

# CATALOGUE FOR 2012-2013



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

*King 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.*

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

*The teacher education programs are approved by the Tennessee State Board of Education. The 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. The Athletic Training Program is accredited by Commission on Accreditation of Athletic Training Education (CAATE). The athletic program is approved by the National Collegiate Athletic Association (NCAA) Division II.*

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

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



1350 King College Road



Bristol, Tennessee 37620-2699

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

Academic Programs

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS  
ASSOCIATE DEAN OF ACADEMIC AFFAIRS

Admissions

ASSISTANT VICE PRESIDENT OF ENROLLMENT MANAGEMENT

Alumni Matters

DIRECTOR OF ALUMNI RELATIONS

Business Matters/ Information Services

VICE PRESIDENT FOR ADMINISTRATION AND FINANCE

Financial Aid

VICE PRESIDENT FOR STUDENT FINANCIAL SERVICES

Gifts and Bequests

PRESIDENT  
DIRECTOR OF DEVELOPMENT

Graduate Programs

ASSOCIATE VICE PRESIDENT OF ENROLLMENT MANAGEMENT – GPS AND ONLINE

International Programs

DIRECTOR OF THE CENTER FOR STUDY ABROAD AND OFF-CAMPUS PROGRAMS

Scholarships

VICE PRESIDENT FOR MARKETING AND ADMISSIONS

Spiritual Life

CHAPLAIN

Student Affairs

VICE PRESIDENT FOR STUDENT AFFAIRS

Transcripts and Academic Records

DIRECTOR OF REGISTRATION AND RECORDS

Visitors are welcome at King. 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 institution switchboard is (423) 968-1187. The Admissions Office number is (423) 652-4861. Admissions has a toll free number: (800) 362-0014. King's FAX number is (423) 652-6040. The Internet home page address is [www.king.edu](http://www.king.edu).

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## THE MISSION AND VISION OF KING

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### MISSION

Our mission is to build meaningful lives for achievement and cultural transformation in Christ.

### VISION

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

### CORE VALUES

We accomplish our Mission and Vision by educating students in an academically rigorous and collegiate setting that integrates our Core Values of Christian faith, scholarship, service, and career, leading to meaningful lives of achievement and cultural transformation in Christ.

### IDENTITY

King 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 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 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 seeks to foster a campus ethos that stresses the importance of exploration, personal initiative, character

and integrity, collegiality, humane instincts, aesthetic sensitivities, and leadership.

### PHILOSOPHY OF EDUCATION

A King education is one that integrates our core values of faith, scholarship, service, and career in keeping with the mission and identity of the institution. This education seeks to provide opportunities for students to become competent in their chosen fields of study, to grow toward maturity in their understanding of Christian faith, and to make personal commitments for responsible service and stewardship in the world. It maintains high academic standards while supporting the development of skills essential for success in a rigorous academic program.

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

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

King holds that knowledge of self, the world, and God are connected and, therefore, that learning and intellectual inquiry are acts of worship. King seeks to maintain an atmosphere in which learners have the privilege and responsibility of exploring the full range of questions raised in and beyond the classroom. The institution seeks to foster 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 institution seeks to embrace the values of Christian community through lives of scholarship, service, and spiritual formation.

## THE MISSION AND VISION OF KING

### SPIRITUAL FORMATION

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

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

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

In general, spiritual formation is the process of the human spirit taking on a definite form or character. Regardless of a secular or religious orientation, all persons ultimately are engaged in a process of spiritual formation that shapes 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 institution draws on its vast resources of curricula, extra-curricular programs, service and mission projects, administrative policies, and community life in such a way that they promote the process of character formation in the direction of faithful, prudential, paradigms and domains. Because true education is about the whole person—body, mind, and spirit—the institution facilitates not only study and scholarship, but also reflection and prayer, service and worship, virtue and ethics, honor and integrity, justice and peace, vocation and calling, and an integrated world and life view.

The goal of spiritual formation at 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 institution 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 institution has core values that are distinctly Christian, we have historically been open to all 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 was founded in 1867 by Presbyterians who resolved to create a College of “such high order as will greatly elevate the standard of classical and scientific instruction in East Tennessee.” King is an independently governed institution with covenant affiliations to the Presbyterian Church (USA) and the Evangelical Presbyterian Church. Consistent with its historic motto *Ecclesiae et Litteris*, for the Church and for learning, the Christian character of the institution is expressed in a program intentionally built on a foundation of the classic Presbyterian tradition, the authority of Scripture, and personal commitment to Jesus and His service.

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

## ACADEMIC CATALOGUE, 2012-2013

### HISTORY

King came into being as a result of the upheavals of the Civil War in Southern Appalachia. Because of the sharp divisions between Union and secessionist 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 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 institution, 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 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 in to 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 ranked any college in the land."

Tadlock's successors in the presidency broadened the curriculum and increased the range of course offerings but continued his emphasis upon developing young men who could provide both intellectual and moral leadership to their communities. By the early twentieth century, however, King was facing 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 institution immediately launched a campaign to raise funds for buildings and, with the completion of Bristol Hall in 1917, moved to its new location in the fall term. Over the course of the next decade, six major buildings would be erected on the new campus.

## THE MISSION AND VISION OF KING

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

Like almost all educational institutions, King 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 institution to face the future with confidence.

The post-World War II years were a time of remarkable growth and achievement for King. 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 institution, and the 1960s decade witnessed a building program that transformed the appearance of the hilltop campus. A major campus plan completely redesigned the physical appearance of the school, and a grassy central lawn known as the “Oval” was developed, 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 institution 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 institution constituency was broadened to include an expanded region of Presbyterian congregations in the Southeast.

In 1979, King 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 institution’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 institution 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

## ACADEMIC CATALOGUE, 2012-2013

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, 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 institution'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 several adult-oriented degree programs: Master of Business Administration, Master of Education, Master of Science in Nursing, RN to Bachelor of Science in Nursing, Bachelor of Business Administration, Bachelor of Information Technology, and Post-Baccalaureate Teacher Licensure. There is a new emphasis upon providing an international focus for the institution. The computing network has been enhanced with the installation of fiber optic cabling in all dormitories and classrooms of the institution, 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 institution, 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 is positioning itself to play a significant role of service and leadership in the 21<sup>st</sup> century that promises to fulfill and carry forward the vision laid down by its founders more than 130 years before.

### CAMPUS

King, located in Bristol, Tennessee, is in the foothills of the Appalachian Mountains. The 130-acre hilltop campus is two miles from the center of Bristol, a 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 King's physical plant, which has been attractively planned with a Georgian architectural theme:

**Bristol Hall (1917)** houses faculty offices (Social Sciences, English, Kaysean/Yearbook, Nursing, and Business), SIFE, 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 Business Operations and Information Technology.

**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, offices, 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, and college/alumni relations offices of the institution. 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.



## THE MISSION AND VISION OF KING

**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 Marketing and Development Office 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 most of 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, men's and 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 Philosophy and Religion department and the Buechner Institute. It is a place of gathering for faculty, students, and international guests.

**White Hall (1976)** houses classrooms, 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 institution 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, costume and stage storage, an antique print shop, and faculty offices.

**Parks Field (2002)** In addition to the above buildings, the institution has an intercollegiate baseball field, an intercollegiate softball 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.

### SATELLITE LOCATIONS

King's main campus is located in Bristol, Tennessee; however, King offers courses throughout Northeast Tennessee, Southwest Virginia, and Knoxville, Tennessee.

Our Richlands, Virginia, site serves as the main satellite location in the State of Virginia.

**Big Stone Gap (2007)** Mountain Empire Community College, 3441 Mountain Empire Road, Big Stone Gap, Virginia.

**Blountville (2010)** Northeast State Community College, 2425 Highway 75, Blountville, Tennessee.

**Clinch Valley Medical Center (2007)** 2949 West Front Street, Richlands, Virginia.

**Johnston Memorial Hospital (2006)** 351 Court Street, NE, Abingdon, Virginia.

**Kingsport Center for Higher Education (2009)** 320 W. Market Street, Kingsport, Tennessee.

**Kingsport, Downtown (2005)** 104 East Main Street, Kingsport, Tennessee.

**Kingsport - Regional Center for Health Professionals (2009)** 300 West Main Street, Kingsport, Tennessee.

**Knoxville (2010)** 10950 Spring Bluff Way, Knoxville, Tennessee.

**Knoxville (2009)** Roane State Community College, 132 Hayfield Road, Knoxville, Tennessee.

**Morristown (2009)** Walters State Community College, 500 So. Davy Crocket Parkway, Morristown, Tennessee.

**Parkwest Medical Center (2009)** 9352 Park West Boulevard, Knoxville, Tennessee.

**Richlands (2006)** Southwest Virginia Community College, 369 College Road, Richlands, Virginia.

**Sevierville (2010)** Walters State Community College, 1720 Old Newport Highway, Sevierville, Tennessee.

**Southwest Virginia Higher Education Center (2007)** One Partnership Circle, Abingdon, Virginia.

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## ADMISSION TO KING

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King welcomes students who desire an excellent education in a setting where Christian values are the foundation upon which a student's education is based. Admission to the institution is competitive and based on an overall evaluation of the ability to benefit from a King 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. Inquiries and requests for application materials should be addressed to the Office of Admissions. An online application is also available at <http://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. A student who has been conditionally accepted will be limited to a 14 semester hour load and will hold no academic sanction regarding academic standards during his or her first semester in attendance at the institution.

### ADVANCED STANDING

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

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

Applicants for admission who participate in the College Level Examination Program (CLEP) of the College Entrance Examination Board may receive college credit for corresponding courses taught at King. Applicants desiring information on scores required for credit on specific courses should contact the Registrar.

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

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

King 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 Provost. The maximum number of credit hours awarded for IB is 30.

### APPLYING FOR ADMISSION AS A TRANSFER

Applicants are considered for transfer to King 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 semester 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 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

## ADMISSION TO KING

minor. 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. 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 minor, would have to be taken to meet graduation requirements. All transfer students must meet the residency requirement of 48 King credits. Students with thirty or more semester 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 institution 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. Students in teacher licensing programs are required to earn a C or better in licensure content courses, including major and core, as well as all pre-professional and professional education classes.

### Other Requirements

Admission to the institution does not guarantee admission to all academic schools. For information on further requirements, see program admission criteria for the School of Education and the School of Nursing.

### Virginia Intermont College

King 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.

### APPLYING FOR READMISSION

A student who desires to return to King 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 institution may be readmitted. Students who were academically suspended must submit a letter of appeal and receive approval from the Provost to be re-admitted. 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.

### 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 for the Fall semester and before the start of classes for the Spring and Summer semesters.

### INTERNATIONAL STUDENTS

King encourages application from students who are interested in pursuing a degree program. International students applying to King are required to submit a completed King International Student Application form along with a non-refundable \$50.00 application fee. This application is available from the King Office of Admissions and is also available at <http://admissions.king.edu>. Any international student demonstrating a TOEFL score of 600 (paper) or 100 (Internet) may be admitted directly into the regular curriculum. Such students can choose to take the

## ACADEMIC CATALOGUE, 2012-2013

English language proficiency test in order to be exempt from the core curriculum foreign language requirement. For all other international students, King 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 institution:

1. A completed and notarized Sponsor's Statement of Financial Support along with financial documents proving financial ability;
2. Original official transcripts of all high school and college/university grades and courses;
3. Official 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 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.

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## FINANCIAL INFORMATION

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### FULL TIME STUDENT COST STRUCTURE

The cost of attending King 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 academic program provided the student. The balance is paid from endowment income and gifts from individuals, corporations, and Presbyterian churches.

For the 2012-2013 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 2012-2013	Semester	Year
Full-Time Tuition	\$11,804	\$23,608
Comprehensive Fee	\$676	\$1,352
Add for Boarding Student		
Room	*\$2,054	*\$4,108
Room Hyde Hall	\$2,154	\$4,308
Board	\$2,036	\$4,072
<b>Total</b>	<b>\$16,570</b>	<b>\$33,140</b>

\*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 2013-2014

Total fees for 2013-2014 are subject to change and will be set by the King Board of Trustees by January 1, 2013. For more information, contact the Office of Admissions at (423) 652-4861 or [admissions@king.edu](mailto:admissions@king.edu).

## ACADEMIC CATALOGUE, 2012-2013

### 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 non-degree seeking 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 to a student already paying the fees of a full-time student. Audit fees are not refundable.

**Overload Fee.** An exceptional student may carry more than eighteen hours by special permission of their advisor and the Provost. A charge of \$300 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 Provost 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. A fee waiver is available to Music and Music Education majors/minors for the second applied music course taken during a single semester. Students taking three or more applied music courses to fulfill major requirements will only have one course fee waived.

**Laboratory Science Breakage Fee.** The cost of science laboratory breakage will be paid by the student as determined by the course instructor.

**Clinical Experience Fee for Teacher Education.** A per-semester fee of \$150 is charged for all students enrolled in clinical experience. This applies to undergraduate, post-baccalaureate, and graduate programs.

**Nursing Fees.** All pre-licensure nursing students will be charged a one-time non-refundable fee when they begin their clinical classes to cover work within the Nursing Resource Center, clinical lab supplies, ATI testing, liability insurance, NCLEX review materials, and educational benchmarking surveys. The fees are \$550 for traditional students, \$50 for RN-BSN students, and \$200 from MSN students. Students are required to complete a Background Check to meet the standards of the clinical agencies associated with the School of Nursing. Students are responsible for all fees associated with the background check.

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

## FINANCIAL INFORMATION

delinquent account may be reported to major credit bureaus.

The general process of inflation, which produces an increased cost of living, bears a special weight on the institution, and it is likely that this will make necessary an increase in student fees from time to time. Therefore, the institution reserves the right to change 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.

**Insurance.** Students are required to carry insurance. All full-time traditional undergraduate students attending King 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, 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 offers online services for your convenience in making payments on your student account. You may access the system at <https://payments.king.edu>.

Students will enter their student number, found on their King 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.** When paying 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. The institution reserves the right to charge a collection fee of \$25 on any returned check. Repeated returned checks will result in the loss of check cashing privileges in the Business Office.

**Deferred Payment Plan.** The institution offers as a service to students and their parents a deferred payment plan that allows families to budget educational expenses in four convenient monthly payments. There is no interest charged since this is not a loan. There is a \$35 non-refundable enrollment fee per semester. Monthly payments will be automatically debited from the designated bank account or charged to the designated credit card.

### 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. Payments are accepted in the form of cash, checks, credit card, or online at <https://payments.king.edu>.

**All student account balances must be paid in full by August 6 for Fall semester, and by December 17 for Spring semester. Otherwise, the student must enroll in the payment plan 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 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 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, verification documentation, etc.)

Financial aid award amounts that have been removed from the Pre-Billing Statement must be included in payment plan. Failure to pay the full balance

## ACADEMIC CATALOGUE, 2012-2013

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 and the funds are received or guaranteed. The book credits will be available beginning August 14 for the Fall semester and December 27 for the Spring semester. The vouchers will not be processed after the 10<sup>th</sup> day of class.

### 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 prorated refund of room and board charges will be made through the first eight weeks, based on the whole number of weeks remaining in the semester.

#### REFUND OF CREDIT BALANCES

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

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

When a credit balance exists on a student account, the student is eligible for a credit balance refund check. A refund check will only be issued after all grant or loan funds have been received and processed by the Financial Aid Office and the Business Office. An automatic refund will be issued if the credit balance results from the total amount of federal aid exceeding the allowable charges. To otherwise receive a refund, a student check request form will need to be submitted to the Business Office each semester. This form can be printed from the student portal. Refunds will begin to be available after the first 10 days of class and will be issued weekly.

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

#### WITHDRAWAL AS A DEGREE SEEKING STUDENT

When a student registers, the institution assumes full-year enrollment, provides facilities, and executes contracts to provide for the student for the entire year. The institution is obligated to pay these expenses whether the student is on campus or not. There are federally mandated calculations that apply when a student withdraws.

A student is considered to have withdrawn when he/she drops all classes enrolled for a semester or ceases attendance in a semester. When a student withdraws from all courses in which registered, a withdrawal

calculation is performed to determine any refunds back to the source. There may be an occasion when a student withdraws from all classes or ceases attending all classes, and needs temporary housing (not to exceed 5 days) and meals until travel arrangements can be made. In the event of this student need, room and board will be charged directly to the student for the time he or she remained in the residence hall and on the board plan. Permission must be obtained from the Office of Residence life for the extended stay.

Students who give notice to withdraw from the institution 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 institution. 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 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.

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



## FINANCIAL INFORMATION

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

### 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
- 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 withdrawal calculations have been completed, any remaining outstanding charges will be added to the final bill. If this results in a credit balance, a check will be mailed to the student.

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## FINANCIAL AID

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The purpose of financial aid at King 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 institution 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 institution 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 as a regular degree-seeking student.
2. Completion and submission of the FAFSA (Free Application for Federal Student Aid). Indicate King as one of the institutions you would like to attend by using 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 2012-2013 academic year will be using a completed 2011 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 as the first school choice, as soon as possible after January 1. Early submission should ensure that the student's data is processed before state funds are exhausted. Lost state funding is not replaced by the institution.
2. The FAFSA is processed using a federal formula which determines the family's ability to pay. Eligibility for Federal Pell Grant, State Grant, and other federal financial aid programs is determined by processing this form. The processed results provide the institution with information needed to distribute institutional sources of financial aid funding.
3. When the FAFSA is processed, students will receive a Student Aid Report. Please keep a copy of the Student Aid Report for reference.

4. In most cases financial assistance will consist of a combination of grant, scholarship, and 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 transcripts (obtained from the IRS) may be requested for verification of data by the Financial Aid Office.
6. Unique financial circumstances should be reported to the Financial Aid Office in writing on the King Financial Aid Request for Special Consideration Form. These will be considered on an individual basis.
7. Financial Aid for the Summer term may be available depending on the student's eligibility. Students should inquire about possible eligibility in the Financial Aid Office. Summer term fees are discounted and the institution 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 students. Most students will be offered a combination of grants, scholarships, and loans. Work opportunities on campus are available on a limited basis.

