502 (A/S, E) 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 s.h.
Prerequisite: PSYC 3010; Junior or Senior Standing

PSYC 3530 (A/F, 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. 4s.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 3640 (A/S, E) Theories of Personality. A survey of the major psychological perspectives on human nature (dynamic, dispositional, phenomenological, and

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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: 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. For a complete description of Internships and Cooperative Education, see p. 33.
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 4610 (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. 2 s.h.
Prerequisites: PSYC 1520, 3350

RELIGION

RELG 1001 (F/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 2210 (A/S) Introduction to Theology. Examines various ways of doing theology. It investigates theological methodology, the philosophical presuppositions of various theological systems, and provides a basic acquaintance with theological vocabulary through selected readings and by survey of various creeds and confessions.4 s.h.

RELG 2220 (A/F) History of Christian Doctrine I. This course traces the development of Christian doctrine from the Apostolic Fathers to the great reformers. Particular attention is given to the first seven ecumenical councils and to the thought of Irenaeus, Origen, Augustine, and Thomas Aquinas.4 s.h.

RELG 2230 (A/S) History of Christian Doctrine II. A study of the various types of Reformation and post-Reformation theology with emphasis on key figures such as Luther, Zwingli, Calvin, and the confessional positions relative to their theology. Attention will also be given to the Counter-Reformation, pietism, rational, theology, neo-orthodoxy, liberation theology, and some doctrinal developments in Roman Catholic thought up to the 20th century 4 s.h.

RELG 2430 (D) 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 2450 (A/S) Christian Apologetics. A study of Biblical, theological, and philosophical truth claims regarding the Christian faith. The course will seek to explore the roles and relationships of both reason and faith to the Christian believer and look at points of contacts between diverse cultures and the gospel. . 4 s.h.

RELG 2460 (A/S) American Film and Religion. An examination of relationships between religion and American film, with particular attention to the interactions between American religious institutions and the film industry. This class will examine a variety of religious traditions in the United States, including Protestantism, Catholicism, Judaism, Nation of Islam, Buddhism, and new religious movements..... .4 s.h.

RELG 2750 (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 2850 (A/F) 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 3290 (A/S) The American Religious Experience. A broad survey of American religious history from Puritanism to the present, focusing upon the major

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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 (D) Religion and American Culture. This course examines the prominent place of religion in this religiously plural nation. It explores Judaism, Islam, Catholicism, Native American traditions, white Protestantism and African-American religion, and their expression in modern communities. It examines the religiously generative nature of American society in which not only new religious movements thrive, but American society becomes the object of religious life.2 s.h.

RELG 3900 (D) Special Topics. Open to advanced students with the consent of the department. Credit to be arranged.

SOCIOLOGY

SOCL 2010 Introduction to Sociology. An introduction to the modern world using a sociological perspective. Exposes students to sociology's major paradigms, concepts and methods. Emphasizes the roles of culture and socialization as forces that shape our beliefs and attitudes. Focuses on social inequalities expressed in various forms of stratification, as well as on major social institutions including family, religion, education, and health care.....4 s.h.
Students seeking bachelor degrees in Nursing and Education are advised to take SOCL 2110, with either SOCL 2111 or PSCI 2120, rather than SOCL 2010.

SOCL 2110 (F/S) Sociological Thought. Foundations to the study of sociological principles, inequalities, social institutions, cultural diversity, and change. Provides a critical review of the role of selected social institutions of family, religion, social welfare, and education.2 s.h.

SOCL 2111 (F/S) Race, Class, and Gender. This course explores classic and contemporary readings in sociology, with special attention to issues of race, class, gender, and culture. Students will benefit from exposure to a collection of original essays and published articles by sociology scholars, increasing their knowledge of abstract theory and applied sociological concepts..2 s.h.

SPANISH

SPAN 1000 (F) Introductory Spanish. Assumes no previous study of the language. This course introduces basic vocabulary, grammar, reading, conversation, and composition. Lab work required4 s.h.

SPAN 2000 (S) Intermediate Spanish. A continuing study of the language and of basic history and culture related to selected regions in which the language is spoken. 4 s.h.

SPAN 3010 Advanced Spanish Skills I. Advanced study of the grammar of the French language with particular attention to the written form. 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 3100 (D) Business Spanish. Communication skills with emphasis on basic vocabulary and expressions useful in a business context 4 s.h.

SPAN 3110 (D) Medical Spanish. Communication skills with emphasis on basic vocabulary and expressions useful in a general medical context..... ..2 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 and 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 expression4 s.h.
Prerequisite: SPAN 2000 or consent of instructor.
Course not open to native speakers.

SPAN 3800/3830 Internship/Cooperative Education. For a complete description of Internships and Cooperative Education, see p. 33.

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.

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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 17th and 18th centuries4 s.h.

SPAN 4220 (A/F) Spanish Literature: 19th Century. A survey of major authors and movements of the 19th century.....4 s.h.

SPAN 4230 (A/S) Spanish Literature: 20th Century. A survey of major authors and movements of the 20th 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 century4 s.h.

SPAN 4260 (A/F) Latin American Literature III. A survey of Latin American literature from the 20th century.....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.

TECHNICAL AND PROFESSIONAL COMMUNICATION

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 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 terms2 s.h.

TCOM 2200 (F) Technical Communication. Genres of technical and professional discourse and an

introduction to written and oral communication in technical and professional environments; emphasizes audience, writing processes, visual communication, collaboration, professional responsibility, and clear and correct expression. Students write and revise several cycles of documents and give oral reports. This is a foundational course in the major..... 4 s.h.
Prerequisite: ENGL 1110

TCOM 2600 (D) The Craft of Printing. A practical introduction to typesetting and other skills used in letterpress printing as a fine art; layout and design; comparison with the offset process; survey of the history of printing and the implications of technological change. 2 s.h.

TCOM 2610 (F) Visual Communication I. Introduction to procedures to create, plan, and produce visual communication design. Emphasis is on acquiring and working with visual vocabulary to gain a mastery of conceptual and creative procedures by learning technical skills that translate ideas and concepts into visual design and graphic imagery.. 4 s.h.

TCOM 2620 (S) Visual Communication II. The core of this course will focus upon pragmatic aspects of graphic design. The objective is to apply acquired knowledge and skills from 2610 to a set of “real” problems based on a theme. Vehicles of information (pamphlets, brochures, programs, etc.) will be developed from concept to production. The course is intended to duplicate the actual working context of a professional studio..... 4 s.h.

TCOM 2630 (S) Visual Rhetoric. An introduction to computer applications most often used in professional communication. Examination and production of everyday texts both written and visual. This course will include a student-created project for a client which demonstrates an understanding of collaborative strategies, rhetorical principles, good design, and use of appropriate software. This is a foundational course in the major..... 4 s.h.
Recommended Prerequisite: TCOM 2200

TCOM 2760 (F/S) Argumentation and Debate. Theory and practice in argumentation and debate in a competitive, collegiate environment. Emphasis on forms of discussion and debate, presentation, development of the proposition, research analysis and exploration, evidence and tests of evidence, and strategy. 4 s.h.
Prerequisites: ENGL 1110
Recommended: TCOM 1000 and ENGL 2920

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.

COURSE LISTINGS

TCOM 2862 (F/S) Tornado (Yearbook). Students interested in journalism, magazine work or public relations may join the staff of the *Tornado*, the King College yearbook. Maximum 4 s.h. credit.....1-4 s.h.

TCOM 2930 (S) 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: ENGL 1110.

TCOM 3000 (O) Communication Theory & Practice. Theory informs practice by showing us the larger context of our daily decisions. In the field of technical and professional communication, a working knowledge of theory that forms the basis of our decisions is what sets us apart as reflective practitioners. In this class, we will seek to develop phronesis (practical wisdom) by writing our way out of workplace problems with the careful application of communication theory.....4 s.h.
Prerequisites: TCOM 1000, 2130, 2200; ENGL 2920

TCOM 3010 (A/S) Interpersonal and Small Group Communication. Analysis and comparison of approaches to the study of current problems in interpersonal behavior and relational communication. Contexts of varying person perception, interpersonal attraction, and the relationship of personal perception to behavior. Applications in interpersonal interactions and small group environments. Consideration of decision-making, communication channels, systems, and conflict.4 s.h.

TCOM 3200 (A/F, E) Writing in Public Relations. An introduction to the many aspects of public relations such as relating to the mass media, managing crises, and preparing campaigns. Students will learn about research in public relations and how to prepare such documents as media guides, press kits, press releases, pitch letters, brochures, newsletters, and advertisements.....4 s.h.
Prerequisites: BUSA 2130; TCOM2200
Recommended: TCOM 2630, 3010; ENGL 2920

TCOM 3210 (A/F) Journalistic Writing and Editing. An overview of the history of journalism in America, methods of reporting, deadline writing, AP style, interviewing skills, ethics of reporting, writing of feature stories, and an introduction to editing. Some practice in computer layout and newspaper design4 s.h.
Prerequisite: ENGL 1110

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 will include media writing, broadcast interviewing, special event coordination, promotion and marketing, and crisis management.....
..... 2 s.h.
Recommended Prerequisites: TCOM 2630, 3200

TCOM 3230 (A) 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: ENGL 1110

TCOM 3240 (A/F, E) Writing and Designing for Publication. Introduction to writing venues and the mechanics of manuscript preparation for publishing. Focus on the demands of various publishing genres such as brochures, articles, newsletters, company magazines, websites, and reports. Students will learn about the history of printing, layout, typography, and graphics2 s.h.
Prerequisites: TCOM 2200, 2610, 2630

TCOM 3800/3830 Internship/Cooperative Education. For a complete description of Internships and Cooperative Education, see p. 33.

TCOM 3900 (F/S) Special Topics in Technical and Professional Communication. Credit to be arranged.

THEATRE

THTR 1010, 1011 (F/S) Theatre Practicum: Acting. These courses are available for students who are cast in King College 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

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and sound equipment, house management and stage management.2 s.h.
Prerequisites: Interview

THTR 1110 (A/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.....4 s.h.

THTR 1200 (A/S) Stage Makeup. The introduction and practical application of basic stage makeup techniques including contouring, old age, character, and special effects.....2 s.h.

THTR 2110 (A/F) 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 (A/F) Introduction to Stagecraft and Scenic Design. 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 (A/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 productions4 s.h.

THTR 2240 (A) 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. 2 s.h.

THTR 2400 (A/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/S) 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 (A/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 (A/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/S) 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 and 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 (A) 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 (A) 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 collaborate 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 20th and 21st 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 (A/F) Directing I. 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 performances4 s.h.
Prerequisites: THTR 1110, THTR 2220, THTR 2230

THTR 3800/3830 Internship/Cooperative Education. For a complete description of Internships and Cooperative Education, see p. 33.
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 (D) Acting IV: Acting Ensemble. 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 3110

THTR 4400 (A/S) 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

YOUTH MINISTRY

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.
Prerequisite: YTMN 1620

YTMN 2450 (A/U) Recreation and Adventure Based Learning. This block course held in the Summer 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 an ABL/Wilderness experience 4 s.h.

YTMN 2630 (A/U) 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

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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 (F) 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 Internship/Cooperative Education. For a complete description of Internships and Cooperative Education, see p. 33.

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.....2 s.h.
Prerequisites: YTMN 1620, 3800/3830

ADMINISTRATIVE STAFF AND FACULTY

OFFICE OF THE PRESIDENT

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President

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Switchboard Supervisor

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Executive Assistant to the President

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Access Services Manager

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Outreach Services Librarian

ANDREA A. COLES, BA, MLIS
Electronic Resources Librarian

FRANCES E. CURTIS, BS
Technical Services Manager

CRYSTAL L. DAVIDSON, BA
Acquisitions Manager
International Student Advisor

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Director, Speaking Center

MITCHELL CRUSENBERRY
Security Officer

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Coordinator of Intramurals
Area Coordinator of Liston Hall

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Director, Writing Center

AMANDA HOLMES, BA
Area Coordinator of Mitchell and Lower Liston Halls

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Executive Assistant to the Vice President for Student
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Director of Residence Life
Resident Director of Parks Hall

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Director of Student Engagement

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Vice President for Student Affairs

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Director of Campus Life

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Area Coordinator, Parks and Hyde Halls

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Director of Counseling

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Director, Math Center

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Director of Learning Services

ATHLETICS

CHRISTOPHER T. BARTLETT, BS
Head Men's and Women's Tennis Coach

JOHNNY C. BOMAR, JR., BA, MA
Head Men's and Women's Track & Field Coach

DALE BURNS, BA, MA
Athletic Director

JOHN D. CONNOR, BS, MA
Head Men's and Women's Swimming & Diving Coach

SHELIA D. CROCKETT, BS, MBA
Athletic Trainer

PETER DALTON, BS
Head Men's and Women's Cross Country Coach

JOHN GREENLEE, BS, MA
Head Men's Volleyball Coach

LINDSEY H. RICHARDS, BA
Assistant Volleyball Coach

DANIEL S. KREISS, BA, MEd
Head Men's and Women's Cycling Coach

T. MATTHEW LAVINDER, BA, MDiv
Assistant Athletic Director, Head Men's Soccer Coach

JASON MOORMAN, BA
Head Women's Wrestling Coach

NATHAN F. MOORMAN, BA, MEd
Head Men's Wrestling Coach

HEATHER S. MORGAN, BS
Head Cheerleading & Dance Coach

M. GRETCHEN NELSON
Head Women's Golf Coach

ROB NELSON, BS
Head Men's Golf Coach

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Assistant Men's Basketball Coach
Game Day Coordinator