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

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

Students should always investigate outside sources of money for college. Many businesses, civic organizations, churches, etc. offer scholarships and loan programs. For those who are eligible, money is available from Veterans' benefits, vocational rehabilitation, and Army ROTC. High School guidance offices often have lists of available scholarships in the community.

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.

If the student plans to use a Title IV credit balance refund to cover expenses such as rent, utilities, etc., he or she should be prepared to cover the first two months out of pocket. Refund information is located in the financial information section.

### FINANCIAL AID POLICIES

1. Financial aid is awarded for one academic year, usually for two semesters. Aid eligibility is re-evaluated each semester, and a new FAFSA application must be submitted annually.
2. A financial aid recipient must be accepted for admission, pursuing a qualified degree, and enrolled at least half time (6 hours for undergraduate students and 4.5 hours for graduate students). 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 miscellaneous personal expenses.
4. Academic scholarships from King are renewable while the student maintains satisfactory progress toward a degree. Scholarship recipients will renew their scholarships contingent upon achieving the required cumulative grade point average at the end of the previous 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.
5. If a student is selected for verification by King 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 transcripts from all dependent students and their parents, and from all independent students and their spouses. Other documents such as W-2's or schedules may also be requested. Refusal to submit required 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.
6. Awards are disbursed to the student account after the official census date 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.
7. Disbursement of federal and state funds is contingent upon Congressional appropriation and upon receipt of the funds by King.
8. 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 master promissory note, accepting student loans on the financial aid portal to accept loan eligibility, etc.
9. 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 (private loans, outside scholarships, etc.).
10. 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.
11. Endowed financial aid funds are provided by gifts to the institution. 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.
12. A student's enrollment in a program of study abroad approved for credit by King may be considered enrollment at King for the purpose of applying for Title IV assistance. Check with the Financial Aid Office to determine eligibility.
13. Students should have enough cash on hand to pay for books and living expenses for the first two months of the semester even if a refund is expected from financial aid funds. Refunds are not given until all paperwork is finalized and funds are received from all sources. Refund checks are issued by the Business Office.
14. The Financial Aid Office reserves the right on behalf of the institution to review and change an award at any time because of changes in financial situation, academic status, change of academic program, or changes in enrollment or housing status.

### TITLE IV FEDERAL SATISFACTORY ACADEMIC PROGRESS POLICY

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

**Enrollment Status** – Financial aid recipients must be regular degree seeking students at King, working toward an undergraduate Bachelor degree, teaching certification, or a Graduate level degree. Students must

## ACADEMIC CATALOGUE, 2012-2013

be enrolled at least half-time to receive financial aid unless exceptions are made by Title IV regulations for specific federal programs.

### THE PROCESS

Satisfactory Academic Progress will be reviewed and evaluated at the end of each semester of enrollment. When placed on Financial Aid Warning, Financial Aid Probation, or Financial Aid Suspension, the financial aid office sends written notification to the student's permanent address as noted on the Free Application for Federal Financial Aid (FAFSA) and to the student's King email address.

Failure to meet either the quantitative/pace standard and/or the qualitative standard will result in the next semester of enrollment being considered a warning period.

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

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

**Financial Aid Probation** - The student may submit an appeal to the financial aid office. The appeal will be reviewed by the financial aid committee. If approved, the student will receive a probationary semester. At the end of the probationary semester, the student must have met the satisfactory academic progress standards to continue receiving financial assistance.

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

### APPEALS

Federal regulations allow for certain cases in which the school may waive the standards for satisfactory academic progress. Specifically, if a student fails to be in compliance with one or more areas of satisfactory academic progress due to events beyond the student's control, such as extended illness, serious illness or death in the immediate family, or other significant trauma, and if such mitigating circumstances can be appropriately documented for the specific term(s) in which the deficiency occurred. Appeals must be made in writing to the Financial Aid Office using the King Financial Aid Satisfactory Academic Progress Appeal Form, and the student should also submit any available supporting documentation. The appeal should be well presented with attention to spelling and grammar, and it should outline the extenuating circumstances that

contributed to the student's inability to meet SAP standards and what has changed that will allow the student to meet SAP at the next evaluation.

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

### APPEAL DEADLINE FOR SUBMISSION

The student will receive a letter (permanent address indicated on FAFSA) and an email (King email address) regarding not meeting the standards of the Title IV Federal Satisfactory Academic Progress Policy. This letter will inform the student of the deadline date for submission of an appeal form. Appeals must be submitted on or before the deadline date as stated in this letter. The typical time frame to submit an appeal is 15 calendar days from the date of the letter sent to the student. The student should pay close attention to the deadline date for submission of the appeal that is indicated in the written communication he or she receives from the Financial Aid Office.

**Financial Aid Suspension** - Students are placed in this status if they do not meet SAP standards at the end of the semester they are placed on Financial Aid Warning. Also, students are placed in this status, if the student was provided with an academic plan, as part of the appeal process, and is not meeting the requirements of such academic plan. Financial assistance cannot be received while the student is on Financial Aid Suspension.

### ADDITIONAL INFORMATION

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

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

**Transfer Hours** - Only transfer hours accepted by King will be counted toward the qualitative standard and quantitative standard/pace.

**W, (Withdraw), F, Pass/Fail, Repeats, Incomplete, NG**, will count as attempted hours when calculating quantitative standard/pace.

**A 0.0 GPA** within any semester does not warrant meeting Satisfactory Academic Progress and federal financial aid eligibility will be suspended.

**Hour Deficiencies** (quantitative/pace) may be made up at King or at another accredited college/university and transferred back to King. It is in the student's best interest to receive counsel from the Office of Registration and Records to ensure transfer hours will be accepted by King.

**GPA Deficiencies** (qualitative) can be raised **ONLY** by taking courses at King.

**Appeals** - Maximum of two (2) may be submitted, per student.

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

**QUALITATIVE STANDARDS**

**Traditional Undergraduate Programs**

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

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

**Professional Studies Programs**

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

**Graduate Programs**

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

**QUANTITATIVE STANDARDS**

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

**Traditional Undergraduate Programs**

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

Maximum Time Frame: 186 attempted semester hours/6 years

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

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

**Professional Studies Programs**

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

Maximum Time Frame: 186 attempted semester hours/6 years

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

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

**Graduate Programs**

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

Maximum time Frame: 54 attempted semester hours/6 semesters

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

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

**Family Nurse Practitioner (FNP) Graduate Program**

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

Maximum Time Frame: 67 attempted semester hours/7 semesters

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

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## STUDENT LIFE

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King 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 is committed to helping students develop in all aspects of life. An effort is made to assist students socially, physically, emotionally, spiritually, and intellectually. Our mission is to prepare men and women to creatively and professionally transform culture.

### CAMPUS ETHOS

The mission of King 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 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 as a community of learners.

Students at King 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 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 sign the following "Honor Code."

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

### STUDENT AFFAIRS

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

#### Academic Center for Excellence

The Academic Center for Excellence provides academic support services to the King College community through the: Learning Specialist; Math Center; Speaking Center; and Writing Center. 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.

#### Counseling Center

As a ministry of King College, the services offered in the Counseling Center are an attempt to bring the best of Christian care and professional practice of psychotherapy to those seeking help in times of need. The Counseling Center is first and foremost a service for King College students because we understand that college is about development inside and outside of the classroom.

#### Intramurals

Intramurals is a great way to get involved at King. Intramurals runs throughout the year. Sport seasons are announced at the beginning of the year and students may sign up on a team or as a "free agent" to be placed on a team. Each season lasts for one month with championships held at the end of each season. Mini-season tournaments are played throughout each sport season and typically last 1-2 nights.

### Residence Life

There's nothing like living on campus. You'll stay close to the action! Better than that, though, are the friendships you'll make, the diverse cultural and geographical backgrounds you'll learn about, and the sense of belonging you'll feel as a member of a tight-knit college community. You can count on being surrounded by a group of people who will share some of the best times of your college experience. You'll find it is the friendships you make, the people you meet, and the unexpected "adventures" is what makes living in the residence halls so much fun. Residence halls are staffed with Resident Assistants (student employees) and Area Coordinators (full-time professional staff members).

### Security

King 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 students 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, by dialing 423-652-4333, or in person in the Security Office located in the basement of Parks Hall.

Further information regarding campus security can be obtained by referring to the King website, the King Student Handbook, and/or by contacting the Director of Safety and Security.

The institution's *Annual Security Report* can be found on the web at [security.king.edu](http://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.

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

### Student Activities

The Student Life Activities Committee at King (SLACK) is the official student programming board within the division of Student Affairs. During the academic year SLACK sponsors events throughout the week and on weekends. SLACK's programs are intended to provide a fun and entertaining environment for the whole student body.

### Student Engagement

The Office of Student Engagement coordinates Community Outreach and New Student Programs including New Student Orientation, First Year Seminar and Transfer Year Seminar. Opportunities to participate

in community outreach activities are provided as an effort to enhance the quality of life for members of the surrounding community while enriching the lives of King College students. Launch, the New Student Orientation Program, provides freshmen with the opportunity to get acquainted with King College as well as meet new friends. The First Year Seminar 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. The Transfer Year Seminar course will focus on academic skills, engagement with campus life, and transitional success; it will also present strategies for overall spiritual and social growth directly related to the transfer student's experience.

### KING STUDENT HANDBOOK

For additional information about Student Affairs, please consult the King website at [www.king.edu](http://www.king.edu) and the King Student Handbook, found online at <http://studenthandbook.king.edu>.

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## ACADEMIC PROGRAMS

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### MAJORS AND SPECIALIZATIONS (DEGREES AWARDED)

- Athletic Training (BS)
- Biblical Studies (BA)
- Biochemistry (BS)
- Biology\*
  - General Biology (BA, BS)
  - Cell and Molecular Biology (BS)
  - Human Biology (BA)
  - Pharmacy Dual Degree (BS)
- Business
  - Accounting (BA)
  - Business Administration (BA)
  - Economics (BA)
  - Finance (BA)
  - Management (BA)
  - Marketing (BA)
  - Sport Management (BA)
- Chemistry\*
  - General Chemistry (BS)
  - Health Sciences Chemistry (BS)
- Digital Media (BA)
- English\*
  - General English (BA)
  - Literature (BA)
  - Writing (BA)
- Forensic Science (BS)
- French\* (BA)
- History\* (BA)
- Interdisciplinary Studies (BA)
- Mathematics\* (BS)
- Music (BA)
- Music Education (BA)
- Neuroscience (BS)
- Nursing (BSN)
- Photography (BA)
- Physical Education\* (BA)
- Physics\* (BA, BS)
- Political Science/History\* (BA)
- Professional Communication (BA)
- Psychology (BA)
- Spanish\* (BA)
- Theatre (BA)
- Youth Ministry (BA)

\* Teaching Licensure may be pursued in each of these majors with additional course work. See School of Education for further details.

### MINORS

- Biblical Studies
- Biology

- Business Administration
- Chemistry
- Coaching
- Digital Media: Programming
- Digital Media: Design
- Economics
- Elementary Education
- English
- French
- Health Education
- History
- Intercultural Studies
- K-12 Education
- Leadership
- Mathematics
- Middle Grades Education
- Music
- Philosophy
- Photography
- Physics
- Political Science
- Professional Communication
- Psychology
- Religious Studies
- Secondary Education
- Security and Intelligence Studies
- Spanish
- 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)
- Government with History (7-12)
- History (7-12)
- Mathematics (7-12)
- Music Education (K-12)
- Health Education (additional endorsement to a Physical Education K-12 teaching license)
- Physical Education (K-12)
- Physics (7-12)
- Spanish (7-12)



### GRADUATION AND DEGREE REQUIREMENTS

#### DEGREES OFFERED

King confers nine degrees: Associate of Arts, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Information Technology, Bachelor of Science, Bachelor of Science in Nursing, Master of Business Administration, Master of Education, and Master of Science in Nursing.

#### GRADUATION REQUIREMENTS

A student must complete at least one major in an academic department. Students who earn a Bachelor of Arts degree are also required to complete a minor or second major outside of their major academic department. To graduate, a student must complete all the Core Curriculum requirements, fulfill all requirements in a major (and minor or second major, if applicable), and complete sufficient electives to earn a total of 124 hours. This work must be completed with a minimum King 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.

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 1:3 hour 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 institution. 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 fifth semester or Junior year, whichever occurs first.

#### DECLARATION OF MINOR

A student's minor may be declared under any catalogue published after the year of his or her acceptance into the institution.

Bachelor of Arts students must declare a minor or second major no later than the beginning of the fifth semester or Junior year, whichever occurs first.

Successful completion of at least 16 s.h. of the minor program with a minimum 2.00 grade point average is required. At least 50 percent of a minor subject must be completed at King. Detailed requirements for the minor subjects are found with the departmental listings of courses.

#### MINIMUM RESIDENCE REQUIREMENTS

A student must complete at least 48 hours in residence at King, and at least 18 hours of the major subject must be completed at King. Credit achieved through CLEP may not be applied to the 48-hour

minimum. Special permission of the Provost 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 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. The institution 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, math, and Lifespan Human Development, 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 Registrar. For more information, please go to the Office of Registration and Records.

#### 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 a special examination for any courses in which a D is received.

#### LIMITATION OF PHYSICAL EDUCATION ACTIVITY COURSES

Students may take up to two hours (2 s.h.) of PHED activity courses for elective credit.

#### APPLICATION FOR DEGREE AND FINANCIAL OBLIGATION

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 ASSESSMENT – CORE CURRICULUM

All students enrolled in traditional undergraduate programs must take the College Basic Subjects Examination (CBASE) before they graduate. The student's transcript will indicate that the CBASE requirement has been fulfilled. Any student who does not meet the requirement of their comprehensive assessment of the core curriculum will not graduate until the requirement has been met.

#### COMPREHENSIVE ASSESSMENT – MAJOR FIELD

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

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programs require a comprehensive examination; other mandate presentation and oral defense of a portfolio of their work. Students with more than one major must demonstrate competency in each of their major fields. Major Field Achievement Tests or another designated exam will be administered to traditional students each spring semester for students who graduate in spring, summer, or fall semesters of that year; GPS students will complete the assessment in the semester that they graduate. All students will have to Pass according to the minimum requirement of their department. Any student who does not meet the requirement (Pass) of their comprehensive assessment of their major field will not graduate until the requirement has been met.

### **PARTICIPATION IN COMMENCEMENT EXERCISES**

The commencement exercises of the institution 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. Any student who chooses not to participate in commencement exercises must notify the Registrar of King during the first month of his or her final semester.

### **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 institution published during the period of their enrollment.

### **THREE-YEAR BACCALAUREATE DEGREE**

King 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 and are not enrolled in a graduate program may return and fulfill the requirements of another major. These students must apply for readmission to the institution, declare the appropriate major in the Office of Registration and Records, and register as seniors. Students who return to King to complete another major must meet the requirements for that major. The major would dictate whether the student was working toward an additional degree or an additional major. It will be

the student's responsibility to fill out a Completion of Additional Major form in the Office of Registration and Records upon completion of the requirements for the additional major so that a notation can be placed on the transcript. 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 institution.

### **COMPLETING A MINOR AFTER EARNING A BACHELOR'S DEGREE**

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

### **DEGREE REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE**

Students who have already earned a degree from King and are not enrolled in a graduate program may return and fulfill the requirements of another 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 to complete another degree must apply for readmission to the institution, 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. Only those hours earned after the first degree was conferred will be used in the calculation of any academic honor for the 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

## ACADEMIC PROGRAMS

completing a bachelor's degree at King. 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 Core Curriculum requirements with the exception of Common Experience courses or any other course specifically required by the major. KING 2000 will be waived for transfers to King who have a Bachelors or higher degree upon matriculation. Common Experience courses, and any other course specifically required by the major, would have to be taken to meet graduation requirements. Students must also complete RELG 1001 or an approved transfer course. Students whose previous degree does not include this course will have to satisfy the deficiency, however the degree will be recognized.

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.

All transfer students must meet the residency requirement of 48 King credits and complete all requirements of the new major.

## GENERAL ACADEMIC INFORMATION

### CLASSIFICATION OF STUDENTS

All students must make application for admission. At the beginning of each semester the classification of students is determined and announced by the Registrar. 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 and one who is, for the current session, enrolled for not fewer than 12 hours. This category includes conditionally accepted first-time students. Full-time students are 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 and who, for some acceptable reason, is permitted to enroll for fewer than 12 hours. Part-time students are eligible to apply for financial aid.

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

<b>FRESHMAN</b>	<b>0 to 25 hours successfully completed.</b>
<b>SOPHOMORE</b>	<b>26 to 55 hours successfully completed.</b>
<b>JUNIOR</b>	<b>56 to 87 hours successfully completed.</b>
<b>SENIOR</b>	<b>88 or more hours successfully completed.</b>
<b>GRADUATION</b>	<b>124 hours successfully completed with all requirements met for the major.</b>

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

### SEMESTER HOUR DEFINITION AND EQUIVALENCIES

Using the definition that an hour of work is the equivalent of 50 minutes of class time (often called a contact hour) or 60 minutes of independent-study work, the institution defines one semester hour (s.h.) of credit as generally equaling 30 hours of student engagement on learning tasks, including both contact hours and independent-study work. Distribution of these hours by program might be as follows:

Traditional Undergraduate Programs	15 contact hours per s.h. + 15 hours independent study 30 total hours per s.h.
Accelerated Undergraduate Programs	5 contact hours per s.h. + 25 hours independent study 30 total hours per s.h.
Online Undergraduate Programs	30 hours independent study

Undergraduate courses are typically offered as 4 s.h. Therefore, an undergraduate student could expect to spend approximately 120 hours engaged in learning tasks for every 4 s.h. course in which he or she is enrolled.

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It is also understood that the hour requirements specified above represent averages that considerable deviation in excess of these requirements may occur, particularly at the graduate level.

### ORIENTATION AND ADVISING

Entering students must 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 become acquainted with their faculty mentors, other students, and the academic and extracurricular programs of the institution.