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Assistant Athletic Director, Head Men's Basketball
Coach

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Assistant Baseball Coach
Field Maintenance

MICHAEL D. SWAN, BS
Head Women's Soccer Coach

JENNIFER L. TESTA, BA, MBA
Head Softball Coach

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Head Women's Volleyball Coach

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Associate Athletic Director

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Chief Financial Officer

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FACILITY SERVICES

TOM BARR
Housekeeper

JUANITA BARRETT
Team Leader and Housekeeper

JOHN BROWN
Groundskeeper

A. VINCE COX
Carpenter

CHRISTOPHER DINKEL
Senior Groundskeeper

CONNIE JOHNS
Housekeeper

P. MICHAEL JONES
HVAC Technician

JOY LYNCH
Housekeeper

ANTHONY McCracken
HVAC Maintenance Technician

J. ALVIN MUTTER
Maintenance Technician

L. CHARLES "P-NUT" RHYMER, JR.
Grounds Supervisor

MARK ROARK
Housekeeper

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Housekeeping Supervisor and Administrative Assistant

ROBERT L. SWEET
Preventative Maintenance Technician

D. TODD THOMAS
Supervisor of Maintenance Operations

E. RANDALL WARNER
Maintenance Technician

ALLISON WIDNER
Housekeeper

KIMMY WINTERS
Housekeeper

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EUELL D. GOODMAN, BS
Programmer

D. KEVIN HARRIS, BS
Database Manager

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Support Specialist

DONALD P. WALTERS, BSEE
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IT Helpdesk Specialist

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SARAH R. SUITS, BA
Graphic Designer

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Assistant Professor of Biology, 2006
Chair, Biology

WILLIAM P. FLANNAGAN
BA (King College)
BM, MM (Westminster Choir College)
PhD (The Catholic University of America)
Professor of Music, 1982

ROBIN A. FOREMAN
ASN (Excelsior College)
BSN, MSN (King College)
Instructor of Nursing, 2008

DANIEL E. FOUNTAIN
BA (Colgate University)
MPH (Johns Hopkins University)
MD (University of Rochester)
Assistant Professor of Global Health Care, 2002
Director, Center for Global Health Care in the Peeke School of Christian Mission

JOHN W. GILMER
BS (College of William and Mary)
MS, PhD (University of Massachusetts)
Associate Professor of Chemistry, 2006

JOHN H. GRAHAM, III
BS (Davidson College)
PhD (Medical College of Virginia)
Associate Professor of Biology, 1998

ADMINISTRATIVE STAFF AND FACULTY

JULI E. HALE

BA, MA (East Tennessee State University)
Assistant Professor of English, 2002
Assistant Dean of Academic Affairs

PATRICIA A. HARNOIS-CHURCH

BSN (Virginia Commonwealth University/Medical
College of Virginia)
MHA (Medical University of South Carolina)
MS (Old Dominion University)
Associate Professor of Nursing, 2004
RN-BSN and Kingsport Site Coordinator

SHANNON V. HARRIS

BA (East Tennessee State University)
MA, PhD (Michigan State University)
Assistant Professor of History, 2003

C. LYNN HOLDEN

BS (Virginia Commonwealth University)
MEd (Virginia Polytechnic Institute and State University)
MSN (Old Dominion University)
Assistant Professor of Nursing, 2005

KIMBERLEY HOLLOWAY

BS (Tennessee Technological University)
MA (East Tennessee State University)
Associate Professor of English, 1998
Director, Writing Center and Faculty Development for
Online Education

JENNIFER L. HORTON

AS (Virginia Highlands Community College)
BA (Virginia Intermont College)
MS (University of Tennessee)
Instructional Services Librarian, 2007

TAO HU

BA (Shandong Normal University)
MA (Yangzhou University)
MS, DBA (University of Memphis)
Assistant Professor of Information Systems, 2009

ILENE B. JANSON

BS (Carson-Newman College)
MEd, EdD (East Tennessee State University)
Assistant Professor of Education, 2004

SHERRI L. JONES

BA (Maryville College)
MS, PhD Candidate (Middle Tennessee State University)
Assistant Professor of Athletic Training, 2009
Curriculum Director, Athletic Training Education
Program

AMY L. KNOWLES

BSN (Carson Newman College)
MPH, PhD (University of Tennessee)
Assistant Professor of Nursing, 2009

DANIEL S. KREISS

BA (Eastern College)
MEd (Massey University)
Assistant Professor of Bible and Youth Ministry, 2005

LINDA LEGG

BSN, MSN (East Tennessee State University)
Assistant Professor of Nursing, 2006

WILLIAM C. LINDERMAN

BA (Erskine College)
MS (Virginia Polytechnic Institute and State University)
PhD (University of Memphis)
Associate Professor of Mathematics, 1999
Faculty Athletics Representative

JAMES S. McCLANAHAN, JR

BA (Belhaven College)
MDiv, ThM, PhD (Union Theological Seminary, VA)
Professor of Bible and Religion, 1990
Chair, Bible, Religion, and Youth Ministry

J. CRAIG McDONALD

BA (Davidson College)
MA (College of William and Mary)
DPhil (University of York)
Professor of English, 1982-1993, 1995

LORRIE A. McGOVERN

BS (Virginia Intermont College)
MA (Tusculum College)
DBA (Argosy University)
Associate Professor of Management and
Marketing, 2002
Director, King College Center for Leadership and
Entrepreneurship

MARSHA A. McGOVERN

BSN (University of Tennessee)
MSN (Carson-Newman College)
Associate Professor of Nursing, 1999

RICHARD M. O'CONNOR

BA, MA (San Diego State University)
Instructor of Physical Education, 2006
Assistant Athletic Trainer

GLORIA F. OSTER

BS (University of Tennessee)
MA (East Tennessee State University)
Assistant Professor of Education, 2005
Director of Teacher Education

ACADEMIC CATALOGUE, 2009-2010

TRACY S. PARKINSON

BA (Carson-Newman College)
MA, PhD (University of Tennessee)
Associate Professor of Modern Languages, 1999
Chair, Languages and Literatures
Associate Vice President, Dean of the Faculty

MARK J. PATE

BS (University of Tulsa)
PhD (University of Tennessee)
Assistant Professor of Finance and Economics, 2007

MATTHEW S. PELTIER

BA (King College)
MSLS (University of Kentucky)
PhD Candidate (University of Nebraska)
Associate Professor, 1999
Associate Vice President, Dean of Students

JANET M. PERCY

BS (Houghton College)
MAcct (East Tennessee State University)
Assistant Professor of Accounting, 2009

PAUL M. PERCY

BS (Houghton College)
MBA (University at Buffalo, SUNY)
PhD (University of Kentucky)
Professor of Business and Economics, 1988-1992, 1998
Vice President for Academic Affairs and
Dean of the College

SIMEON T. PICKARD

BS, MS (Western Kentucky University)
PhD (Vanderbilt University)
Professor of Chemistry, 1992
Chair, Chemistry

GEORGE S. PITTS

BS (University of Tennessee)
MA (Tennessee Technological University)
Assistant Professor of Education, 2006

H. WILLIAM POLLARD

BA, MEd (Georgia Southern University)
DBA (Nova Southeastern University)
Associate Professor of Management and Accounting,
2005

DONNA J. RAINES

BA (The College of New Jersey)
MA, EdS, EdD (East Tennessee State University)
Assistant Professor of Education, 2006

ANNIE REMILLARD

BA (College St. Jerome)
MEd (Milligan College)
Assistant Professor of French, 2006

ERIC L. RICHARDSON

BS (The University of Virginia's College at Wise)
MBA (Liberty University)
Assistant Professor of Management and Marketing,
2007

JULIE A. ROBERSON

BA (King College)
MA, MLIS (University of South Carolina)
Assistant Professor of English, 2001
Dean of Library Services

SHAWN T. ROBERSON

BA (East Tennessee State University)
MIBS (University of South Carolina)
Assistant Professor of Business, 2009

A. MATTHEW ROBERTS

BA (East Tennessee State University)
MA (University of Houston)
EdD (Appalachian State University)
Assistant Professor of Education, 2008

CAROLYN H. ROBINSON

BA, MPH (University of North Carolina)
BSN (Western Carolina University)
PhD (University of Tennessee)
Professor of Nursing, 2007
Director, Knoxville Nursing Programs

KAREN G. ROHR

BA (Wheaton College)
MS (University of Illinois)
PhD (The Ohio State University)
Professor of Psychology, 1987

SANDRA L. SANDERS

BS (University of Tennessee)
MA, EdD (East Tennessee State University)
Assistant Professor of Education, 2007

MARY (LISA) B. SCHRODER

BA (University of Chicago)
MAcc, CPA (Virginia Polytechnic Institute and
State University)
Associate Professor of Accounting, 1991
Program Chair, BA

THOMAS R. SCHRODER

BA, MA (University of Chicago)
PhD (University of California at Riverside)
Professor of Political Science, 1979
Coordinator of Political Science Curriculum

ADMINISTRATIVE STAFF AND FACULTY

TERESA L. SELLSTROM
BSN (East Tennessee State University)
MSN (University of Tennessee)
Assistant Professor of Nursing, 2004
Coordinator of Nursing Clinical Placements and Experiences

KAREN L. SHAW
BA (King College)
MPhil, PhD (Drew University)
Associate Professor of English, 1993
Chair, English
Coordinator of Study Abroad Affiliations

CHANGSUB S. SHIM
BA (Pusan National University)
MS, DBA (Mississippi State University)
Associate Professor of Management Information Systems, 2008

ANDREW J. SIMOSON
BS (Oral Roberts University)
PhD (University of Wyoming)
Professor of Mathematics, 1980
Chair, Mathematics and Physics

CHRISTOPHER R. SLAUGHTER
BA (Virginia Intermont College)
MFA (The University of Memphis)
Associate Professor of Theatre, 2007

TRACY J. SLEMP
BSN (University of Tennessee)
MSN (East Tennessee State University)
Assistant Professor of Nursing, 2006

BRANDON H. STORY
BA (King College)
MA (East Tennessee State University)
Assistant Professor of English, 2000

FRED FOY STRANG
BA (Furman University)
MDiv (Princeton Theological Seminary)
DMin (Reformed Theological Seminary)
MSc, PhD (University of Edinburgh)
Associate Professor of Missions and Bible and Religion, 2005
Dean, Peeke School of Christian Mission
Chaplain

WEN-YUAN TENG
BE (Feng-Chia University)
MBA (University of Memphis)
PhD (University of Memphis)
Associate Professor of Finance and Economics, 1999

SUSIE K. TOOMEY
BS (University of Tennessee)
MA (East Tennessee State University)
Professor of Physical Education, 1985
Chair, Physical Education
Associate Athletic Director

WENDY L. TRAYNOR
BS, MEd (North Georgia College)
Assistant Professor of Mathematics, 2006
Director, Math Center

KATHERINE G. VANDE BRAKE
BA, MA (Michigan State University)
PhD (Michigan Technological University)
Professor of Technical Communication and English, 1980
Chair, Technical and Professional Communication
Dean, School of Arts and Sciences

KAREN M. WHITE
BA (Virginia Intermont College)
MBA (Averett University)
DBA (Argosy University)
Assistant Professor of Management and Marketing, 2007

KATHY B. WILKINSON
BSN, MSN (Radford University)
Assistant Professor of Nursing, 2003
Director of Undergraduate Nursing Programs

LADONNA A. WOOD
BSN, MSN (Old Dominion University)
Assistant Professor of Nursing, 2005

LISA J. YOKSHAS
BA (Milligan College)
MA (East Tennessee State University)
Assistant Professor and Learning Specialist, 2004
Director of Learning Services

FULL-TIME STAFF WITH FACULTY STATUS

CHRISPIAN BARTLETT
Lecturer in Physical Education, 2006

JOHNNY C. BOMAR, JR.
BA, BS, MA (Western Carolina University)
Instructor of Physical Education, 2005

MICAH R. CREWS
BA, MBA (King College)
Lecturer in Business, 2004

SHELIA D. CROCKETT
BS (Cumberland University)
MBA (King College)
Senior Lecturer in Physical Education, 2002

ACADEMIC CATALOGUE, 2009-2010

A. LEANN HUGHES

BA (University of Tennessee)
MA (East Tennessee State University)
Senior Lecturer in Business, 2003

MONICA KIMBRELL

BS, MBA (King College)
Lecturer in Business, 2008

HEATHER LEVESQUE

BS (Radford University)
MEd (University of Georgia)
Lecturer in Interdisciplinary Studies, 2008

SAMMIE N. PLAYL

BS (Tusculum College)
MA (The Southern Baptist Theological Seminary)
Lecturer in Liberal Studies, 2004

JOEL C. ROBERTSON

BS (Mobile College)
MBA (Western Governors University)
Lecturer in Information Technology, 2009

JENNIFER TESTA

BA, MBA (King College)
Lecturer in Physical Education, 2006

REBECCA J. THOMAS

BS (Middle Tennessee State University)
MBA (East Tennessee State University)
Lecturer in Business, 2009