It is the responsibility of each student to monitor his or her academic progress at King. The student is expected to know the graduation requirements pertinent to his or her program, to be cognizant of his or her grade point average, to make appropriate elective course selections, and to add/drop courses to best facilitate attainment of his or her educational goals. To assist in making these important decisions, the institution 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 seeks to help students make a successful transition to college life. The program begins with *Launch Weekend*, which precedes 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 careers. In addition, students are introduced to the Academic Center for Excellence (ACE), which offers specific interventions and services.

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 COMPOSITION COURSES

All students upon matriculation will be required to prepare a writing sample, administered under timed conditions, on a topic chosen by the English Department for the purpose of confirming placement in the appropriate regular or honors composition course. ACT/SAT and/or AP scores will be taken into account in assigning placement, but emphasis will also be placed on the writing sample. Students may be required to take English 1010 (Basic Communication Skills), designed to equip them for written performance at a college level.

Assignment to this course is a means of helping students to make a successful transition to college.

### 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 is not excused from attending a course he or she wishes to drop 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 COURSE

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

### IMMUNIZATIONS

All students are required to submit a Student Immunization Record to the Office of Student Affairs by the first day of class. Refer to the King Student Handbook – Immunizations Policy.

### LATE ARRIVAL POLICY

The Provost must approve in writing all late arrivals prior to the beginning of classes. Arrival date will be determined by the verification process. If a registered student does not attend the first course meeting of the semester, the instructor has the option of dropping that student from the roster. 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 course 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 course is registered for credit, this can be changed to audit until the last day to withdraw from a course with a W. This must be done with permission of the advisor.

### WITHDRAWAL FROM A COURSE

A student should withdraw from a course 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 INSTITUTION

To officially withdraw from King, a student must complete a Withdrawal Form, available in the Office of Student Affairs or Office of Registration and Records. 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 Area Coordinator. The student will submit the completed Withdrawal Form to the Office of Registration and Records for placement in the academic record. A student withdrawing from the institution will receive a grade of W in all courses for the term unless there is a course that has not begun in which case the course would be dropped from the student's record. No student will be allowed to withdraw from the institution later than the last day to withdraw from a course as published in the Academic Calendar.

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

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

The date the student initiates the withdrawal process, which for this process is determined by the first notification by the student to a College employee, will be considered the date of official withdrawal. The Office

of Registration and Records will notify other campus offices (Financial Aid, Business Office, Library, Information Technology, etc.) of the withdrawal.

Students may be unofficially withdrawn if the student has not officially withdrawn and they 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 Fs are earned or due to non-attendance. If the Fs are due to non-attendance, defined as failure to attend any classes after the mid-point of the semester, the mid-point 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 mid-point 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 "Refunds upon Withdrawal as a Degree Seeking Student."

### 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 Provost. 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 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.

## ACADEMIC CATALOGUE, 2012-2013

### INCLEMENT WEATHER POLICY

Refer to the King Student Handbook – Inclement Weather Policy.

### CHILDREN OR VISITORS IN CLASSES

Refer to the King Student Handbook – Access to Campus Policy and Access to Campus Instructional Locations Policy.

### FINAL EXAMINATIONS

Final examinations are held at the end of each course. 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 as sophomores or higher will be limited to 8 credit hours Pass/Fail at King.

A student shall have the option of declaring Pass/Fail or regular graded method until two weeks after mid-semester. No courses required 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.

### GRADING, GRADE REPORTS, AND THE QUALITY POINT SYSTEM

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

### No Grades

Faculty members may assign a **No Grade (NG)** as the final grade for an otherwise responsible student who inexplicably does not complete end-of-the-semester work for a course (e.g., term paper, final exam). 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 course to complete the work. An NG counts as an F in the calculation of the student's grade-point average. An NG not removed by the deadline becomes a failing grade.

## ACADEMIC PROGRAMS

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. In no instance will extra work turned in by the student after grades have been submitted warrant a grade change. Changes with rationale must be made by email to the registrar once grades have been posted through the faculty portal. Any such changes must be made within six weeks of the submission of the final grade. After six weeks, grades will be considered sealed and any changes will be made only with the approval of the Provost.

### COLLEGE PRESIDENT'S AND DEAN'S LISTS

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

### ACADEMIC STANDING

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

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

- Students who have completed up to 24 s.h. – 1.600 GPA
- Students who have completed 25-48 s.h. – 1.800 GPA

- Students who have completed 49-72 s.h. – 1.900 GPA
- Students who have completed 73 or more s.h. – 2.000 GPA

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

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

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

Cumulative GPAs will be reviewed at the end of each regular semester. New students in their first semester at King will not normally be placed on Academic Probation for cumulative GPA. Students on probation will not be considered to be in good academic standing. Students on probation normally may not take more than 14 s.h. in a regular semester and may be asked to comply with requirements intended to assist academic progress, such as, but not limited to, consultations with the Academic Center for Excellence. A student who fails to comply with any requirements of his or her probation may be placed immediately on Academic Suspension. A student's probation status will be reviewed at the conclusion of the next regular semester.

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

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

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- Students who have completed 49-72 s.h. – 1.900 GPA
- Students who have completed 73 or more s.h. – 2.000 GPA
- Fails to achieve the following semester GPA while on probation:
  - Students who have completed up to 24s.h. – 1.600 GPA
  - Students who have completed 25-48 s.h. – 1.800 GPA
  - Students who have completed 49-72 s.h. – 1.900 GPA
  - Students who have completed 73 or more s.h. – 2.000 GPA

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

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

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

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

### ACADEMIC APPEALS

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

Appeals are not automatically rendered to the Academic Standards Committee. The Provost may, upon receipt and review of materials for appeal, uphold the findings or decisions in question or take jurisdiction of the matter and reach a decision. Should the Provost decline to take action, such appeals may then be forwarded by Academic Affairs to the Academic Standards Committee for review. It is the duty of this committee to "receive and act on petitions from students regarding normal academic procedure and disputes with faculty over grades or course policies."

The following should be noted:

- Students are expected to have addressed the concern with the professor of the course in

question (if applicable), the chair of the department (if applicable), and the dean of the school before pursuing any appeal with the Academic Standards Committee.

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

### LEAVE OF ABSENCE

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



## ACADEMIC PROGRAMS

### 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 institution 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 institution.

### 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\*
- College Composition
- Economics
- Educational Psychology
- English Literature
- General Psychology
- History of the United States
- Human Growth And Development
- Mathematics
- Spanish Language
- 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 48-semester hour minimum that must be taken at King to establish residence.

### INTERNATIONAL BACCALAUREATE PROGRAM

King recognizes the IB diploma and King will grant a maximum of 8 hours of credit for scores of 5, 6, and 7 on each of the IB Higher Level examinations. The Registrar in conference with the Provost 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 offers a voluntary summer 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 eight hours of course work each session. Financial aid for the summer term is usually limited to loans.

### SUMMER SCHOOL AT OTHER INSTITUTIONS

With special permission from the Provost and the major advisor, a student may take up to twelve 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.

### J-TERM

King offers a voluntary January term (J-Term), a two-week session in which Core Curriculum courses, opportunities for off-campus travel/study programs, and special topic courses are offered. Students may complete up to four hours of course work during J-Term. Financial aid for J-term is usually limited loans.

### ONLINE EDUCATION

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

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

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### THE HONORS PROGRAM AND HONORS CONFERRED UPON GRADUATION

#### THE JACK E. SNIDER HONORS PROGRAM

A former president of King, Dr. R. T. L. Liston, once described King as “a place of the mind.” The mind is, however, more than an isolated component of the human being. It helps to shape and is itself shaped by both the spiritual and physical worlds. The 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.

#### ACADEMIC HONORS

Academic honors shall be determined by the undergraduate student's King 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 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, who served for 25 years and led the institution into a new era of academic excellence. Beginning in 1986, the award is presented each year to a traditional undergraduate major graduating with the highest grade-point average. In the case of a tie, more than one award will be given: the award will be made on a strictly quantitative basis without consideration for a particular degree (BS, BA, BSN, etc.) or major. For any course taken on a Pass/Fail basis, the letter grade that was assigned will be used to calculate a candidate's grade-point average. Seventy-five percent of all course work must be taken at King to qualify for the award. Students who have been found responsible for an academic honesty violation of the King Honor Code are not eligible to receive the award.

Any August graduate who attains a grade point average equal to or greater than the Liston award recipient of the previous May graduation will become a recipient of the Liston award. 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 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 institution faculty recommend the project, and the completed essay or thesis is deposited in the institution 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

## ACADEMIC PROGRAMS

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 institution asserts that the liberal arts curriculum is the best possible preparation for a wide variety of careers, and internships provide the best context for integrating the two.

Off-campus experiential education offers students opportunities to explore potential career fields, apply and test the theories and insights gained in the classroom, integrate their knowledge across disciplinary boundaries, and explore the relation of biblical faith to all of these. In addition, students develop an understanding of the post-college world and learn how one must function to live responsibly in contemporary society.

Internships may be developed in a variety of situations, including local churches, business, industry, social agencies, professional offices, and government. All interns are required to have completed their freshman year, have declared a major, and have a 2.50 minimum grade point average. A faculty member and a practicing professional at the placement site provide supervision. In a learning contract the student, faculty supervisor, and work supervisor design a learning plan with objectives, strategies (including reading and writing assignments), and progress assessment. Upon satisfactory completion of the program, a student will be awarded one semester hour of credit per 50 hours of work at the placement site. A maximum of 6 hours of internship credit can be applied toward graduation. Grades are recorded on a Pass/Fail basis.

Additional information and the necessary forms are available in the Career Services Office in the lower level of the King Building. Internship inquiries must be made to the Director of Career Services before the midpoint of the term before the planned internship, and additional deadlines are published each term to ensure all eligible students are able to obtain a meaningful internship.

#### 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

#### 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 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 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

## ACADEMIC CATALOGUE, 2012-2013

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 offers. While most law schools tend to avoid suggesting any specific major program or set of “pre-law” courses, the Association of American Law Schools stresses a pre-law education which emphasizes “comprehension and expression in words; critical understanding of human institutions and values with which the law deals; [and] creative power in thinking” (*Association of American Law Schools and the Law School Admission Council, Inc., Pre-Law Handbook*). King’s basic requirements can be relied upon to develop the student in these areas; a major program and carefully selected elective courses serve to permit diversity as well as comprehensiveness in pre-law study. In recent years, King students seeking legal careers have tended to major in Political Science/History and have met with considerable success in gaining admission to law schools, but other King students have found other major programs suitable for pre-law training as well. Pre-law students should work closely with King’s pre-law faculty advisor in planning their undergraduate program so that it reflects the recommendations of the AALS, and in order to gather the necessary information about various law school programs, entrance requirements, the LSAT, and financial aid.

### MINISTRY

While many majors offered in the institution are acceptable for admission into seminary, students are encouraged to prepare for seminary by having a solid foundation in Biblical Studies, Philosophy, Literature, Foreign Language and the Social Sciences. Upon completion of the King degree, students may be admitted to seminary where, after three years of study, they receive the degree of Master of Divinity (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. A Health Education endorsement may be added to a Physical Education teaching license. The MEd in Curriculum and Instruction is an alternative for those who already possess a bachelor’s degree. The MEd offers two tracts, Initial Licensure and Advanced. For more information, refer to the *Graduate and Professional Studies Bulletin*.

Subsequent licensure in Virginia or other states may require additional testing. Both traditional and post-baccalaureate licensure options are available. Teacher licensure does not automatically confer highly qualified status under the No Child Left Behind legislation; therefore, additional coursework may be required. Consult with the Director of Teacher Education for details on teacher licensure.

## ACADEMIC RESOURCES AND SERVICES

### E. W. KING LIBRARY

The E. W. King Library serves the institution through the acquisition and provision to a wide variety of information resources to support the curriculum, research needs, and interests of students, faculty, and staff. The King Library contains over 273,000 books, videos, periodicals, electronic books, and audio=visual equipment as well as more than 400 periodical titles; in addition, thousands of journals are available in full-text online. Most materials in the King Library are available for loan to students.

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

The King Library is a founding member of the Holston Associated Libraries (HAL) which include the libraries of King, Emory & Henry College, and the public libraries of Tazewell and Washington counties in Virginia. The Library’s catalog is online and provides access to the over 1 million items in this consortium. Most of these resources can be checked out by King students in person, at another HAL library, or via courier.

King makes a number of provisions for students to obtain needed library resources that may not be immediately available at the main campus library or one of its branch libraries. In addition to borrowing and sharing resources with the other HAL libraries, the King Library participates in an international network that

## ACADEMIC PROGRAMS

permits students to obtain virtually any book or journal article that the King Library does not own through a service called Interlibrary Loan.

All students have 24 hour access to electronic databases that provide full text access to thousands of journal titles covering a wide variety of academic disciplines. Regardless of location King students have unfettered access to all areas of research in which they might engage. The full array of electronic resources available to students 24 hours a day serves to support all programs – on campus and off, whether classes and research take place online or in a face-to-face setting. In addition the Library's website serves as a pathfinder for students to locate and utilize vetted resources on the internet. Furthermore a full-time Outreach Services Librarian with a M.L.I.S. degree is dedicated to providing reference and instruction services to all distance-education students.

The **E.W. King Library** operates 2 branch libraries in addition to the main campus library. The Library is open year round; however, hours are modified during academic recess, summer terms and holidays. During academic terms, the Bristol Campus Library is open 92.5 hours per week and both the Kingsport Campus and Knoxville Campus Libraries are open 40-50 hours per week when classes are in session.

The **Kingsport Campus Library** houses monographs, periodicals, and audiovisual materials to support the degree programs offered in Kingsport. Students have access to interlibrary loan, course reserves, and reference and instructional services on site. The Kingsport Campus Library also houses a computer lab, printer, and photocopier for use by students and faculty. There is study space inside the physical library for students' use for collaboration and study. Faculty and student support offices are housed at the Kingsport Campus and a full-time Librarian with a M.L.I.S. degree is accessible in person daily.

The **Knoxville Campus Library** houses monographs, periodicals, and audiovisual materials to support the degree programs offered in Knoxville. Students have access to interlibrary loan, course reserves, and reference and instructional services on site. The Knoxville Campus Library also houses a computer lab, printer, and photocopier for use by students and faculty. There is study space inside the physical library for students' use for collaboration and study. Faculty and student support offices are housed at the Knoxville Campus and a full-time Librarian with a M.L.I.S. degree is accessible in person daily.

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 in the following manners: (1) the provision of professional reference and information literacy instruction services that teach skills necessary for information gathering and evaluation; (2) the development of a collection of resources that represent

a broad spectrum of perspectives in scholarly exploration and cultural discourse selected with objectivity, equity, and sensitivity to the educational and social context of the institution; and (3) utilization of the latest technological innovations in information access and delivery to both provide students with the highest possible level of service and equip them for lifelong learning.

For more information about the E.W. King Library, please visit the Library's web site at <http://library.king.edu> or call 423-652-4716.

### **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 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 preparing other documents.

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

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

Students can also submit papers and other documents to the Online Writing Lab (OWL). The OWL is a 24-hour service available to the King Community. Online tutors provide feedback via email between 24 and 48 hours of receipt.

**Speaking Center.** The Speaking Center provides support and assistance to students in oral

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communication. The Speaking Center is a peer tutoring service that provides students with assistance in developing oral presentations, speeches, and other skills related to oral communication. Tutors work with students in thirty or sixty minute conferences and emphasize techniques that students can use on their own. Follow-up sessions reinforce the learning in each session. Hours vary by semester and are usually announced via email.

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

### INFORMATION TECHNOLOGY

As an institution of higher learning that seeks to prepare men and women for lives of achievement and cultural transformation in Christ, King recognizes the importance of the appropriate use of technology in the educational experience. Further, the institution seeks to ensure that graduates obtain the information and technological skills and competencies that they will need to succeed after graduation.

All campus buildings are linked via a high-speed backbone to King's campus wide computer network. Network and Internet access is available in every room on campus, including all residence hall rooms. All King students receive an email account.

King is a laptop campus, and all new full-time traditional 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 educational experience. Additionally, King offers computer labs in Maclellan Hall and the E. W. King Library.

### QUALITY ENHANCEMENT PLAN (QEP)

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

In 2007, King faculty and staff identified the effective use of language in oral and written communication as its thematic focus for improvement. The components of King's QEP on communication are not isolated pockets of concern; King's QEP theme of communication is addressed through projects

conducted by varied sources on campus including academic departments and student support services. Ultimately, King's mission of leading meaningful lives of achievement and cultural transformation in Christ signifies the relevance of the QEP to the institution. With its focus on communication, King's QEP underscores the institution's basic mission of interweaving faith, learning, service, and career, each of which benefits from – and depends upon – effective communication at many levels.

Additionally, the desire of the institution that its students produce *cultural transformation in Christ* requires an emphasis on particular and effective communication to achieve full and lasting effect. The institution's statement of identity, as part of its Mission and Vision, suggests that King graduates will be "stewards of God's creation, agents of peace and justice, lovers of truth and justice, creators of beauty, and servants of reconciliation." These characteristics, all of which require sound communication skills, are brought to light by the intentionality of the QEP. King positions itself as a missional college that prepares students to engage the world. Therefore, faculty, staff, and students are committed to the belief that communication skills are vital to this endeavor. The institution's mission statement, then, sets broad parameters within which the QEP operates: students should be effective as scholars and persons, acting as agents of transformation of their societies for the good. Equally, the ability to communicate effectively and clearly is paramount to the identity and future success of King graduates.

### CENTER FOR STUDY ABROAD AND OFF-CAMPUS PROGRAMS

King encourages its students to take advantage of the significant study abroad and off-campus opportunities it offers. The Center for Study Abroad and Off-Campus Programs, located on the first floor of the Snider Honors Center, promotes the following programs because the institution believes that they are of the highest academic quality. The Center exists to provide information about the programs, help students apply, and assist them with preparations before they leave campus and while they are away. The Center will also help students investigate other study programs to suit each individual's needs. Please contact the Director of the Center for more information.

**Assessment of Credit.** Students are required to participate in previously approved and accredited programs (exchange or consortia). Prior to departure students must also meet with the director of the Center as well as their academic advisors to fill out the external program approval form, which indicates the program, the pre-approved course selections, and estimated credits.

Upon students' return, they should submit syllabi and representative graded assignments for review by the

## ACADEMIC PROGRAMS

appropriate King academic departments to confirm academic rigor.

### **ACADEMIA LATIOMERICANA DE ESPANOL, EQUATORIALIS UNIVERSITY: QUITO, ECUADOR**

King cooperates with Equatorialis University to give King students access to the Intensive Spanish language program in Quito. Courses accommodate beginning through advanced levels, operate year round, and offer open enrollment dates.

### **AMERICAN INSTITUTE FOR FOREIGN STUDY**

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

### **ARCADIA UNIVERSITY CENTER FOR EDUCATION ABROAD PROGRAMS**

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

### **BUDAPEST SEMESTERS IN MATHEMATICS**

Through our agreement with Budapest Semesters in Mathematics, King students majoring in mathematics can study in Hungary under the tutelage of scholars from Eotvos University and the Mathematical Institute of the Hungarian Academy of Sciences. All courses are taught in English.

### **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 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
- India Studies Program
- Latin American Studies Program
- Los Angeles Film Studies Center
- Middle East Studies Program

- Oxford Summer Programmes / Scholars' Semester
- 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 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 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 Setembro, Brazil; Ewha Woman's University, Korea; Hannam University, Korea; Keimyung University, Korea; Mackenzie Presbyterian University, Brazil; Sookmyung Women's University, Korea; Soongsil University, Korea; South American Theological Seminary, Brazil; and Yonsei University, Korea. Complete details are available in the Study Abroad office.

### **INTERNATIONAL STUDIES ABROAD (ISA)**

Through our relationship with ISA, King students have access to study abroad and internship opportunities at colleges and universities in Argentina, Belgium, Brazil, Chile, China, Costa Rica, Czech Republic, Dominican

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Republic, England, France, India, Ireland, Jordan, Morocco, Northern Ireland, Panama, Peru, South Korea, and Spain.

### **KING IN ITALY**

This program, led by King, presents students with the opportunity to live and study in Italy during the Summer term. Centered in Tuscany, the program focuses on Italian language and culture, history, art, literature, and other topics germane to the setting. After a residency in Tuscany, the program concludes with time in Rome. Field trips and experiential learning opportunities to sites such as Florence, Naples, Pompeii, Assisi, and Cumae, for example, abound in what the program calls its “classroom without walls” atmosphere.

### **KNOWLEDGE EXCHANGE INSTITUTE (KEI)**

King cooperates with KEI to provide study abroad and internship opportunities at colleges and universities in China, Ecuador, England, France, India, Ireland, Japan, Kenya, Peru, Russia, Scotland, Spain, Tanzania, Thailand, and Turkey.

### **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 Languages and Literatures, or the Center for Study Abroad.

### **MIDDLEBURY COLLEGE**

King cooperates with Middlebury College in Vermont to give King 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 Philosophy and Religion that incorporate course work and field trips to make the study meaningful in areas of Biblical studies, archaeology, and historical geography. Credit earned in this program is granted by King for work applicable to the King program. Additional opportunities also exist for study at the Jerusalem University College and the Middle East Studies Program through the Council of Christian Colleges and Universities.

### **OREGON EXTENSION**

King cooperates with the Oregon Extension to offer a fall semester in a renovated lumber-mill town in the Oregon mountains. Students step “out of the mainstream” as they engage in intensive reading and discussion of four broad interdisciplinary themes while engaging in community building.

### **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 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.



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## ACADEMIC SCHOOLS AND DEPARTMENTS

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Academics at King are organized into six schools: School of Arts and Sciences, School of Business and Economics, School of Education, School of Nursing, Peeke School of Christian Mission, and the School of Graduate and Professional Studies. Within each school, students may choose from one of several fields of study in which to major. Students will fulfill the King 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 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 program of study when he or she has been recommended by his or her Mentor, accepted by the chair of the department or Dean of the School, and assigned a departmental advisor.

### SCHOOL OF ARTS AND SCIENCES

Katherine G. Vande Brake, Dean

Raymond H. Bloomer, Jr., Associate Dean

Biology  
Chemistry  
Communication Studies  
English  
History and Political Science  
Languages and Literatures  
Mathematics and Physics  
Performing and Visual Arts  
Philosophy and Religion  
Psychology

Vanessa Fitsanakis, Chair  
Simeon T. Pickard, Chair  
Joonna S. Trapp, Chair  
W. Dale Brown, Chair  
Martin H. Dotterweich, Chair  
Beatriz Macione, Chair  
Andrew J. Simoson, Chair  
Christopher Stewart, Chair  
Don Hudson, Chair  
J. Kevin DeFord, Chair

### SCHOOL OF BUSINESS AND ECONOMICS

Todd H. Erickson, Dean

Randall C. Blevins, Associate Dean

### SCHOOL OF EDUCATION

Cara E. Anderson, Dean

Teacher Education  
Physical Education  
Athletic Training Education Program

Gloria F. Oster, Director  
Susie K. Toomey, Chair  
Leigh Ann Adams, Curriculum Director

### SCHOOL OF NURSING

Johanne A. Quinn, Dean

C. Lynn Holden, Associate Dean

### PEEKE SCHOOL OF CHRISTIAN MISSION

Fred Foy Strang, Dean

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## THE CORE CURRICULUM

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The King Core Curriculum is the academic foundation for the King experience. It gives all students the skills, ideas, and knowledge they need to pursue their major and minor programs with confidence and good judgment. 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 42 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 and demonstrate their competence through specific measures detailed in the Core Curriculum assessment plan.

1. **Citizenship:** Students must demonstrate that they understand how individuals relate to institutions: governmental, ecclesiastical, commercial, educational, and charitable.
  - 1.1. Students will articulate what it means to be a U.S. citizen in today's world.
  - 1.2. Students will articulate what it means to be a global citizen in today's world
  - 1.3. Students will consider the ethical implications of decisions that impact their lives as well as the lives of others.
  - 1.4. Students will recognize the importance of service and identify an area where they can apply their individual skills and interests to assist others.
2. **Intellectual and Practical Skills:** Students must master fundamentals for success in the classroom and beyond.
  - 2.1. Students will be able to communicate effectively in writing.
  - 2.2. Students will be able to communicate effectively in speaking and demonstrate effective listening.
  - 2.3. Students will be able to communicate effectively with numbers.
  - 2.4. Students will demonstrate the ability to collaborate with peers to accomplish tasks.
  - 2.5. Students will demonstrate information literacy.
  - 2.6. Students will employ skills of analysis when presented with a problem.
  - 2.7. Students will demonstrate competency in the use and application of technology.
  - 2.8. Students will gain awareness of health and wellness issues based on current scientific understanding.
3. **Human Culture:** Students must develop an understanding of culture through the study of religion, language, values, and social/ economic/ political systems. Such understanding can lead to transformative actions.
  - 3.1. Students will understand the Christian tradition.
  - 3.2. Students will assess cultural practices in the contexts of place, time, and worldview.
  - 3.3. Students will demonstrate proficiency in a second language.
  - 3.4. Students will examine ways in which identity, including their own, is shaped by culture.
  - 3.5. Students will describe the basic teachings and practices of other world religions.
4. **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 and Physical World:** Students must demonstrate an understanding of the procedures, success, and limitations of modern science.
  - 5.1. Students will apply the scientific method to address problems.
  - 5.2. Students will differentiate data-based conclusions from opinion and from other ways of knowing.
  - 5.3. Students will articulate and evaluate the impact of current and emerging science and technologies on social and ethical issues.

The Core Curriculum is composed of two parts: a Common Experience and a General Education Experience. The Common Experience is intended to be a bridge from the Core Curriculum to students' academic coursework, majors, and, eventually, to their lives of vocation and service. The General Education Experience of the Core Curriculum includes nine categories, each of which must address at least two of the competencies listed above.

**OVERVIEW OF CORE REQUIREMENTS**

**Common Experience**

KING 1000/2000  
 First/Transfer Year Seminar ..... 1 s.h.  
 ENGL 3010  
 English Composition: Research & Writing..... 2 s.h.  
 KING 3000  
 Cross Cultural Experience ..... 0 s.h.  
 KING 4000  
 Christian Faith and Social Responsibility ..... 1 s.h.

**General Education Experience**

Christian Scriptures and Traditions..... 4 s.h.  
 English Composition..... 4 s.h.  
 Fitness for Life ..... 2 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 ..... 42 s.h.

**CORE CURRICULUM COURSE OPTIONS**

The following list of courses is not in sequential order; **some programs of study suggest particular courses from the menu 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. The courses equip them with skills and strategies for success in the areas of intellectual development, social growth, and vocation.*

**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. Students who select the*

*online format of this course should have a cumulative GPA of 2.0, not be on academic sanction, and should not have previously failed ENGL 3010.*

**KING 3000**

**Cross-Cultural Experience..... 0 s.h.**

*The cross-cultural experience allows students to confront their own presuppositions about what culture is and what culture means. The experience also helps students broaden their awareness and appreciation of diverse cultures. It seeks to prepare them to operate more thoughtfully in a world that is increasingly interconnected. As students encounter other cultures, they may realize ways to interact creatively to meet needs they see and will also realize that new situations transform them.*

*Students can choose from an array of options to meet this requirement. Possibilities include, but are not limited to: King sponsored mission trips, study abroad, community service to disadvantaged children and adults, or mentoring a King international student. A list of scheduled opportunities will be available to students each semester.*

**KING 4000**

**Christian Faith & Social Responsibility ..... 1 s.h.**

*This course serves as the capstone of a student’s time at King and should be taken during the senior year. It seeks to tie together the experiences of students throughout the disciplines and provide them with a common forum to explore issues related to a variety of topics. It challenges them to think critically about ways to integrate faith, learning, and action as they leave campus and enter either graduate school or the working world.*

**GENERAL EDUCATION EXPERIENCE**

Students must take courses in each of the nine categories listed below. Three of these categories have a specified common course (Christian Scriptures and Traditions, English Composition, and Fitness for Life); 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 tools of academic exploration: careful reading, critical thinking, analytical writing, and effective speaking. These skills are essential for success in*

## ACADEMIC CATALOGUE, 2012-2013

college courses and in the world beyond. (English Composition addresses Core Competencies 1 and 2.)

### Fitness for Life

PHED 1110

Fitness for Life .....2 s.h.

*This course provides each student an opportunity to assess his/her wellbeing through a battery of physical fitness tests. Class content includes basic principles that support a physically active lifestyle. Each student is challenged to consider the personal, spiritual, and social responsibilities of maintaining an implementation of physical activity. (Fitness for Life addresses Core Competency 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.

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 Mathematics .....4 s.h.

MATH 1500

Cryptology .....4 s.h.

MATH 1560

Introduction to Statistics .....4 s.h.

MATH 2350

Calculus I .....4 s.h.

*These mathematics courses challenge students to learn precise and unambiguous communication with numbers through practice in logical and coherent reasoning, construction of systematic ways to find solutions to quantitative problems, and interpretation of statistical data. (Quantitative Literacy addresses Core Competencies 2 and 5.)*

### Literature

Both literature and history should be taken in the same semester as co-requisites, normally during the second year.

Choose 4 s.h. from the following:

ENGL 2161

American Literature I ..... 4 s.h.

ENGL 2162

American Literature II ..... 4 s.h.

ENGL 2171

Western Literature I ..... 4 s.h.

ENGL 2172

Western Literature II ..... 4 s.h.

ENGL 2181

British Literature I ..... 4 s.h.

ENGL 2182

British Literature II ..... 4 s.h.

ENGL 2480

The Oxford Christian

Writers (links to HIST 2182) ..... 4 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 as co-requisites, normally during the second year.

Choose 4 s.h. from the following:

HIST 2161

The United States to 1877 ..... 4 s.h.

HIST 2162

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

HIST 2171

Western Civilization in Global Context I ..... 4 s.h.

HIST 2172

Western Civilization in Global Context II ..... 4 s.h.

HIST 2181

Tudor England and Stewart Scotland ..... 4 s.h.

HIST 2182

The British Empire ..... 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:*

ENGL 2450  
Introduction to Film Studies .....4 s.h.

FINE 2210  
History of Art I .....4 s.h.

FINE 2220  
History of Art II .....4 s.h.

FINE 2250  
History of American Art .....4 s.h.

\*MUSC 1110  
Symphonic Choir.....1 s.h.

\*MUSC 1130  
Jazz/Gospel Choir.....1 s.h.

\*MUSC 1140  
Men’s Ensemble .....1 s.h.

\*MUSC 1150  
Symphonic Band .....1 s.h.

\*MUSC 1160  
Women’s Ensemble .....1 s.h.

MUSC 2000  
Music in Context .....4 s.h.

\*MUSC 3110  
Collegium Musicum .....1 s.h.

MUSC 3150  
Medieval and Renaissance Music .....4 s.h.

MUSC 3160  
Baroque and Classical Music .....4 s.h.

MUSC 3170  
Romanticism in Music .....4 s.h.

MUSC 3180  
The Modern Era of Music .....4 s.h.

MUSC 3181  
History of Jazz .....4 s.h.

PHOT 1010  
Photographic Foundations .....4 s.h.

\*THTR 1010/1011  
Theater Practicum: Acting.....1-2 s.h.

\*THTR 1020/1021  
Theater Practicum: Technical.....1-2 s.h.

THTR 1110  
Acting I .....4 s.h.

THTR 3000  
Dramatic Literature and Criticism .....4 s.h.

THTR 3011  
Theatre History I .....4 s.h.

THTR 3012  
Theatre History II .....4 s.h.

*These courses in the performing and visual arts provide students the opportunity to explore their own aesthetic sensibilities as they either examine or participate in the diverse ways artists, musicians, and playwrights express views of truth, beauty, spirituality, society, and the human condition and also how aesthetics and world view combine to create meaning in the performing and visual arts. (Courses in film, art history, music, and theatre address Core Competencies 2 and 4.)*

\*Students may repeat or enroll in a combination of

these courses to earn up to 4 s.h. of credit.

**Human Culture**

All students must meet the second language proficiency requirement.

The second language proficiency requirement may be met in any of the following ways:

- A placement level of semester three or higher on the CAPE placement exam for French or Spanish and a writing sample that scores at the ACTFL Scale Intermediate Mid level or higher. The writing sample will be administered and scored by a faculty member in the Department of Languages and Literatures.
- A score of Intermediate Low or higher on the ACTFL proficiency scale as determined by an Oral Proficiency Interview administered by Language Testing International. Students will incur the cost for the interview. Interviews are available in a variety of modern languages.
- A grade of C or better in a course conducted in English for students whose first language is not English.
- Successful translation of a New Testament passage from Greek done in a controlled setting. The passage will be assigned and success in translation will be determined by a faculty member in the Department of Religion and Philosophy.
- Successful completion of FREN 2000, both FREN 2110 and 2121, GREK 2000, SPAN 2000, or both SPAN 2110 and 2120.

Students must demonstrate second language proficiency in order to elect PSCI 2120, PSYC 1520, or RELG 2430 to fulfill the Human Culture requirement.

*Choose 4 s.h. from the following:*

FREN 2000  
Intermediate French..... 4 s.h.

FREN 2100  
Intermediate French Study Abroad ..... 4 s.h.

GREK 2000  
Ancient Greek II ..... 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 Spanish ..... 4 s.h.

SPAN 2100  
Intermediate Spanish Study Abroad ..... 4 s.h.

*Courses in the Human Culture category help students understand others in the world through exposure to other languages, religions, values, and social systems. Students also learn about their own culture and how it contributes to their*

## ACADEMIC CATALOGUE, 2012-2013

*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.
PHIL 2010	
Truth, Value, and the Good Life:	
An Introduction to Philosophy .....	4 s.h.

PSCI 2010	
United States Government .....	4 s.h.
PSCI 2020	
World Politics .....	4 s.h.
PSCI 2310	
Espionage and Intelligence .....	4 s.h.
PSCI 2330	
International Terrorism .....	4 s.h.

*Courses in this category allow students to learn to think about the institutions—governmental, ecclesiastical, commercial, educational, and charitable—that impact their lives. Right relationships to the institutions are expressions of responsible citizenship. (U.S. and Global Citizenship addresses Core Competencies 1, 2, and 3.)*

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## SCHOOL OF ARTS AND SCIENCES

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**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, Grammar, Rhetoric, Logic, Arithmetic, Geometry, Astronomy, and Music. 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 institution 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 to transform culture in Christ.

### VISION

To provide a touchstone for students, faculty, and staff at King 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

Biblical Studies  
Biochemistry  
Biology  
Chemistry  
Digital Media  
English  
Forensic Science  
French  
History  
Mathematics  
Music  
Neuroscience  
Photography  
Physics  
Political Science / History  
Professional Communication  
Psychology  
Spanish  
Theatre  
Youth Ministry

### MINORS

Biblical Studies  
Biology  
Chemistry  
Digital Media: Programming  
Digital Media: Design  
English  
French  
History  
Leadership  
Mathematics  
Music  
Philosophy  
Photography  
Physics  
Political Science  
Professional Communication  
Psychology  
Religious Studies  
Security and Intelligence Studies  
Spanish  
Theatre  
Youth Ministry

### GRADUATE & PROFESSIONAL STUDIES DEGREES

Associate of Arts  
Bachelor of Information Technology  
Bachelor of Science (Allied Health)  
Bachelor of Science (Communication)  
Bachelor of Science (Criminal Justice)  
Bachelor of Science (Psychology)

## ACADEMIC CATALOGUE, 2012-2013

### BIBLICAL STUDIES

**Department: Philosophy and Religion**

**Chair and Program Coordinator: D. Hudson**

The major in Biblical Studies prepares students to enter theological seminaries or graduate schools of religion and philosophy in preparation for careers in the pastoral ministry, teaching, mission, or social work. Many graduates also enter fields of law, business, the social sciences, and education.

The minors in Biblical Studies and Religious Studies are excellent supplemental programs enhancing any other major. They enable students to pursue advanced biblical and theological study and thereby integrate their faith into chosen field of interest.