CHARLES S. THOMPSON

BA (North Central College)
MA (Wheaton College)
LMFT (Licensed Marriage and Family Therapist)
Associate Professor of Psychology, Religion, and Youth
Ministry, 1990

CHRISTOPHER TOOMEY

BA (King College)
MA (University of Tennessee)
Lecturer in Physical Education, 2007

HOLLIE WHITTAKER

BS (University of Central Arkansas)
MA (Southeast Missouri State University)
Lecturer in Physical Education, 2009

A. MICHELE WILLIAMS

BA (King College)
MA (East Tennessee State University)
Lecturer in Physical Education, 2006

PART-TIME AND ADJUNCT FACULTY

DEBORAH D. ALONZO

AFS (Sullins College)
BM (University of Tennessee)
MM (University of Southern California)
Lecturer in Music, 2007

ALICIA G. ALVARADO

AAS (Genesee Community College)
BSN (Pacific Union College)
MS (State University of New York)
Lecturer in Nursing, 2007

VERNARD E. (TREY) ARRINGTON, III

BA (Emory & Henry College)
MA (East Tennessee State University)
Lecturer in Physical Education, 2008

A. CHIPPER BAILEY

BS, MA (Tusculum College)
Adjunct Associate Professor of Business, 2007

TONYA D. BAKER

ASN (Shenandoah University)
BSN (George Mason University)
MSN (King College)
Lecturer in Nursing, 2008

MELANIE S. BARTON

BFA, MFA (University of Florida)
MA (Western Carolina University)
Lecturer in English and Theatre, 2006

ELIZABETH L. BYINGTON

BA (King College)
MA (East Tennessee State University)
Lecturer in English, 2005
Director, Speaking Center

DAVID L. COX

AS (Mountain Empire Community College)
BS (University of Virginia's College at Wise)
MBA (Virginia Polytechnic Institute and State University)
Lecturer in Business, 2007

THOMAS F. CRAWFORD

BM (University of Tennessee)
MM (The San Francisco Conservatory of Music)
Lecturer in Music, 2008

SCOTT CRABTREE

BS (Medical College of Virginia)
Lecturer in Physical Education, 2009

H. EDWARD DALTON

BS (East Tennessee State University)
Lecturer in Music, 2008

ADMINISTRATIVE STAFF AND FACULTY

DEBBIE K. DAVIS
BA (Queens College)
MA (University of Tennessee)
Lecturer in English, 2004

DONALD L. DAVIS
BS, MA (East Tennessee State University)
Lecturer in Music, 2004

JENNIFER R. DYER
BS (East Tennessee State University)
Lecturer in Physical Education, 2004

J. NICHOLAS EDWARDS
BS, MS (University of Maryland University College)
Lecturer in Business, 2009

TERESA L. ENGLAND
BSN, MSN (East Tennessee State University)
Lecturer in Nursing, 2006

KENNETH E. FAIRBANKS
AAS (Virginia Highlands Community College)
BS (East Tennessee State University)
MBA (King College)
Lecturer in Business, 2006

STEPHEN H. FEY
BA (Washington University)
MM (University of North Texas)
Senior Lecturer in Music, 2001

VICKI P. FEY
BM (Stetson University)
MM (University of North Texas)
Senior Lecturer in Music, 2001

STACY N. FINE
BS (East Tennessee State University)
MBA (King College)
Lecturer in Business, 2009

JOSEPH FITSANAKIS
BA (The University of Birmingham)
MSc, PhD (The University of Edinburgh)
Lecturer in Political Science, 2007

LINDSEY P. FOOSHEE
BA (King College)
MA (Gordon-Conwell Theological Seminary)
Lecturer in Liberal Studies, 2006

MARK R. HAGY
BA (Emory & Henry College)
MA (Miami University, Ohio)
Senior Lecturer in History, 2000

SHEILA B. HELDRETH
AAS (Virginia Highlands Community College)
BSN (University of Virginia's College at Wise)
MSN (Old Dominion University)
Lecturer in Nursing, 2008

MARGARET P. HILL
BA, MA, MEd (East Tennessee State University)
Lecturer in Education, 2006

ERIC W. HODGES
BA (King College)
MM (Westminster Choir College of Rider University)
Senior Lecturer in Music, 1993

ANN K. HOLLER
BA (King College)
BA (Virginia Intermont)
MM (University of Tennessee)
Senior Lecturer in Music, 2000

TIMOTHY A. HORNE
BS, MS (East Tennessee State University)
Lecturer in Management Information Systems, 2006

DONALD M. HUDSON
BA, MAR, MDiv (Bob Jones University)
MTh (Grace College & Seminary)
PhD (Westminster Theological Seminary)
MAC (Colorado Christian University)
Senior Lecturer in Bible and Greek, 2004

B. JANE HULL
BA (Emory and Henry College)
MEd (East Tennessee State University)
Lecturer in Education, 2005

CATHERINE H. IVORY
BSN (Georgia Baptist College of Nursing of Mercer University)
MSN (Georgia College and State University)
Lecturer in Nursing, 2007

CATHERINE F. JENNINGS
BA (University of North Carolina-Ashville)
MA (Appalachian State University)
Lecturer in Business, 2006

BRENDA T. JESSEE
BSN, MSN (East Tennessee State University)
MSN (University of Virginia)
Lecturer in Nursing, 2008

LORI A. JUNG
BBA (East Tennessee State University)
MBA (James Madison University)
Lecturer in Business, 2006

ACADEMIC CATALOGUE, 2009-2010

SHANE K. KEENE
BS, MSSI (Mountain State University)
MBA (King College)
DHSc (Nova Southeastern University)
Adjunct Assistant Professor of Business, 2007

BETTY T. KUHNERT
BM, MM (University of Wisconsin)
Senior Lecturer in Piano, 1979

RICHARD E. LADD, JR.
BA, JD (University of Tennessee)
Lecturer in Business, 2007

SCOTT T. LAMIE
BA, BS (Carson Newman College)
MEd (East Tennessee State University)
Lecturer in Education, 2007

G. AUBREY LEE
BS (East Tennessee State University)
MA (Tusculum College)
Lecturer in Business, 2009

ROGER L. LEONARD
BS (University of Tennessee)
MBA (Wake Forest University)
Lecturer in Business, 2006

CHERYL LITTLETON
BS (Carson-Newman College)
MEd, Ed.S. (Middle Tennessee State University)
Lecturer in Education, 2007

ROGER L. LOWE
BS (Excelsior College)
MBA (Baker College Center for Graduate Studies)
Lecturer in Business, 2009

KENNETH A. MARION
BA (Washington and Lee University)
MA (Syracuse University)
Lecturer in Education

JUDY T. MARSHALL
BS, MAcct (East Tennessee State University)
Lecturer in Business, 2006