#### CORE CURRICULUM REQUIREMENTS

Biblical Studies majors are advised to fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

#### Human Culture

\*GREK 1000

Ancient Greek I.....4 s.h.

\*GREK 2000

Ancient Greek II.....4 s.h.

\*These courses are recommended, but not required.

#### BIBLICAL STUDIES MAJOR REQUIREMENTS

BIBL 2251

The Old Testament and Interpretation .....4 s.h.

BIBL 2252

The New Testament and Interpretation .....4 s.h.

RELG 2430

Encountering the World's Religions.....4 s.h.  
PHIL 2720 or 2730

Ethics or Bio-Medical Moral Dilemmas .....2 s.h.  
RELG 3020

Theory and Method in the Study of Religion .....4 s.h.  
RELG 3210

Introduction to Theology.....4 s.h.  
RELG 3800/3830

Internship/Cooperative Education.....2 s.h.  
*Choose 4 s.h. from the following courses*.....4 s.h.

BIBL 3020

Hebrew Prophetic Literature (4 s.h.)

BIBL 4030

"The Books of Moses": The Pentateuch (4 s.h.)

BIBL 4050

Hebrew Wisdom Literature (4 s.h.)

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

BIBL 3040

The Life and Teaching of Jesus (4 s.h.)

BIBL 4060

The Gospels and Epistles of John (4 s.h.)

BIBL 4140

Paul (4 s.h.)

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

PHIL 2410

Philosophy of Religion (4 s.h.)

PHIL 2510

History of Philosophy (4 s.h.)

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

RELG 3292

Religion and Politics in the Global Context (4 s.h.)

RELG 3850

History of the Christian Movement (4 s.h.)

#### SUMMARY OF TOTAL CREDITS

Core Curriculum .....42 s.h.

Major .....40 s.h.

Electives/Minor/Second Major .....42 s.h.

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

#### BIBLICAL STUDIES MINOR REQUIREMENTS

BIBL 2251

The Old Testament and Interpretation..... 4 s.h.

BIBL 2252

The New Testament and Interpretation..... 4 s.h.

RELG 3210

Introduction to Theology ..... 4 s.h.

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

BIBL 3020

Hebrew Prophetic Literature (4 s.h.)

BIBL 3040

The Life and Teaching of Jesus (4 s.h.)

BIBL 4050

Hebrew Wisdom Literature (4 s.h.)

BIBL 4060

The Gospel and Epistles of John (4 s.h.)

BIBL 4140

Paul (4 s.h.)

Total Minor Requirements.....18 s.h.

#### RELIGIOUS STUDIES MINOR REQUIREMENTS

RELG 2430

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

PHIL 2510

History of Philosophy..... 4 s.h.

PHIL 2720 or 2730

Ethics or Bio-Medical Moral Dilemmas..... 2 s.h.

RELG 3020

Theory and Method in the Study of Religion ..... 4 s.h.

RELG 3292

Religion and Politics in the Global Context ..... 4 s.h.

RELG 3800/3830

Internship/Cooperative Education..... 2 s.h.

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



**BIOCHEMISTRY****Department: Chemistry****Chair and Program Coordinator: 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, or Forensic Science.

**CORE CURRICULUM REQUIREMENTS**

Biochemistry majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the 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 3400  
Microbiology and Bioinformatics (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 ..... 42 s.h.

Major Requirements ..... 67 s.h.

Minor/Electives ..... 15 s.h.

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

## ACADEMIC CATALOGUE, 2012-2013

### BIOLOGY

Department: Biology

Chair and Program Coordinator: V. Fitsanakis

#### BACHELOR OF SCIENCE DEGREE IN BIOLOGY

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 in General Biology that is well-suited for students interested in careers in science journalism, scientific communication, or education. Students interested in applying to graduate programs for a Doctorate in Physical Therapy (DPT), or graduate programs in Occupational Therapy are encouraged to pursue the BA in Human Biology.

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 minor in chemistry. Additionally, students are required to take Calculus I to fulfill their requirement in "Quantitative Literacy." 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 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.

#### BS IN BIOLOGY MAJOR REQUIREMENTS

BIOL 2110

General Biology I ..... 4 s.h.

BIOL 2120

General Biology II ..... 4 s.h.

BIOL 3150

Molecular Genetics ..... 4 s.h.

BIOL 3300

Cell Biology ..... 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.)

CHEM 1120

General Chemistry II ..... 4 s.h.

CHEM 2110

Organic Chemistry I ..... 4 s.h.

CHEM 2120

Organic Chemistry II ..... 4 s.h.

IDST 4500 (Repeated for a total of four semesters)

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

PHYS 2210

General Physics I ..... 4 s.h.

PHYS 2220

General Physics II ..... 4 s.h.

#### Specialization Requirements for a BS in Biology

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

#### General Biology

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

BIOL 3210

Human and Comparative Anatomy (4 s.h.)

BIOL 3500

Histology (4 s.h.)

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

\*Biology Electives.....12 s.h.

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

## SCHOOL OF ARTS AND SCIENCES

### Cell and Molecular Biology

BIOL 3400

Microbiology and Bioinformatics .....4 s.h.

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

BIOL 3700

Biochemistry (4 s.h.)

BIOL 4670

Mammalian Toxicology (4 s.h.)

*Choose 12 s.h. from the following courses* ..... 12 s.h.

BIOL 3210

Human 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.)

### **SUMMARY OF TOTAL CREDITS**

Core Curriculum .....42 s.h.

Major Requirements:

Common Requirements (42 s.h.)

Specialization Requirements (20 s.h.)

Total Major Requirements.....62 s.h.

Electives/Second Minor/Second Major: .....20 s.h.

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

### **BACHELOR OF ARTS DEGREE IN BIOLOGY**

The Bachelor of Arts in General Biology is designed for individuals seeking employment not requiring an advanced degree in science or medicine, but where a strong technical background is desirable. This would include such professional career options as scientific or pharmaceutical sales, forestry, conservation, lab technician, scientific writing, etc. The Biology Department suggests that students consider a minor in Professional Communication to accompany this degree option. This curriculum includes 50 s.h. of science and math, but it has more flexibility than the Bachelor of Science.

The Bachelor of Arts in Human Biology is designed for students who are interested in pursuing an advanced degree in graduate programs related to human health, such as a doctorate in physical therapy, or graduate degrees in physician's assistant or occupational health programs. This specialization is *not* designed or intended to meet the needs of students who are pursuing medical, pharmacy, or graduate school in an area of biology or biomedical research. Students interested in

those career paths should follow the requirements for a BS in Biology in either General Biology or the Cell and Molecular Biology specializations.

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.

### **CLINICAL EXPERIENCES**

During completion of course work, it is anticipated that students interested in physical therapy, occupational health, or physician's assistant programs would participate in clinical rotations or internships. Students should be aware that many graduate programs require up to 1500 hours before admission to the respective programs. Thus, students ideally will start accumulating hours the summer after their sophomore year.

### **CORE CURRICULUM REQUIREMENTS**

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

#### **Science**

CHEM 1110

General Chemistry I ..... 4 s.h.

#### **Quantitative Literacy**

MATH 2350

Calculus I ..... 4 s.h.

### **BA IN BIOLOGY MAJOR REQUIREMENTS**

BIOL 2110

General Biology I ..... 4 s.h.

BIOL 2120

General Biology II ..... 4 s.h.

CHEM 1120

General Chemistry II ..... 4 s.h.

CHEM 2110

Organic Chemistry I ..... 4 s.h.

IDST 4500 (Repeated for a total of four semesters)

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

PHYS 2210

General Physics I ..... 4 s.h.

### **Specialization Requirements for a BA in Biology**

Students will choose a specialization in either General Biology or Human Biology.

#### General Biology

BIOL 3150

Molecular Genetics ..... 4 s.h.

CHEM 2120

Organic Chemistry II ..... 4 s.h.

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

BIOL 3130

Plant Ecology (4 s.h.)

## ACADEMIC CATALOGUE, 2012-2013

BIOL 3160	Photosynthetic Life (4 s.h.)	
<i>Choose 4 s.h. from the following courses</i>		4 s.h.
BIOL 3540	Neuroscience (4 s.h.)	
BIOL 4670	Mammalian Toxicology (4 s.h.)	
<i>Choose 4 s.h. from the following courses</i>		4 s.h.
BIOL 3300	Cell Biology (4 s.h.)	
BIOL 3600	Human and Mammalian Physiology (4 s.h.)	
<i>Choose 4 s.h. from the following courses</i>		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.)	
<i>Choose 4 s.h. from the following courses</i>		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.)	

### Human Biology

BIOL 1010	Human Anatomy and Physiology I	4 s.h.
BIOL 1020	Human Anatomy and Physiology II	4 s.h.
ATEP 2510	Care and Prevention of Athletic Injuries	4 s.h.
ATEP 3680	Kinesiology	4 s.h.
PHED 3550	Nutrition and Conditioning	4 s.h.
PHED 3690	Exercise Physiology	4 s.h.
PHYS 2220	General Physics II	4 s.h.
<i>Choose 8 s.h. from the following courses</i>		8 s.h.
BIOL 3300	Cell Biology (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 4640	Pharmacology (4 s.h.)

### **SUMMARY OF TOTAL CREDITS**

#### General Biology Specialization

Core Curriculum	42 s.h.
Major Common Requirements	22 s.h.
Specialization Requirements	28 s.h.
Electives/Minor/Second Major	<u>32 s.h.</u>
<b>Minimum to Earn Bachelor of Arts</b>	<b>124 s.h.</b>

#### Human Biology Specialization

Core Curriculum	42 s.h.
Major Common Requirements	22 s.h.
Specialization Requirements	36 s.h.
Electives/Minor/Second Major	<u>24 s.h.</u>
<b>Minimum to Earn Bachelor of Arts</b>	<b>124 s.h.</b>

### **BIOLOGY MINOR**

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

### **PHARMACY DUAL DEGREE PROGRAM**

King offers students interested in pursuing a doctoral degree at Pharmacy School (PharmD) the opportunity to apply after only three years at the undergraduate level. It is anticipated that most students would complete their requirements in three years. 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 Science with a major in Biology from King only after satisfactorily completing the first year of an accredited professional school of pharmacy program. Typically students will apply to schools of pharmacy during the summer before their third year or during the fall of their third year. Transfer students must complete at least 50 hours at King, including 20 hours of required Biology courses.

### **CORE CURRICULUM REQUIREMENTS**

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

## SCHOOL OF ARTS AND SCIENCES

### Science

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

### Quantitative Literacy

MATH 2350  
Calculus I .....4 s.h.

### PHARMACY DUAL DEGREE REQUIREMENTS

BIOL 2110, 2120  
General Biology .....8 s.h.

BIOL 3150  
Molecular Genetics .....4 s.h.

BIOL 3700  
Biochemistry .....4 s.h.

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

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.)

CHEM 1120  
General Chemistry II .....4 s.h.

CHEM 2110, 2120  
Organic Chemistry .....8 s.h.

MATH 2360  
Calculus II .....4 s.h.

PHYS 2210, 2220  
General Physics .....8 s.h.

IDST 4500 (Repeated for a total of four semesters)  
Science Seminar .....2 s.h.

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....42 s.h.

Major Requirements .....50 s.h.

Transferred Hours from PharmD program .....32 s.h.

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

### TEACHER EDUCATION - BIOLOGY

Tennessee teaching licensure (Grades 7-12) is available with modifications to the Biology major and the King Core and successful completion of the Secondary Education minor. 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 Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

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### CHEMISTRY

**Department: Chemistry**

**Chair and Program Coordinator: S. Pickard**

The chemistry major provides students an opportunity to study chemistry as part of a liberal arts program. There are three specializations within this major: General Chemistry, Health Sciences, or Chemistry Education. The General Chemistry specialization has a major curriculum patterned after guidelines recommended by the American Chemical Society and is the program recommended for students who wish to pursue graduate studies in chemistry. The Health Sciences specialization is primarily designed for students who are preparing for a career in a health profession. The Chemistry Education specialization prepares the student to teach chemistry in a secondary school setting.

Thus, by selecting the correct specialization, a chemistry major will provide 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.

Students may also choose combine a modified Chemistry major with a minor in secondary education. Science and mathematics are considered critical need areas in K-12 public education by all states.

#### CORE CURRICULUM REQUIREMENTS

Chemistry majors should complete the King Core Curriculum as specified below. For additional course options and descriptions, please see the "The Core Curriculum" section of the catalogue.

#### Science

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

#### Quantitative Literacy

MATH 2350  
Calculus I ..... 4 s.h.

#### BS IN CHEMISTRY MAJOR REQUIREMENTS

CHEM 1120  
General Chemistry ..... 4 s.h.

CHEM 2110  
Organic Chemistry I ..... 4 s.h.

CHEM 2120  
Organic Chemistry II ..... 4 s.h.

CHEM 3000  
Analytical Chemistry I ..... 4 s.h.

CHEM 4000  
Physical Chemistry I ..... 5 s.h.

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

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

IDST 4500  
Interdepartmental Science Seminar ..... 2 s.h.

#### Specialization Requirements for Chemistry

Students will choose a specialization in either General Chemistry or Health Sciences Chemistry.

#### General Chemistry

CHEM 3200  
Analytical Chemistry II ..... 4 s.h.

CHEM 4200  
Physical Chemistry II ..... 5 s.h.

MATH 2360  
Calculus II ..... 4 s.h.

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

MATH 2370  
Vector Calculus (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.)

*Chemistry majors in the General track are required to minor in either Physics or Math.*

#### Health Sciences Chemistry

BIOL 3700  
Biochemistry ..... 4 s.h.

BIOL 2110  
General Biology I ..... 4 s.h.

BIOL 2120  
General Biology II ..... 4 s.h.

*Choose at least 4 s.h. from the following* ..... 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.)

*Chemistry majors in the Health Sciences track are required to minor in Biology.*

#### SUMMARY OF TOTAL CREDITS

##### General Chemistry Specialization

Core Curriculum ..... 42 s.h.

Major Common Requirements ..... 31 s.h.

Specialization Requirements ..... 17 s.h.

Minor in Physics or Mathematics ..... 20 s.h.

Electives/Second Minor/Second Major ..... 14 s.h.

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

Health Sciences Chemistry Specialization

Core Curriculum .....	42 s.h.
Major Common Requirements .....	31 s.h.
Specialization Requirements.....	16 s.h.
Minor in Biology.....	20 s.h.
Electives/Second Minor/Second Major .....	15 s.h.
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>

**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.

**TEACHER EDUCATION - CHEMISTRY**

Tennessee teaching licensure (Grades 7-12) is available with modifications to the Chemistry major and the King Core, and successful completion of the Secondary Education minor. 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 Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

**DIGITAL MEDIA****Department: Communication Studies****Chair: J. Trapp****Program Coordinator: C. Stewart**

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 Management and Marketing makes graduates even more competitive for prospective employers.

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

There are also two minor programs in Digital Media: the Design minor is "front-end," focusing on gaining facility with software and mastering design principles; the Design minor is "back-end," concentrating on programming and architecture.

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 final portfolio of their work in order to graduate.

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### DIGITAL MEDIA MAJOR REQUIREMENTS

A portfolio is required for graduation in this major.

BUSA 2130	
Business Communication.....	2 s.h.
BUSA 3300	
Principles of Marketing .....	4 s.h.
DMIS 1550	
Web Design and Internet Programming .....	4 s.h.
DMIS 2010	
Introduction to Computer Science .....	4 s.h.
DMIS 3450	
Database Management.....	4 s.h.
DMIS 3460	
Systems Analysis.....	4 s.h.
DMIS 3650	
Advanced Internet/WWW Programming.....	4 s.h.
ENGL 2920	
Advanced Composition: Rhetorical and Narrative Patterns.....	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 3800	
Internship.....	4 s.h.
Choose 2 s.h. of following the following courses .....	2 s.h.
PHIL 2720	
Ethics (2 s.h.)	
DMIS 3750	
Current Issues in Technology (2 s.h.)	

### RECOMMENDED MANAGEMENT AND 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.
Choose 4 s.h. from the following courses .....	4 s.h.
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 .....	42 s.h.
Major Requirements .....	46 s.h.
Electives/Minor/2 <sup>nd</sup> Major: .....	<u>36 s.h.</u>
<b>Minimum to Earn Bachelor of Arts.....</b>	<b>124 s.h.</b>

### DIGITAL MEDIA: DESIGN MINOR

DMIS 1550	
Web Design and Internet Programming .....	4 s.h.
DMIS 3650	
Advanced Internet/WWW Programming.....	4 s.h.
TCOM 2610	
Visual Communication I.....	4 s.h.
Choose 4 s.h. of the following courses.....	4 s.h.
TCOM 2620	
Visual Communication II (4 s.h.)	
TCOM 2630	
Visual Rhetoric (4 s.h.)	
TCOM 3800	
Internship.....	<u>2 s.h.</u>
Total Minor Requirements.....	18 s.h.

### DIGITAL MEDIA: PROGRAMMING MINOR

DMIS 1550	
Web Design and Internet Programming .....	4 s.h.
DMIS 2010	
Introduction to Computer Science.....	4 s.h.
DMIS 3450	
Database Management.....	4 s.h.
DMIS 3460	
Systems Analysis .....	4 s.h.
TCOM 3800	
Internship.....	<u>2 s.h.</u>
Total Minor Requirements.....	18 s.h.



## ENGLISH

**Department: English**

**Chair and Program Coordinator: D. Brown**

The English major emphasizes writing, speaking, textual analysis, and research skills needed in almost any profession. English majors, through the department's specializations, 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. In cooperation with the Buechner Institute, the department offers extra-curricular experiences via workshops, travel, lectures by visiting scholars and public figures, and off-campus events. Instead of a general major in English, students may choose to pursue a literature or creative writing specialization or some mixture of the two. The courses listed for each specialization 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. Students may do an honors degree in English by departmental invitation.

### ENGLISH MAJOR CORE REQUIREMENTS

(To Be Taken By All Majors)

ENGL 3340

English Grammar.....4 s.h.

Choose 4 s.h. from the following courses.....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 Pre-1800 British Literature (4 s.h.)

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

ENGL 3540

British Romanticism and the 19th Century (4 s.h.)

ENGL 3550

Victorian Novel (4 s.h.)

ENGL 3560

Modern and Contemporary British Novel (4 s.h.)

ENGL 3590

Special Topics in Post-1800 British Lit (4 s.h.)

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

ENGL 3610

Early American Literature (4 s.h.)

ENGL 3615

American Romanticism (4 s.h.)

ENGL 3620

American Realism and Naturalism (4 s.h.)

ENGL 3625

Modern and Contemporary

American Literature (4 s.h.)

ENGL 3660

The American Novel (4 s.h.)

ENGL 3690

Special Topics in American Literature (4 s.h.)

ENGL 3800/3830

Internship/Cooperative Education..... 2 s.h.

ENGL 4910

English Capstone Seminar..... 2 s.h.

**Specialization Requirements.** Students may select one of the three specialization tracts detailed below. At least 12 hours of courses counted toward the major beyond the English core must be 3000-level courses. Occasionally special topics courses (4000-level) may be offered. These may be counted towards the major and may, in fact, meet the period requirements. Ordinarily ENGL 1110 (or 1180), 3010, and one of the following (2161, 2162, 2171, 2172, 2181, or 2182) 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 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 3485

The 18<sup>th</sup> Century British Novel (4 s.h.)

ENGL 3490

Special Topics in Pre-1800 British Literature (4 s.h.)

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

ENGL 3540

British Romanticism and the 19th Century (4 s.h.)

ENGL 3550

Victorian Novel (4 s.h.)

ENGL 3560

Modern and Contemporary British Novel (4 s.h.)

ENGL 3565

Modern and Contemporary British Lit (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 3610

Early American Literature (4 s.h.)

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ENGL 3615	American Romanticism (4 s.h.)
ENGL 3620	American Realism and Naturalism (4 s.h.)
ENGL 3625	Modern and Contemporary American Literature (4 s.h.)
ENGL 3660	The American Novel (4 s.h.)
ENGL 3690	Special Topics in American Literature (4 s.h.)
Electives in English Literature.....	8 s.h.

### Writing

Choose 20 s.h. from the following courses:

ENGL 2910	Creative Writing .....	4 s.h.
ENGL 3940	Creative Writing: Non-Fiction .....	4 s.h.
ENGL 3960	Creative Writing: Fiction .....	4 s.h.
ENGL 3970	Creative Writing: The Stage Script .....	4 s.h.
ENGL 3980	Creative Writing: Screenwriting .....	4 s.h.
ENGL 3990	Creative Writing: Poetry.....	4 s.h.
ENGL 3800/3830	Internship/Cooperative Education .....	TBD
ENGL 4900	Honors in Independent Study .....	TBD
TCOM 2630	Visual Rhetoric .....	4 s.h.
TCOM 2930	Editing.....	2 s.h.
THTR 1110	Acting I.....	4 s.h.

### General English

After completing the core requirements outlined previously, a student may elect to take courses from both the Creative Writing and Literature tracts. At least 12 s.h. of courses to be counted toward the major beyond the English core must be 3000-level courses or above.

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....	42 s.h.
Major Requirements .....	18 s.h.
Specialization Requirements.....	20 s.h.
Electives/Minor/2 <sup>nd</sup> Major: .....	<u>44 s.h.</u>
<b>Minimum to Earn Bachelor of Arts.....</b>	<b>124 s.h.</b>

### ENGLISH MINOR

ENGL Electives.....	8 s.h.
ENGL Electives at 3000 or 4000 level.....	<u>12 s.h.</u>
Total Minor Requirements .....	20 s.h.

### TEACHER EDUCATION - ENGLISH

Tennessee teaching licensure (Grades 7-12) is available with modifications to the English major and the King Core and successful completion of the Secondary Education minor. 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 Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

**FORENSIC SCIENCE****Department: Chemistry****Chair: S. Pickard****Program Coordinator: J. Gilmer**

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 or coroner offices, hospitals, government agencies, and private laboratories.

Due to the large number of courses that Forensic Science shares in common with Biology and Chemistry, a student cannot simultaneously major in Forensic Science and major or minor in Biology, Biochemistry, or Chemistry. The Forensic Science program also requires students to complete an internship in a forensics related field.

**CORE CURRICULUM REQUIREMENTS**

Forensic Science majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the 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 3150

Molecular Genetics ..... 4 s.h.

BIOL 3400

Biology and Informatics ..... 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 ..... 42 s.h.

Major Requirements ..... 62 s.h.

Electives/Minor/2<sup>nd</sup> Major: ..... 20 s.h.**Minimum to Earn Bachelor of Science** ..... **124 s.h.**

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## FRENCH

**Department: Modern Languages and Literatures**

**Chair: B. Huarte Macione**

**Program Coordinator: A. Remillard**

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, 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, France, the department periodically offers a six-week program of study during the summer months with study options available at various levels.

The institution also endorses several other study-abroad opportunities. Contact the Department of Languages and Literatures or the Center for Study Abroad for more information.

### PLACEMENT TESTING

All students shall be required to complete a placement test before enrolling in French courses. Students who place into the 3000 level may not be required to take additional French courses to earn core credit while at King.

### OTHER NOTES

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

## CORE CURRICULUM REQUIREMENTS

French majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the 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 16<sup>th</sup> Cent. (4 s.h.)

FREN 4210

French Literature: 17<sup>th</sup> and 18<sup>th</sup> Centuries (4 s.h.)

FREN 4220

French Literature: 19<sup>th</sup> Century (4 s.h.)

FREN 4230

French Literature: 20<sup>th</sup> Century (4 s.h.)

FREN 4280

Francophone Literature (4 s.h.)

FREN 4300

Francophone Women Writers (2 s.h.)

FREN 4900

ST: French and Francophone Lit (2-4 s.h.)

Electives at 3000 or 4000 level ..... 12 s.h.

### SUMMARY OF TOTAL CREDITS

Core Curriculum ..... 42 s.h.

Major Requirements ..... 28 s.h.

Electives/Minor/2<sup>nd</sup> Major: ..... 54 s.h.

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

### FRENCH MINOR

FREN 3010

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

FREN 3020

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

Electives at 3000 or 4000 level ..... 8 s.h.

Total Minor Requirements ..... 16 s.h.

**TEACHER EDUCATION - FRENCH**

Tennessee teaching licensure (Grades 7-12) is available with modifications to the French major and the King Core, and successful completion of the Secondary Education minor. 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 Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

**HISTORY**

**Department: History and Political Science**

**Chair and Program Coordinator: M. Dotterweich**

The History major at King 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'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, the history of espionage, and the Cold War. History majors take a broad array of courses, drawing on many of these areas.

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 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. The program of study will need to be included with the student's Declaration of Major.

For the Integrative Trac, the student may count sixteen semester hours of historically-related coursework in another field (see the majors 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 who elect the Standard Trac need to complete a minimum of 20 s.h. at the 3000-level or above.

Students who elect the Integrative Trac need 16 s.h. of History at the 3000-level or above and 8 s.h. of electives from a related discipline at the 3000-level or above.

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

Students majoring in History **may not** also major in Political Science and History.

### 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 2161  
The United States to 1877 (4 s.h.)
- HIST 2162  
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.)

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 2181  
Tudor England and Stewart Scotland (4 s.h.)

Choose 4 s.h. from the following courses..... 4 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 2182  
The British Empire
- 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.

Standard Trac History majors must take at least 4 s.h. from the History of Ideas list; 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 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  
Ancient Political Thought (4 s.h.)
- PSCI 3720  
Modern Political Thought (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 advisors.

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. Students may count up to 16 s.h. required for Integrative Trac toward a second major or toward a minor in a cognate field.

Electives from one of the following disciplines ..... 16 s.h.

- Biblical Studies
- English
- French
- Music
- Security and Intelligence Studies
- Spanish
- Theatre

### SUMMARY OF TOTAL CREDITS

Core Curriculum ..... 42 s.h.

Choose a trac ..... 44 s.h.

#### Standard Trac:

- Major Requirements (36 s.h.)
- Electives/Minor/Second Major (8 s.h.)

#### or Integrative Trac:

- Major Requirements (28 s.h.)
- Second Discipline (16 s.h.)
- Electives/Minor/Second Major: ..... 38 s.h.

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

**INTERDISCIPLINARY STUDIES**

**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.

**TEACHER EDUCATION - HISTORY**

Tennessee teaching licensure (Grades 7-12) is available with modifications to the History major and the King Core, and successful completion of the Secondary Education minor. Additional endorsements in either Government or Geography may be added to the History license. 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 Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

**Contact: J. Hale**

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 Associate Dean of Academic Affairs as early as possible in their undergraduate program, as well as with the chairs of the respective disciplines in which they wish to concentrate. Students should also identify a faculty member willing to serve as program coordinator. Working with the IDS Program Coordinator and the respective department chairs, the student will develop an Interdisciplinary Study Proposal and plan of study 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 and rationale for a specialized program to the IDS Program Coordinator and the Associate Dean of Academic Affairs.
2. Develop a proposed program of study through consultation with faculty of each department in which the student wishes to concentrate, to be approved by the Associate Dean of Academic Affairs.

**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.

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3. At least 30 hours of coursework in the IDS program must be completed at King following admission to the program.
4. Seventy-five percent of each discipline must be completed at King.

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....	42 s.h.
Major Requirements .....	48 s.h.
Electives/Minor/Second Major: .....	<u>34 s.h.</u>
<b>Minimum to Earn Bachelor of Arts.....</b>	<b>124 s.h.</b>

## LEADERSHIP

**Contact: M. Peltier or R. Littleton**

Students pursuing the Leadership minor will experience a program fostered by a core of leadership-related courses, an 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. Leadership in a student organization (e.g. SGA, SIFE, Kayseean, etc.)
- b. Resident Assistant
- c. SLACK Staff
- d. Launch 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. Students are responsible for their own transportation to off campus sites.

Possible internships may consist of:

- a. A community service agency approved by the Director of Student Engagement
- b. Youth Ministry Intern



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- 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 LEAD 2100: *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 .....	<u>0 s.h.</u>
	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.
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.
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 Communication	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.
YTMN 3610	Program Administration for Effective Youth Ministry.....	4 s.h.

#### Multiculturalism

ICST 2310	Introduction to Cultural Anthropology .....	4 s.h.
HIST 3120	Europe, 1914 to Present .....	4 s.h.
HIST 3150	African American Experience Since 1895.....	4 s.h.
PSCI 2010	United States Government .....	4 s.h.
PSCI 2020	World Politics.....	4 s.h.

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PSCI 2120	
Cultural Diversity in America .....	4 s.h.
PSCI 3250	
Politics and the History of China .....	4 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 and Program Coordinator: 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 campus computer labs. Students enrolled in academic programs that require advanced computing will be expected to purchase the appropriate hardware and software. Furthermore, King 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.

### CORE CURRICULUM REQUIREMENTS

Mathematics majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the 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.
<b>SUMMARY OF TOTAL CREDITS</b>	
Core Curriculum .....	42 s.h.

Major Requirements .....	36 s.h.
Electives/Minor/Second Major: .....	<u>46 s.h.</u>
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>

**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.

**TEACHER EDUCATION - MATHEMATICS**

Tennessee teaching licensure (Grades 7-12) is available with modifications to the Mathematics major and the King Core, and successful completion of the Secondary Education minor. 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 Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timeliness.

**MUSIC**

**Department: Performing and Visual Arts**

**Chair: C. Stewart**

**Program Coordinator: P. Flannagan**

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 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 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 perspectives of 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, the instructor will place the student at the proper level

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(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).

### 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 .....	42 s.h.
Major Requirements.....	56 s.h.
Electives/Minor/2 <sup>nd</sup> Major: .....	<u>26 s.h.</u>
<b>Minimum to Earn Bachelor of Arts</b> .....	<b>124 s.h.</b>

### 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.

**TEACHER EDUCATION REQUIREMENTS**

Tennessee teaching licensure (Grades K-12) is available with the Music Education major, modification to the King Core, and successful completion of the K-12 Education minor. 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 Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

**NEUROSCIENCE**

**Department: Biology**

**Chair: V. Fitsanakis**

**Program Coordinator: J. Graham**

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 also 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. Students 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 or laboratory assistant, or 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 Professional Communication, Chemistry, Math, Philosophy, or a foreign language.

**CORE CURRICULUM REQUIREMENTS**

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

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### 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 3700  
Biochemistry (4 s.h.)

BIOL 4640  
Pharmacology (4 s.h.)

BIOL 4670  
Mammalian Toxicology (4 s.h.)

PSYC 3020  
Cognitive Psychology (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 3350  
Abnormal Psychology (4 s.h.)

PSYC 3530  
Sensation and Perception (4 s.h.)

BIOL/PSYC 3800  
Neuroscience Internship (2 s.h.)

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....42 s.h.  
Major Requirements.....50 s.h.  
Electives/Minor/2<sup>nd</sup> Major: .....32 s.h.  
**Minimum to Earn Bachelor of Science ..... 124 s.h.**

**PHILOSOPHY****Department: Philosophy and Religion****Chair: D. Hudson****Program Coordinator: C. Streetman**

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. It also is a good fit for those students interested in pursuing graduate work in law, medicine, business, and politics.

**PHILOSOPHY MINOR REQUIREMENTS**

PHIL 2510

History of Philosophy .....4 s.h.

PHIL 2720

Ethics.....2 s.h.

*Choose 12 s.h. from the following courses* .....12 s.h.

PHIL 2020

Logic (4 s.h.)

PHIL 2410

Philosophy of Religion (4 s.h.)

PHIL 2520

History of Philosophy II (4 s.h.)

PHIL 2730

Biomedical Moral Dilemmas (2 s.h.)

PHIL 3740

Ethics Seminar (4 s.h.)

PHIL 3750

Philosophy Seminar: The Meaning of Life (4 s.h.)

PHIL 3760

Aesthetics (4 s.h.)

PHIL 3780

Philosophy of Mind and Consciousness (4 s.h.)

PHIL 3900

Special Topics (4 s.h.)

Total Minor Requirements .....18 s.h.

**PHOTOGRAPHY****Department: Performing and Visual Arts****Chair and Program Coordinator: C. Stewart**

The Photography curriculum provides students with a working knowledge of the medium through hands-on experience, conceptual engagement, and through the study of historical and contemporary imagery and media.

The department stresses the contemporary definition of photography that includes video and multimedia. There is an emphasis of sharing and community involvement through mediums, such as the web and social networking, and direct engagement with the people and groups in the physical vicinity to our program.

The program will provide graduates a strong base for many career paths in both the professional and fine arts worlds.

*Some photography courses require special equipment and/or supplies. Please contact the course professor for details.*

**PHOTOGRAPHY MAJOR REQUIREMENTS**

PHOT 1010

Photographic Foundations..... 4 s.h.

PHOT 1500

Macintosh Management ..... 2 s.h.

PHOT 1510

Multimedia Production..... 4 s.h.

PHOT 1700

Imagery in Society..... 2 s.h.

PHOT 2010

Digital Photography..... 4 s.h.

PHOT 2500

Advanced Digital Imaging ..... 4 s.h.

PHOT 2700

Contemporary Media Studies..... 2 s.h.

PHOT 3010

Lighting..... 4 s.h.

PHOT 3020

Advanced Lighting ..... 4 s.h.

PHOT 3510

Advanced Multimedia Production ..... 4 s.h.

PHOT 3550

Web Design for Photographers I..... 4 s.h.

PHOT 3560

Web Design for Photographers II..... 4 s.h.

PHOT 4000

Professional Seminar..... 1 s.h.

PHOT 4900

Senior Thesis Project..... 1 s.h.

PHOT 1910/2910/3910/4910

Project Lab I – IV..... 4 s.h.

## ACADEMIC CATALOGUE, 2012-2013

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....	42 s.h.
Major Requirements .....	48 s.h.
Electives/Minor/2 <sup>nd</sup> Major .....	34 s.h.
<b>Minimum to Earn Bachelor of Arts.....</b>	<b>124 s.h.</b>

### PHOTOGRAPHY MINOR

PHOT 1010	
Photographic Foundations.....	4 s.h.
PHOT 1500	
Macintosh Management.....	2 s.h.
PHOT 1510	
Multimedia Production.....	4 s.h.
PHOT 2010	
Digital Photography .....	4 s.h.
PHOT 3010	
Lighting.....	4 s.h.
<i>Choose one of the following two courses.....</i>	<i>2 s.h.</i>
PHOT 1700	
Imagery in Society (2 s.h.)	
PHOT 2700	
Contemporary Media Studies (2 s.h.)	
PHOT 1910/2910	
Project Lab I - II.....	<u>2 s.h.</u>
Total Minor Requirements .....	22 s.h.

## PHYSICS

**Department: Mathematics and Physics**

**Chair: A. Simoson**

**Program Coordinator: R. Bloomer**

The Physics major is offered as either a Bachelor of Science or Bachelor of Arts degree.

### 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 32 elective hours available to the student for another major or minor. Alternatively, the student can double major in Physics and Mathematics with enough 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 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 .....

#### Quantitative Literacy

MATH 2350

    Calculus I .....

### PHYSICS BS MAJOR REQUIREMENTS

PHYS 2210

    General Physics I.....

PHYS 2220

    General Physics II.....

PHYS 3010

    Theoretical Mechanics .....

PHYS 3030

    Electricity and Magnetism .....

PHYS 3060

    Introduction to Modern Physics .....



PHYS 3502	Experimental Methods.....	2 s.h.
PHYS 4201	Advanced Topics .....	2 s.h.
PHYS 4080	Introductory Quantum Mechanics .....	4 s.h.
	<i>Choose 4 s.h. from the following courses.....</i>	<i>4 s.h.</i>
	CHEM 4000	
	Physical Chemistry I (5 s.h.)	
PHYS 3052	Optics (4 s.h.)	
PHYS 3072	Heat and Thermodynamics (4 s.h.)	
PHYS 3401	Medical Physics (4 s.h.)	
	<i>Choose 4 s.h. from the following courses.....</i>	<i>4 s.h.</i>
	MATH 2450	
	Linear Algebra (4 s.h.)	
	MATH Elective, 3000 or 4000 level (4 s.h.)	
MATH 2360	Calculus II.....	4 s.h.
MATH 2370	Vector Calculus .....	4 s.h.
MATH 3430	Differential Equations.....	4 s.h.
IDST 4500	Interdepartmental Math and Science Seminar.....	2 s.h.