MONIQUE A. MARTY
AS (Newton Junior College)
BS (Worcester State College)
MSPH (Clark University)
MSN (Vanderbilt University School of Nursing)
Lecturer in Nursing, 2007

RANDALL S. McCOY
BS (University of Tennessee)
MS (East Tennessee State University)
Lecturer in Music, 2008

KENDRA McREYNOLDS
BS (Virginia Polytechnic Institute and State University)
MS, DPT (Virginia Commonwealth University)
Lecturer in Physical Education, 2009

GARY S. METCALF
BS (University of Tennessee)
MDiv (Southeastern Baptist Theological Seminary)
DMin (Drew University Theological School)
Lecturer in Nursing, 2007

RICHARD A. MOYER
BS (Shorter College)
PhD (Oregon State University)
Adjunct Professor of Biology, 1992

CAMILLA J. MUMPOWER
BS (Virginia Intermont College)
MS (Virginia Polytechnic Institute and State University)
MSN (University of Phoenix)
Lecturer in Nursing, 2008

PEGGY E. MURRELL
BS (King College)
BSN, MSN (East Tennessee State University)
Lecturer in Nursing, 2005

JEFFERY S. MUSICK
BS (Milligan College)
MS (Radford University)
Lecturer in English, 2007

MALISA M. OVERBEY
BSN (Virginia Commonwealth of Virginia)
MSN (East Tennessee State University)
Clinical Lab Instructor, 2009

MARIA OVERSTREET
BSN (Austin Peay State University)
MSN, PhD (University of Tennessee)
Adjunct Assistant Professor of Nursing, 2008

L. ELIZABETH PATRICK
BA (Erskine College)
JD (Duke University School of Law)
MDiv (Princeton Theological Seminary)
Lecturer in Bible and Religion, 2008

KALA J. PERKINS
BS (King College)
MM (University of Wollongong)
MEd (King College)
Lecturer in Education and Mathematics, 2009

ADMINISTRATIVE STAFF AND FACULTY

GAIL A. PERRY
BSN (Kent State University)
Clinical Lab Instructor, 2008

STEPHEN L. PLAYL
BM (Western Kentucky University)
MDiv (Southern Baptist Theological Seminary)
Lecturer in Nursing, 2008

JODI W. RAMEY
BA, MBA (King College)
Lecturer in Business, 2007

DEANA M. RHINEHART
BSN (University of Virginia's College at Wise)
MSN, MHA (University of Phoenix)
Clinical Lab Instructor, 2008

LESLEY Y. ROBERTS
BA (King College)
MSN (Vanderbilt University)
Lecturer in Nursing, 2009

ELIZABETH M. SCOTT
BA (Elon College)
MA (Emmanuel School of Religion)
Lecturer in Bible and Religion, 2009

RACHEL M. SELLARS
BA (Flagler College)
MA (East Tennessee State University)
Lecturer in English, 2008

ADRIEL SLAUGHTER
BA (Belmont University)
MA (St. John's College)
MA (University of Tennessee)
Lecturer in English, 2007

KAREN S. SLUSS
BSN, MSN (King College)
Lecturer in Nursing, 2009

DAGMAR E. SPROLL
BA (Queens College)
MA (Hunter College)
Senior Lecturer in Fine Art, 2002

JOHN O. STALLARD
BS, MA (East Tennessee State University)
PhD (Ohio State University)
Adjunct Professor of Management and Marketing, 2005

LINDA B. STOLLINGS
BS (Virginia Polytechnic Institute and State University)
Lecturer in Physical Education, 2005

CONNIE M. TATGENHORST
BS (Union University)
BSN (Emory University)
MSN (University of Tennessee)
Lecturer in Nursing, 2009

SHANE C. VAUGHN
BSN (East Tennessee State University)
Clinical Lab Instructor, 2009

REBECCA F. WALTERS
BS, MA, EdD (East Tennessee State University)
Lecturer in Education, 2007

DAVID P. WADSWORTH
BA (King College)
DMin (Union Theological Seminary)
Lecturer in Bible and Religion, 2009

DAVID L. WELCH
BA (Vanderbilt University)
MDiv (Southern Baptist Theological Seminary)
DMin (Columbia Theological Seminary)
Lecturer in Bible and Religion, 2006

JAMES A. WILDER
BBA (Eastern Kentucky University)
MBA (King College)
Lecturer in Business, 2007

MARY LEE WILLIAMS
BA, MBA (King College)
Lecturer in Business, 2004

MARGERY A. WILSON
BSN (University of South Alabama)
MSN (East Tennessee State University)
Lecturer in Nursing, 2004

JERRY WOLFE
BA (King College)
JD (Wake Forest University)
Lecturer in Business and Economics, 2004

DAVID S. YOULAND
BS, MBA (University of Minnesota Carlson School of Management)
Lecturer in Business, 2008

FACULTY EMERITI

ROBERT J. BARTEL
AB (Wheaton College)
MA (The Fletcher School of Law and Diplomacy, Tufts University)
Professor of Business and Economics, Emeritus, 1984

ACADEMIC CATALOGUE, 2009-2010

GEORGE WILLIAM BAXTER, JR
BA (Emory University)
MDiv (Yale University)
MA, PhD (George Peabody College)
Professor of Psychology, Emeritus, 1969

EDWARD WALTER BURKE, JR
BS (Presbyterian College)
MS, PhD (University of Wisconsin)
Professor of Physics, Emeritus, 1949

DAN A. CROSS
BE, MS (Vanderbilt University)
PhD (Auburn University)
Professor of Physics, Emeritus, 1969

JOHN STROTHER GAINES
AB (Occidental College)
MA (California State University)
EdD (University of Southern California)
Professor of Education and American Studies, Emeritus,
1969

ELIZABETH ANN HAY
BS (Women's College of the University of
North Carolina)
MA (University of North Carolina)
Associate Professor of Physical
Education, Emerita, 1963

DOROTHY PENNICK MATTICE
BFA, MA (East Tennessee State University)
Professor of Art and Drama, Emerita, 1970

LOUIS EMIL MATTISON
BS (Louisiana State University)
MS, PhD (University of Delaware)
Professor of Chemistry, Emeritus, 1963

CHARLES A. OWENS
BA (King College)
MS, PhD (Virginia Polytechnic Institute and State
University)
Professor of Biology, Emeritus, 1970

THOMAS RHEA PEAKE
BA (King College)
MA, PhD (University of North Carolina)
Professor of History, Emeritus, 1966

JOHANNE A. QUINN
BS (Boston College)
MS (Boston University)
PhD (Boston College)
Professor of Nursing, Emerita, 1998

ERROL G ROHR
BA (Central State University)
BD (Princeton Theological Seminary)
MA (University of Illinois)
DMin (Trinity Lutheran Seminary)
Professor of Philosophy and Religion, Emeritus, 1984
Senior Vice President for Global Development
Chaplain

WILLIAM JUNIUS WADE
BA (Southwestern at Memphis)
MA, PhD (University of North Carolina)
Professor of History, Emeritus, 1952

ALUMNI ASSOCIATION

MEMBERSHIP

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

PURPOSE

The purpose of the King College Alumni Association is to promote and support the mission and development of King College, as well as cultivate fellowship among the King College community. The work of the Alumni Association is administered by the Alumni Council.