**SUMMARY OF TOTAL CREDITS**

Core Curriculum.....	42 s.h.
Major Requirements .....	*50 s.h.
Electives/Minor/2 <sup>nd</sup> Major .....	** <u>32 s.h.</u>
<b>Minimum to Earn Bachelor of Science.....</b>	<b>124 s.h.</b>

\*This includes the minor in Mathematics  
 \*\* A double major in Physics and Mathematics allows for 16 s.h. of electives or another minor.

**BACHELOR OF ARTS DEGREE IN PHYSICS**

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 Communication.

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.

**PHYSICS BA MAJOR REQUIREMENTS**

PHYS 2210 and 2220	General Physics I and II.....	4, 4 s.h.
PHYS 3010	Theoretical Mechanics .....	4 s.h.
PHYS 3030	Electricity and Magnetism .....	4 s.h.
PHYS 3060	Introduction to Modern Physics .....	4 s.h.
PHYS 3502	Experimental Methods.....	2 s.h.
PHYS 4201	Advanced Laboratory.....	2 s.h.
	<i>Choose 4 s.h. of the following courses.....</i>	<i>4 s.h.</i>
	MATH 1500	
	Cryptology: The Science of Secret Writing (4 s.h.)	
	MATH 2100	
	Programming with Graphics, Symbols, and Text (2 s.h.)	
	MATH 2480	
	History of Mathematics (2 s.h.)	
	MATH 3120	
	Number Theory (2 s.h.)	
TCOM 2200	Technical Communication .....	4 s.h.
BIOL 2110	General Biology I .....	4 s.h.
MATH 2360	Calculus II.....	4 s.h.
IDST 4500	Interdepartmental Science and Math Seminar....	2 s.h.

**SUMMARY OF TOTAL CREDITS**

Core Curriculum.....	42 s.h.
Major Requirements.....	42 s.h.
Second Major/minors/Electives .....	<u>40 s.h.</u>
<b>Minimum to Earn Bachelor of Arts.....</b>	<b>124 s.h.</b>

**PHYSICS MINOR**

PHYS 2210	General Physics I.....	4 s.h.
PHYS 2220	General Physics II.....	4 s.h.
	<i>Choose 8 s.h. from the following courses .....</i>	<i>8 s.h.</i>
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.

**TEACHER EDUCATION - PHYSICS**

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

## ACADEMIC CATALOGUE, 2012-2013

the King Core, and successful completion of the Secondary Education minor. 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.

## POLITICAL SCIENCE AND HISTORY

**Department: History and Political Science**  
**Chair and Program Coordinator: 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 study American and European history, and are encouraged to take courses in the American Legal System and in non-Western topics.

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 levels, international relations, intelligence work, public safety (ranging from the F.B.I. to local law enforcement), political campaign management, journalism, business (domestic and international), and many other areas. A particular area of strength in Political Science at King is intelligence studies, in both historical and contemporary geopolitical contexts.

### OTHER NOTES

Students majoring in Political Science and History **may not** also major in History.

In addition to courses taken for core curriculum credit, the following courses must be taken to satisfy major requirements.

### POLITICAL SCIENCE/HISTORY MAJOR REQUIREMENTS

PSCI 2010	United States Government .....	4 s.h.
PSCI 2020	World Politics.....	4 s.h.
PSCI 3500	Comparative Politics.....	4 s.h.
PSCI 3710	Ancient Political Thought.....	4 s.h.
PSCI 3720	Modern Political Thought .....	4 s.h.
PSCI or HIST 3000-level or above	.....	4 s.h.
HIST 3000	The Professional Historian .....	4 s.h.
	<i>Choose 8 s.h. from the following courses</i> .....	8 s.h.
	HIST 2161	
	The United States to 1877 (4 s.h.)	
	HIST 2162	
	The United States, 1877 to the Present (4 s.h.)	
	HIST 2710	
	The Cold War: History and Politics (4 s.h.)	
	HIST 3150	
	African-American Experience Since 1895 (4 s.h.)	

**PROFESSIONAL COMMUNICATION**

**Department: Communication Studies**  
**Program Coordinator: K. Holloway**  
**Chair: J. Trapp**

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. Professional communicators demonstrate competence in research and grounding in ethics in the workplace.

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 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 online 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 professional communication program get practical experience by completing projects for campus, corporate, or community clients.

Students are encouraged to cultivate, in addition to their communication courses, competence in another field of interest—a professional or technical field such

HIST 3300	Intellectual and Cultural History of the United States (4 s.h.)	
<i>Choose 8 s.h. from the following courses.....</i>		8 s.h.
HIST 3110	The Age of Revolutions: Europe 1789 to 1914 (4 s.h.)	
HIST 3120	Europe, 1914 to the Present (4 s.h.)	
HIST 3440	The European Mind Since the Enlightenment (4 s.h.)	
HIST 3650	A Survey of Modern African History (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 .....	42 s.h.
Major Requirements .....	44 s.h.
Electives/Minor/Second Major: .....	<u>38 s.h.</u>
<b>Minimum to Earn Bachelor of Arts.....</b>	<b>124 s.h.</b>

**POLITICAL SCIENCE MINOR**

PSCI 2010	United States Government .....	4 s.h.
PSCI 2020	World Politics.....	4 s.h.
PSCI 3500	Comparative Politics.....	4 s.h.
PSCI 3710	Ancient Political Thought.....	4 s.h.
PSCI 3720	Modern Political Thought.....	<u>4 s.h.</u>
Total Minor Requirements .....		20 s.h.

**TEACHER EDUCATION – HISTORY WITH GOVERNMENT**

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 Core, and successful completion of the Secondary Education minor. An endorsement in geography may also be added to the history license. 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 Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

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as business, digital media, biology, chemistry, or physics, or a liberal arts discipline such as biblical studies, 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

Professional Communication majors should fulfill specified categories of the King 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.)
- FINE 2250  
History of American Art (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 2130  
Business Communication ..... 2 s.h.
- DMIS 1550  
Web Design & Internet Programming ..... 4 s.h.
- Choose one of the following two courses..... 2 s.h.
- PHIL 2720  
Ethics (2 s.h.)
- DMIS 3750  
Current Issues in Technology (2 s.h.)
- ENGL 2920  
Advanced Composition: Rhetorical &  
Narrative Patterns..... 4 s.h.
- ENGL 3340  
English Grammar ..... 4 s.h.
- TCOM Electives ..... 8 s.h.

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....	42 s.h.
Major Requirements.....	46 s.h.
Electives/Minor/2 <sup>nd</sup> Major: .....	<u>36 s.h.</u>
<b>Minimum to Earn Bachelor of Arts.....</b>	<b>124 s.h.</b>

### 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.
DMIS 1550 Web Design & Internet Programming.....	4 s.h.
TCOM 3800 Internship.....	<u>2 s.h.</u>
<b>TOTAL .....</b>	<b>24 s.h.</b>

**PSYCHOLOGY**

**Department: Psychology**

**Chair and Program Coordinator: 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 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 let students develop a unique view of human beings: one that is critically aware of the limitations and biases in current knowledge, one that is constructively able to seek out new approaches to understanding others, and one that knows how to observe, record, analyze, discuss, interpret, and explain to others what humans do and why. Such knowledge 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 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 ..... 42 s.h.  
Major Requirements..... 44 s.h.  
Electives/Minor/2<sup>nd</sup> Major ..... 38 s.h.  
**Minimum to Earn Bachelor of Arts**..... **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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### SECURITY AND INTELLIGENCE STUDIES

**Department: History and Political Science**

**Chair: M. Dotterweich**

**Program Coordinator: J. Fitsanakis**

Ever since 9/11, Americans have been thrust into a volatile and unpredictable world. Employers are looking for college graduates who can demonstrate an understanding of contemporary security threats and challenges, both domestically and internationally. The Security and Intelligence Studies (SIS) minor aims to address the high demand for qualified security and intelligence professionals in the post-9/11 world. Courses offered in the SIS minor explore issues such as espionage and counterintelligence, international terrorism, transnational organized crime, computer hacking, cyberwarfare, as well as subjects relating to nuclear security and the global competition for energy resources.

The SIS minor is highly recommended for students interested in careers in law enforcement, homeland security, military, intelligence (Central Intelligence Agency, Federal Bureau of Investigation, National Security Agency, and others) the diplomatic service, administration, and law—especially international law, national security law, and terrorism law. The minor is also designed to complement the Business major, especially for students interested in careers in global investing, consulting, and financial intelligence.

The SIS minor is also designed to accentuate major degrees in the sciences (Neuroscience, Biology, Forensics, Physics, Mathematics), as well as in Psychology, particularly for those intending to work in classified areas of research. It will also combine well with degrees in foreign languages, because qualified bilingual speakers are highly sought after by US intelligence and law enforcement agencies.

#### **EMPHASIS ON INTERSHIPS AND INTERNATIONAL OUTLOOK**

The SIS program places significant emphasis on student internships, facilitated on the local or federal level, with organizations such as the FBI, CIA, NSA, Emergency Response Services, United States Marshals, Transportation Security Administration, the Bureau of Alcohol, Tobacco, and Firearms, Customs and Border Protection, the Department of Drug Enforcement, the Federal Probation Service, the National Park Service, and private security companies. Students are also encouraged to cultivate an international outlook, including an interest in international affairs, and are actively encouraged to pursue foreign travel and study-abroad opportunities.

### SECURITY AND INTELLIGENCE STUDIES MINOR REQUIREMENTS

PSCI 2310	Espionage and Intelligence .....	4 s.h.
PSCI 2330	International Terrorism .....	4 s.h.
PSCI 4310	Advanced Topics in Geopolitics.....	4 s.h.
	<i>Choose 8 s.h. from the following courses .....</i>	<u>8 s.h.</u>
PSCI 3310	Covert Action: From Secrets to Policy (4 s.h.)	
HIST 2710	Cold War: History and Politics (4 s.h.)	
HIST 3710	History of Modern Espionage (4 s.h.)	
	Total Minor Requirements.....	20 s.h.

**SPANISH**

**Department: Modern Languages and Literatures**  
**Chair and Program Coordinator: B. Huarte Macione**

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 (28 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 institution 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.

**CORE CURRICULUM REQUIREMENTS**

Spanish majors should fulfill specified categories of the King 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: 17<sup>th</sup> and 18<sup>th</sup> Centuries (4 s.h.)  
 SPAN 4220  
 Spanish Literature: 19<sup>th</sup> Century (4 s.h.)  
 SPAN 4230  
 Spanish Literature: 20<sup>th</sup> Century (4 s.h.)  
 SPAN 4240  
 Latin American Literature I (4 s.h.)  
 SPAN 4250  
 Latin American Literature II (4 s.h.)  
 SPAN 4260  
 Latin American Literature III (4 s.h.)  
 Electives at 3000 or 4000 level.....12 s.h.

**SUMMARY OF TOTAL CREDITS**

Core Curriculum .....42 s.h.  
 Major Requirements.....28 s.h.  
 Electives/Minor/2<sup>nd</sup> Major: .....54 s.h.  
**Minimum to Earn Bachelor of Arts..... 124 s.h.**

**SPANISH MINOR**

SPAN 3010  
 Advanced Spanish Skills I ..... 4 s.h.  
 SPAN 3020  
 Advanced Spanish Skills II ..... 4 s.h.  
 Electives at 3000 or 4000 level..... 8 s.h.  
 Total Minor Requirements.....16 s.h.

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### TEACHER EDUCATION – SPANISH

Tennessee teaching licensure (Grades 7-12) is available with modifications to the Spanish major and the King Core, and successful completion of the Secondary Education minor. 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 Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

### THEATRE

**Department: Performing and Visual Arts**

**Chair: C. Stewart**

**Program Coordinator: E. Dollar**

The mission of the theatre program is to develop creative abilities and an understanding of the human experience through engaging in the transformative process of theatre. Our vision is to thrive as a pre-professional comprehensive theatre training program that engages our students and community members in theatrical art that encourages reflection, action, and stewardship in our community.

We seek to develop theatre artists who demonstrate competency in multiple areas such as theatre studies, performance, production, and theatre technology; who are sensitive to their personal calling and create theatre that shares this calling with the community; who engage in reflection and evaluation of the human experience; and who are familiar with the realities of theatre as a business and can function within that reality. We seek to create productions which address questions of the human condition and encourage our students and community members to engage in reflection, action, and stewardship, and which explore a variety of theatrical styles and genres.

Theatre majors will demonstrate a familiarity with the development of theatrical practices and dramatic literature from the ancient civilizations to the present; develop acting, directing, designing, management and technical skills, techniques, and methods through the production and performance of theatre; analyze and evaluate theatrical practices; and self-assess and communicate their personal growth as an artist.

The theatre program strongly encourages student participation in national conferences and festivals and prepares students for internships with professional arts organizations. The program frequently hosts guest artists on campus for performances and workshops with students. Theatre students are prepared to pursue careers in performance, directing, design, management, theatre studies, and theatre technology, and to pursue graduate studies in theatre.

#### PARTICIPATION IN PRODUCTIONS

Participation in theatrical productions is open to all students, regardless of major, as well as to community members. Auditions and crew assignments are held at the beginning of the fall and spring semesters. Qualified majors or minors may earn the opportunity to direct, design, present a solo performance, or have an original play produced. Theatre majors and minors are required to participate in multiple areas of theatre production each semester. Satisfying this requirement is achieved through completing cast assignments, crew assignments, and assigned class work on productions.



## SCHOOL OF ARTS AND SCIENCES

Students are required to register for the appropriate Theatre Practicum course for all productions unless they are granted an exemption from the Program Coordinator. Four semester hours (s.h.) of Theatre Practicum are required for the major. Students who are placed on academic probation at the beginning of a semester may not be cast in large roles or hold a major crew position in a production for that semester. Theatre majors and minors should consult the department before appearing in any production outside of the department.

### INTERNSHIP/CAPSTONE PROJECT

All Theatre majors are required to satisfactorily complete either a professional internship for 2 s.h. or a capstone project in a chosen area for 2 s.h. Students must register for either THTR 3800 for internship or THTR 4910 for capstone. Students are expected to research their own internship possibilities, receive approval from the Program Coordinator for the internships, and follow procedures for applying for the internships. Students must also register their internship through the King Career Development Office.

For capstone projects, students must propose the project to the Theatre faculty and receive approval the semester before the project will commence. Capstone projects include, but are not limited to, directing a production, designing for a production, writing a play, a solo performance, a major role in a production, a research paper, or dramaturgy for a production.

### CORE CURRICULUM REQUIREMENTS

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

#### Human Creative Products

THTR 1110  
Acting I: Fundamentals of Acting and  
Play Analysis..... 4 s.h.

#### THEATRE MAJOR REQUIREMENTS

THTR 2220  
Introduction to Stagecraft..... 4 s.h.  
THTR 2230  
Introduction to Lighting and Sound ..... 4 s.h.  
THTR 2400  
Theatre Management..... 4 s.h.  
THTR 3011  
Theatre History I..... 4 s.h.  
THTR 3012  
Theatre History II..... 4 s.h.  
THTR 3400  
Directing I ..... 4 s.h.

Choose 4 s.h. from the following courses ..... 4 s.h.  
THTR 1010 and 1011  
Theatre Practicum: Acting (2 s.h.)  
THTR 1020 and 1021  
Theatre Practicum: Technical (2 s.h.)  
Choose 2 s.h. from the following courses ..... 2 s.h.  
THTR 3800  
Internship (2 s.h.)  
THTR 4910  
Theatre Capstone Project (2 s.h.)  
THTR Electives..... 16 s.h.

### SUMMARY OF TOTAL CREDITS

Core Curriculum ..... 42 s.h.  
Major Requirements..... 46 s.h.  
Electives/Minor/2<sup>nd</sup> Major: ..... 38 s.h.  
**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.

# ACADEMIC CATALOGUE, 2012-2013

## YOUTH MINISTRY

**Department: Philosophy and Religion**

**Chair: D. Hudson**

**Program Coordinator: D. Kreiss**

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	
Spiritual Formation and the Book of James.....	2 s.h.
PSYC 3502	
Introduction to Christian Counseling .....	2 s.h.

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

BIBL 3040

The Life and Teaching of Jesus (4 s.h.)

RELG 2450

Christian Apologetics (4 s.h.)

RELG 3210

Introduction to Theology (4 s.h.)

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

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....	42 s.h.
Major Requirements.....	44 s.h.
Mandatory Minor .....	18 s.h.
Electives/Second Major: .....	<u>20 s.h.</u>
<b>Minimum to Earn Bachelor of Arts.....</b>	<b>124 s.h.</b>

### 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.
YTMN 4110	
Senior Seminar for Ministry.....	<u>2 s.h.</u>
Total Minor Requirements.....	18 s.h.

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## SCHOOL OF BUSINESS AND ECONOMICS

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**TODD H. ERICKSON, 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's undergraduate Business 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 major prepares students for a lifetime of service, stewardship, and success.

The School of Business and Economics offers the following specializations: Accounting, Business Administration, Economics, Finance, Management, Marketing, and Sport Management. Two 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—2012-2013*.

**MAJOR**

Business

**MINORS**

Business Administration

Economics

**GRADUATE & PROFESSIONAL STUDIES DEGREES**

Bachelor of Business Administration

Master of Business Administration

# ACADEMIC CATALOGUE, 2012-2013

## BUSINESS

Program Chair: John Dodge

### 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

### CORE CURRICULUM REQUIREMENTS

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

#### Quantitative Literacy

MATH 1560

Introduction to Statistics ..... 4 s.h.

#### U.S. and Global Citizenship

ECON 2200

Principles of Economics ..... 4 s.h.