PUBLICATIONS

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

The *Electronic Tornado (ET)*—a free-of-charge monthly electronic newsletter that contains campus news, information on upcoming events, and personal and professional updates on alumni. The *ET* is issued during the first week of each month to approximately 2,000 KC subscribers.

The *King's Herald*—published three times each year, the *Herald* contains information that helps alums stay involved and connected. The *Herald* is mailed to approximately 7,000 alumni and friends.

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 and Annual Giving by calling (800) 546-4256 or emailing alumni@king.edu. Visit the alumni web page at www.king.edu/alumni.

SUMMARY OF ENROLLMENT, 2008-2009
BY CLASS, STATES, AND COUNTRIES

CLASS	MEN	WOMEN	TOTAL
Seniors	71	162	233
Juniors	70	111	181
Sophomores	73	91	164
Freshmen	119	108	227
Special	45	72	117
Professional	131	388	519
Post Baccalaureate	0	1	1
Graduate	<u>90</u>	<u>171</u>	<u>261</u>
Total Enrollment	599	1,104	1,703

STATES		COUNTRIES	
Alabama	3	Argentina	1
Alaska	1	Bahamas	2
California	3	Brazil	1
Colorado	1	Cameroon	1
Connecticut	1	Canada	5
Florida	26	Cuba	1
Georgia	6	England	7
Illinois	1	Ethiopia	3
Indiana	2	Gambia	1
Kentucky	10	Grand Cayman	7
Louisiana	3	Ghana	1
Maine	1	Guatemala	1
Maryland	2	Iceland	2
Minnesota	1	Jamaica	1
Mississippi	1	Mexico	1
Missouri	2	South Africa	1
New Jersey	2	South Korea	4
New York	4	Spain	1
North Carolina	34	United States	1661
Ohio	3	Venezuela	1
Pennsylvania	5		
Rhode Island	1		
South Carolina	6		
Tennessee	944		
Texas	6		
Utah	1		
Virginia	587		
West Virginia	2		

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ACADEMIC CALENDAR

	2009-10	2010-11	2011-12	2012-13
FALL SEMESTER				
Billing begins for Fall	6/29 (M)	6/28 (M)	6/27 (M)	6/25 (M)
Tuition and fees due	8/3 (M)	8/2 (M)	8/1 (M)	8/6 (M)
Graduate and Professional Studies early orientation	8/1 (S)	8/7 (S)	8/6 (S)	8/4 (S)
Advising Workshop	8/7 (F)	8/20 (F)	8/19 (F)	8/17 (F)
Faculty/Staff Workshop	8/10-11	8/23-24	8/22-23	8/20-21
New Faculty/Staff Orientation	8/12 (W)	8/25 (W)	8/24 (W)	8/22 (W)
Residence halls open at 8:00 AM for new students	8/15 (S)	8/28 (S)	8/27 (S)	8/25 (S)
Residence halls open at 6:00 PM for returning students	8/17 (M)	8/30 (M)	8/29 (M)	8/27 (M)
Classes begin for student in the Graduate & Professional Studies program	8/17 (M)	8/30(M)	8/29 (M)	8/27 (M)
Traditional undergraduate classes begin	8/19 (W)	8/31 (T)	8/30 (T)	8/28 (T)
Constitution Day and Citizenship Day	9/14 (M)	9/13 (M)	9/19 (M)	9/17 (M)
Experience D.C.	9/17-20	9/16-19	9/22-25	9/20-23
Family Weekend	9/25-27	9/24-26	9/30-10/2	9/28-30
Mid-point of semester	10/6 (T)	10/20 (M)	10/17 (M)	10/16 (M)
Fall Recess begins at 8:00 AM	10/10 (S)			
Spring class offering available on the website	10/12 (M)	10/18 (M)	10/17 (M)	10/15 (M)
Classes resume at 8:00 AM	10/14 (W)			
Mid-semester grades due at Noon	10/14 (W)	10/20 (W)	10/19 (W)	10/18 (W)
Last day to withdraw from a course with a grade of W; WP/F recorded thereafter	10/23 (F)	11/2 (T)	11/1 (T)	10/30 (T)
Last day to change a course to Pass/Fail status	10/23 (F)	11/2 (T)	11/1 (T)	10/30 (T)
Registration begins for spring semester	10/26 (M)	11/1 (M)	10/31 (M)	10/29 (M)
Billing begins for Spring	11/16-20	11/15-19	11/14-18	11/12-16
Last day to withdraw from a course	11/17 (T)	11/16 (T)	11/15 (T)	11/13 (T)
Fall/Thanksgiving Break begins at 8:00 AM	11/25 (W)	11/20 (S)	11/19 (S)	11/17 (S)
Classes resume at 8:00 AM	11/30 (M)	11/29 (M)	11/28 (M)	11/26 (M)
Classes end for Traditional undergraduates	12/2 (W)	12/9 (W)	12/7 (W)	12/4 (W)
Reading Day	12/3 (Th)	12/9 (Th)	12/8 (Th)	12/5 (Th)
Examinations begin	12/4 (F)	12/10 (F)	12/9 (F)	12/6 (F)
Graduate and Professional Studies early orientation	12/12 (S)	12/4 (S)	12/3 (S)	12/1 (S)
Examinations end	12/9 (W)	12/15 (W)	12/14 (W)	12/12 (W)
Classes end for students in the Graduate & Professional Studies program	12/10 (Th)	12/16 (Th)	12/15 (Th)	12/13 (Th)
Graduate grades due by Noon	12/10 (Th)	12/16 (Th)	12/15 (Th)	12/13 (Th)
Residence halls close at 9:00 AM	12/10 (Th)	12/16 (Th)	12/15 (Th)	12/13 (Th)
Residence hall will close for graduating seniors	12/12 (S)	12/18 (S)	12/17 (S)	12/15 (S)
Grades due at 5:00 PM	12/11 (F)	12/17(F)	12/16 (F)	12/14 (F)
Fall Commencement	12/12 (S)	12/18 (S)	12/17 (S)	12/15 (S)
Tuition and fees due for spring	12/15 (T)	12/15 (W)	12/15 (Th)	12/15 (S)
Christmas Day	12/25 (F)	12/25 (S)	12/25 (Su)	12/25(T)

	2009-10	2010-11	2011-12	2012-13
SPRING SEMESTER				
Orientation-New Students	1/9 (S)	1/15 (S)	1/14 (S)	1/12 (S)
Residence halls will open at 12:00 PM	1/10 (Su)	1/16 (Su)	1/15 (Su)	1/13 (Su)
Classes begin for students in the Graduate & Professional Studies Program	1/11 (M)	1/17 (M)	1/16 (M)	1/14 (M)
Traditional undergraduate classes begin	1/12(T)	1/18 (T)	1/17 (T)	1/15 (T)
Mid-point of semester	3/2(T)	3/1 (T)	3/6 (T)	3/5 (T)
Spring recess begins at 8:00 AM	3/6 (S)	3/26 (S)	3/24 (S)	3/23 (S)
Fall and Summer course offerings available on the website	3/8 (M)	3/7 (M)	3/5 (M)	3/4 (M)
Mid-semester grades due at Noon	3/15 (M)	3/3 (Th)	3/8 (Th)	3/7 (Th)
Classes resume at 8:00 AM	3/15 (M)	4/4 (M)	4/2 (M)	4/1 (M)
Last day to withdraw from a course with a grade of W; WP/F recorded thereafter	3/16 (T)	3/22 (T)	3/20 (T)	3/19 (T)
Last day to change a course to Pass/Fail status	3/16 (T)	3/22 (T)	3/20 (T)	3/19 (T)
Registration begins for fall; room deposits due	3/22 (M)	3/21 (M)	3/19 (M)	3/18 (M)
Registration begins for summer term	3/22 (M)	3/21 (M)	3/19 (M)	3/18 (M)
Billing begins for Summer	3/29 (M)	3/28 (M)	3/26 (M)	3/25 (M)
King College Colloquium, no regularly scheduled classes will meet	3/31 (W)	3/23 (W)	3/28 (W)	TBD
Easter recess begins at 8:00 AM	4/2 (F)	4/22 (F)	4/6 (F)	3/29 (F)
Easter Sunday	4/4 (Su)	4/24 (S)	4/8 (Su)	3/31 (S)
Classes resume at 8:00 AM	4/5 (M)	4/25 (M)	4/9 (M)	4/1 (M)
Last day to withdraw from a class	4/7 (W)	4/13 (W)	4/11 (W)	4/10 (W)
ACCESS King Day	4/10 (S)	4/9 (S)	4/14 (S)	4/13 (S)
Summer tuition and fees due for Graduate and Professional Studies students	4/19 (M)	4/25 (M)	4/23 (M)	4/22 (M)
Classes end for traditional undergraduates	4/21 (W)	4/27 (W)	4/25 (W)	4/24 (W)
Reading Day	4/22 (Th)	4/28 (Th)	4/26 (Th)	4/25 (Th)
Examinations begin	4/23 (F)	4/29 (F)	4/27 (F)	4/26 (F)
Examinations end	4/28 (W)	5/4 (W)	5/2 (W)	5/1 (W)
Classes end for students in the Graduate & Professional Studies program	4/29 (Th)	5/5 (Th)	5/3 (Th)	5/2 (Th)
Residence hall will close at 9:00 AM	4/29 (Th)	5/5 (Th)	5/3 (Th)	5/2 (Th)
Graduate grades due at Noon	4/29 (Th)	5/5 (Th)	5/3 (Th)	5/2 (Th)
Grades due at 5:00 PM	4/30 (F)	5/6 (F)	5/4 (F)	5/3 (F)
Residence hall will close for graduating seniors	5/1 (S)	5/7 (S)	5/5 (S)	5/4 (S)
Spring commencement	5/1 (S)	5/7 (S)	5/5 (S)	5/4 (S)
ACCESS King Day	6/19 (S)	6/18 (S)	6/23 (S)	6/22 (S)

	2009-10	2010-11	2011-12	2012-13
SUMMER TERM	5/3-8/20	5/9-8/26	5-7/8-24	5-6-/8-23
Classes begin for students in the Graduate and Professional Studies program	5/3 (M)	5/9 (M)	5/7 (M)	5/6 (M)
Summer Session Term A begins; tuition and fees due	5/3 (M)	5/9 (M)	5/7 (M)	5/6 (M)
Last day to Add/Drop Term A (no refund after this date)	5/3 (M)	5/10 (T)	5/8 (T)	5/7 (T)
Last day to withdraw from a course with a grade of W; WP/F recorded thereafter-Term A	5/7 (F)	5/20 (F)	5/18 (F)	5/17 (F)
Last day to withdraw from a class-Term A	5/21 (F)	5/27 (F)	5/25 (F)	5/24 (F)
Summer Term A ends	5/28 (F)	6/3 (F)	6/1 (F)	5/31 (F)
Summer Session Term B and C begin; tuition and fees due	5/31 (M)	6/6 (M)	6/4 (M)	6/3 (M)
Grades due Summer Session A by 5 PM	5/31 (M)	6/6 (M)	6/4 (M)	6/3 (M)
Last day to Add/Drop Term B (no refund after this date)	6/1 (T)	6/7 (T)	6/5 (T)	6/4 (T)
Last day to Add/Drop Term C (no refund after this date)	6/4 (F)	6/10 (F)	6/8 (F)	6/7 (F)
Last day to withdraw from a course with a grade of W; WP/F recorded thereafter-Term B	6/11 (F)	6/17 (F)	6/15 (F)	6/14 (F)
Last day to withdraw from a class-Term B	6/18 (F)	6/24 (F)	6/22 (F)	6/21 (F)
Mid-point of semester for Graduate and Professional Studies program	6/22 (T)	6/28 (T)	6/26 (T)	6/25 (T)
Last day to withdraw from a course with a grade of W; WP/F recorded thereafter-Term C	6/25 (F)	7/1 (F)	6/29 (F)	6/28 (F)
Summer Term B ends	6/25 (F)	7/1 (F)	6/29 (F)	6/28 (F)
Grades due Summer Session B by 5 PM	6/28 (M)	7/5 (T)	7/2 (M)	7/1 (M)
Summer break-Graduate and Professional Studies	7/5-7/9	7/4-7/8	7/2-7/6	7/1-7/5
Last day to withdraw from a class-Term C	7/9 (F)	7/15 (F)	7/13 (F)	7/12 (F)
Summer Term C ends	7/23 (F)	7/29 (F)	7/27 (F)	7/26 (F)
Grades due Summer Session C by 5 PM	7/27 (T)	8/1 (M)	7/30 (M)	7/29 (M)
Classes end for students in the Graduate and Professional Studies program	8/20 (F)	8/26 (F)	8/24 (F)	8/23 (F)

*Please refer to the King College Graduate & Professional Studies Bulletin for academic deadlines.

Please note: These are the most accurate calendars we have at time of publication. Calendars may occasionally change due to unforeseen events.