### BUSINESS MAJOR COMMON 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

Management Information Systems ..... 4 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 3730

Business Law ..... 4 s.h.

BUSA 3740

Professional Development Strategies ..... 1 s.h.

BUSA 3800

Internship ..... 2 s.h.

BUSA 4001

Business Policy and Strategic Management ..... 4 s.h.

### Specialization Requirements for a BA in Business

Students will choose a specialization in either Accounting, Economics, Finance, Management, Marketing, or Sport Management.

Only students who have chosen Business as a second major may specialize in Business Administration.

### Accounting Specialization

BUSA 3110

Intermediate Accounting I ..... 4 s.h.

BUSA 3120

Intermediate Accounting II ..... 4 s.h.

BUSA 3841

Federal Taxation ..... 4 s.h.

BUSA 4810

Advanced Accounting ..... 4 s.h.

BUSA 4870

Principles of Auditing ..... 4 s.h.

### SUMMARY OF TOTAL CREDITS

Core Curriculum ..... 42 s.h.

Common Major Requirements ..... 37 s.h.

Specialization Requirements ..... 20 s.h.

Electives/Minor/Second Major ..... 25 s.h.

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

### Business Administration Specialization

This specialization is open only to those students who have chosen Business as a second major. Their first major should be a program housed outside of the School of Business.

BUSA Elective, 3000-level or above ..... 4 s.h.

### SUMMARY OF TOTAL CREDITS

Core Curriculum ..... 42 s.h.

Common Major Requirements ..... 37 s.h.

Specialization Requirements ..... 4 s.h.

First Major/Minor/Electives ..... 41 s.h.

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

### Economics Specialization

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

ECON 3260

Intermediate Microeconomic Theory (4 s.h.)

ECON 3270

Intermediate Macroeconomic Theory (4 s.h.)

*Choose 12 s.h. of the following courses* ..... 12 s.h.

BUSA 3560

Investment Management (4 s.h.)

ECON 3250

Money and Banking (4 s.h.)

ECON 3260

Intermediate Microeconomic Theory (4 s.h.)

ECON 3270

Intermediate Macroeconomic Theory (4 s.h.)

ECON 3300

Economics of Industrial Organization (4 s.h.)

ECON 3900

Special Topics (4 s.h.)

## SCHOOL OF BUSINESS AND ECONOMICS

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....	42 s.h.
Common Major Requirements .....	37 s.h.
Specialization Requirements.....	20 s.h.
Electives/Minor/Second Major .....	<u>25 s.h.</u>
<b>Minimum to Earn Bachelor of Arts.....</b>	<b>124 s.h.</b>

### Finance Specialization

ECON 3250	
Money and Banking.....	4 s.h.
ECON 3270	
Intermediate Macroeconomic Theory .....	4 s.h.
BUSA 3560	
Investment Management.....	4 s.h.
BUSA 4590	
Advanced Corporate Finance .....	4 s.h.

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....	42 s.h.
Common Major Requirements .....	37 s.h.
Specialization Requirements.....	16 s.h.
Electives/Minor/Second Major .....	<u>29 s.h.</u>
<b>Minimum to Earn Bachelor of Arts.....</b>	<b>124 s.h.</b>

### Management Specialization

ECON 3260	
Intermediate Microeconomic Theory .....	4 s.h.
BUSA 3620	
Organizational Behavior .....	4 s.h.
BUSA 3621	
Human Resource Management .....	4 s.h.
BUSA 3850	
Small Business Entrepreneurship .....	4 s.h.

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....	42 s.h.
Common Major Requirements .....	37 s.h.
Specialization Requirements.....	16 s.h.
Electives/Minor/Second Major .....	<u>29 s.h.</u>
<b>Minimum to Earn Bachelor of Arts.....</b>	<b>124 s.h.</b>

### Marketing Specialization

ECON 3260	
Intermediate Microeconomic Theory .....	4 s.h.
BUSA 3660	
Consumer Behavior .....	4 s.h.
BUSA 3680	
Promotion Strategies .....	4 s.h.
BUSA 4230	
Sales Management and Professional Selling .....	4 s.h.

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....	42 s.h.
Common Major Requirements .....	37 s.h.
Specialization Requirements.....	16 s.h.
Electives/Minor/Second Major .....	<u>29 s.h.</u>
<b>Minimum to Earn Bachelor of Arts.....</b>	<b>124 s.h.</b>

### Sport Management Specialization

PHED 2910	
Athletic Administration.....	2 s.h.
PHED 2920	
Sport Marketing .....	2 s.h.
PHED 3200	
Event Management.....	2 s.h.
PHED 3565	
Ethics and Legal Issues in Sport Management ....	4 s.h.
PHED 3580	
Sport Finance .....	2 s.h.
PHED 3590	
Sport Facilities.....	2 s.h.
TCOM 3220	
Sports Information .....	2 s.h.

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....	42 s.h.
Common Major Requirements .....	37 s.h.
Specialization Requirements.....	16 s.h.
Electives/Minor/Second Major .....	<u>29 s.h.</u>
<b>Minimum to Earn Bachelor of Arts.....</b>	<b>124 s.h.</b>

## ACADEMIC CATALOGUE, 2012-2013

### BUSINESS ADMINISTRATION

The Business Administration minor may only be declared by students majoring in disciplines outside the School of Business and Economics.

#### BUSINESS ADMINISTRATION 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 Electives, 3000 Level or Above.....	<u>8 s.h.</u>
Total .....	20 s.h.

### ECONOMICS

The Economics minor may be declared by students majoring in any discipline, including Business majors who are not specializing in Economics.

#### ECONOMICS MINOR REQUIREMENTS

ECON 2200	
Principles of Economics .....	4 s.h.
ECON 3330	
History of Economic Thought .....	4 s.h.
<i>Choose 12 s.h. from the following courses .....</i>	<u>12 s.h.</u>
ECON 3250	
Money and Banking (4 s.h.)	
ECON 3260	
Intermediate Microeconomic Theory (4 s.h.)	
ECON 3270	
Intermediate Macroeconomic Theory (4 s.h.)	
ECON 3300	
Economics of Industrial Organization (4 s.h.)	
ECON 3900	
Special Topics (4 s.h.)	
Total .....	20 s.h.

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## SCHOOL OF EDUCATION

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### **CARA E. ANDERSON, DEAN**

The School of Education is comprised of two academic departments: Teacher Education and Physical Education. The Department of Teacher Education offers 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 Physical Education offers baccalaureate degree programs in Physical Education (licensure and non-licensure) as well as Athletic Training Education.

### **MAJORS**

Athletic Training Education

Interdisciplinary Studies

Music Education (Instrumental, Vocal)

Physical Education (Licensure, Non-licensure)

### **MINORS**

Coaching

Elementary Education

Health Education

K-12 Education

Middle Grades Education

Secondary Education

### **GRADUATE PROGRAMS**

Master of Education: Curriculum and Instruction

## TEACHER EDUCATION

### 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) [2011 – the Council for Accreditation of Educator Preparation (CAEP)] 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.”

NCATE (CAEP) expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are *fairness* and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions.

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

**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. Caring.** We envision teaching as a profession where practitioners demonstrate caring. We define caring as the act of concern about and for those with whom we develop relationships by affirming and encouraging the best in them.

**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.

#### **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. 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 K-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 with Health.

A full academic year, internship-based licensure option is also available, either at the undergraduate or post-baccalaureate level. 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.**

Alternative routes to licensure in Virginia and Tennessee are available both through the post-baccalaureate and the MEd programs. The King alternative licensure programs are approved by the Tennessee State Board of Education (SBOE).

#### **TEACHER EDUCATION PROGRAM PERFORMANCE OUTCOMES**

The primary goal of the Department of Teacher Education at King 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 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 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. 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. To be eligible for formal admission, the applicant must:

1. Enroll in and successfully complete EDUC 2030/2031;
2. Complete and submit a declaration of major/minor;
3. Provide recommendations from three full-time King faculty;
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 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 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. Complete a successful interview with the Teacher Education Admissions and Retention Committee.

The Teacher Education Admissions and Retention Committee (TEC) consists of (1) King faculty members from the Department of Teacher Education and (2) faculty members from the Academic Departments with approved teacher licensure programs. 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 confirm admission upon completion of the TEC review of the application process. Appeals to the decisions made by the TEC must be made 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 communication with 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 may make the request for an additional extension. An additional extension may be granted if the student can demonstrate that he or she had made progress toward meeting the admission requirements during the first extension period. If the TEC grants the extension, the student will be allowed to

take one upper-division course the following semester. The TEC will consider the student's admission status prior to the end of the semester for which the extension is granted.

**Enrollment in professional education courses (numbered EDUC 3000 and higher) is contingent upon admission to and continued good standing in the Teacher Education Program.**

Once a student has been admitted to the Teacher Education program, he or she must continue to meet and maintain eligibility requirements (e.g. GPA, Electronic Portfolio, Background Check). When a change in status occurs, causing a deficiency in one or more of the teacher education eligibility requirements, a student may prepare a written appeal which describes a timeline and plan to remediate the deficiency (ies) and submit this appeal to the Teacher Education Council for approval.

Students who withdraw or separate from King also withdraw from the Teacher Education Program. Readmission is considered on an individual basis, and students seeking readmission must follow requirements outlined in the current academic 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 above for Appeals Committee information). There is no limit to the number of times the ACT and SAT may be taken.*

### **APPROVAL FOR PROFESSIONAL CLINICAL EXPERIENCE**

During the clinical experience (student teaching, internship, or practicum), teacher candidates follow the calendar of the partner public school rather than the King academic calendar. Teacher candidates will spend a **full semester** (minimum of 15 weeks) in relevant full-day teaching experiences. The student teaching semester will begin when teachers report for duty in the assigned school and will end one day after the last scheduled King final examination day in December or May. The 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 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 and the year-long internship are due on the third Friday of September. Applications for Fall student teaching and the year-long internship are due on the fourth Friday of January.** To be eligible for clinical experience, the candidate must:

1. Submit a completed electronic and print application for approval for clinical experience (with attachments);
2. Submit an electronic portfolio representing emerging teacher candidate competencies, with six portfolio sections complete, with three artifacts per section for traditional candidates and four artifacts for post-baccalaureate candidates (with ten portfolio sections completed by Reading Day);
3. Provide evidence of CPR and First Aid certification and proof of teacher liability insurance (documented to be in force through the entire clinical experience);
4. Complete (including concurrent courses) all coursework in the modified Core Curriculum Requirements, major (including all academic content coursework), English Composition, required diversity component, and education minor with no grade below C (no grade below B for King post-baccalaureate coursework);
5. Attain a King cumulative GPA of at least 2.75; and
6. Attain passing scores on required Praxis II subject assessments and specialty area examinations for each endorsement (all required tests except PLT), with written verification from ETS via institutional score reports, and submit complete print and electronic 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.

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.

If a candidate makes a grade below C in clinical experience, invalidating recommendation for licensure, he/she may re-apply for clinical experience with the permission of the Director of Teacher Education and the approval of the Teacher Education Council. Partnering school systems reserve the right to request removal of teacher candidates from clinical experience when the candidate's performance negatively affects the learning experience of the students in the assigned placement. In this event, the teacher candidate may reapply for student teaching following the established guidelines.

## ATHLETIC TRAINING

**Department: Physical Education**

**Chair: S. Toomey**

**Curriculum Director: L. Adams**

The King College Athletic Training Education Program (ATEP) is designed to provide students with the knowledge and clinical skills necessary to pursue a career in Athletic Training. Beyond completing the course curriculum for the major, students must also pass the Board of Certification (BOC) national certifying examination in order to become a Certified Athletic Trainer and be able to seek employment as such. The courses in the ATEP include both traditional classroom instruction and clinical experiences so that students have the opportunity to learn and master skills that are required of an entry-level Athletic Training Professional. All clinical courses require that the student obtain a minimum of 150 clinical experience hours observing and assisting Certified Athletic Trainers and other allied health care professionals.

The King College ATEP is accredited through the Commission on Accreditation for Athletic Training Education (CAATE).

### ADMISSION REQUIREMENTS

Admission to King College does not guarantee admission into the ATEP. First year students who are interested in entering the ATEP the following fall are instructed to enroll in the pre-requisite courses for admission, which are ATEP 2510, Care and Prevention of Athletic Injuries, and BIOL 1010, Anatomy and Physiology I. Students who are eligible to apply may do so in the spring semester, with the application deadline occurring in March of each year. Applications materials can be found on the ATEP website ([atep.king.edu](http://atep.king.edu)) or can be obtained from the ATEP director. Qualified applicants will be selected for an interview. Due to CAATE requirements regarding the ratio of clinical instructors to students, a limited number of applicants can be admitted to the program each year. Students eligible to apply to the ATEP will have

- A cumulative GPA of 2.75
- A grade of C or better in the two pre-requisite courses (ATEP 2510 and BIOL 1010)
- Met the minimum requirements for observation in the King College Athletic Training department associated with ATEP 2510
- Completed the King College ATEP application
- Submitted a letter of interest
- Submitted three (3) letters of recommendation
- Submitted the Safety and Technical Standards form, as required by CAATE.

Successful applicants who are admitted into the ATEP will be required to:

- Provide proof of a complete physical from a physician, physician assistant or nurse practitioner each year
- Provide documentation of immunizations against Hepatitis B, measles, mumps, rubella, and varicella or a completed declination of vaccinations
- Provide documentation of a Tuberculin (TB) skin test, repeated each year
- Submit a form signed by both student and coach, if the student is a King College student-athlete, recognizing the time demands of both the ATEP and Athletics.
- Submit a background check performed by the King College Office of Safety and Security
  - Adverse background checks may negatively affect the student's ability to participate in clinical experiences and may have ramifications on future employment
- Provide proof of health insurance
- Provide proof of membership to the National Athletic Trainers' Association (NATA), along with a subscription to ATrack, the clinical skill documentation program through the NATA
- Provide a signed understanding of the ATEP Student Handbook.

### TRANSFER STUDENT POLICY

A student who has completed an Associate's Bachelor's or Master's degree at another institution may apply for admission to the King College ATEP with the intent to complete a Bachelor of Science in Athletic Training. Transfer students must meet the same admission requirements as traditional students. Transfer credits from regionally accredited colleges or universities may be accepted and applied toward the degree being sought. All students must take the following three courses and meet the Cross-Cultural Experience requirement while enrolled at King College: KING 2000, ENGL 3010, and KING 4000. Transfer students who have not completed required courses such as Anatomy & Physiology I and II, Chemistry, and a math course containing Statistics may be required to take those courses at King College. All transfer students must meet the residency requirements of 48 King College credits and complete all required courses for the Athletic Training major at King College.

Transfer students must apply to the ATEP as well as to King College. If the current class meets the Clinical Instructor to Student ratio, the transfer student may have to begin the ATEP the following fall. If a student has been enrolled in an ATEP at another college or university, their transcript will be assessed on an individual basis to determine which courses will be accepted by the King College ATEP. Transfer students

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must meet the 2.75 GPA requirement, as well as having earned a grade of C or better in all required major courses (i.e. Anatomy & Physiology, Chemistry, Psychology, and Statistics). Students who have earned less than a grade of C in a required science major course at another institution must repeat that course once admitted to King College and may have to do so before admission to the ATEP is granted.

### ATEP PROVISIONAL ADMISSION

A student who does not meet the cumulative GPA requirement of 2.75 may still apply to the ATEP. As long as all other admission requirements are fulfilled, students with a cumulative GPA lower than 2.75 may be granted a provisional admission to the ATEP with the stipulation that the cumulative 2.75 GPA be met the following semester. If the student does not attain a cumulative 2.75 GPA by the end of the provisional semester, and/or does not attain a grade of C or better in all ATEP courses, the student will be dismissed from the ATEP with the opportunity to reapply once the minimum standards for GPA and grades have been met.

### PROGRESSION IN ATHLETIC TRAINING

Once admitted into the ATEP, students must maintain a cumulative 2.75 GPA and earn a grade of C or better in all courses required for the ATEP. Students who take courses out of the designed sequence, or students who may be seeking readmission to the program after dismissal should be aware that class size may impact the student's ability to progress or to re-enter the program. CAATE requires that accredited programs maintain a 5:1 ratio of clinical instructors to students.

Prior to the beginning of each academic year in the ATEP, each student is required to submit documentation of an updated Tuberculin (TB) skin test, along with a complete physical, completed by a physician, physician assistant or nurse practitioner. If the health status of a student changes after admitted into the ATEP, the student must present evidence of good health and freedom from communicable disease before progression in the clinical components of the ATEP.

Additional requirements for clinical progression within the ATEP are CPR certification for the Health Care Professional either through the American Red Cross or the American Heart Association and demonstrated ability to adhere to

- all guidelines set forth by their assigned clinical site,
- OSHA standards for safety in the workplace, and
- confidentiality guidelines as set forth by the Health Insurance Portability and Accountability Act (HIPAA).

The ATEP is designed for full-time study, and all athletic training students are expected to maintain full-

time status. Full-time, traditional students can expect to complete the program in six (6) semesters of study. By committing to full-time study, students agree to complete all course requirements, including clinical assignments, as outlined for each designated semester. If a student withdraws from the ATEP or if a student fails to meet the requirements for progression in the ATEP, the student will not be permitted to progress in the ATEP or may be dismissed.

Compelling life events may require that a student seek to study athletic training on a part-time basis. If such circumstances arise, requests for part-time study will be addressed on a case-by-case basis. All part-time students must remain continuously enrolled in the ATEP major courses during the traditional semesters (fall and spring), or they will be required to re-apply for ATEP admission.

### PROBATION AND DISMISSAL FROM THE ATEP

Students admitted to the ATEP must maintain high standards in academics, ethics and professional conduct. Academically, students must maintain a cumulative 2.75 GPA and earn a grade of C or better in all ATEP major courses. A Student who fails to maintain these standards will have one probationary semester to achieve the minimum standards. If the minimum standards are not met after the probationary semester, the student will be dismissed from the ATEP, with the opportunity to re-apply once GPA and/or grades are brought up to the minimum standards.

Ethically and professionally, students must exhibit behavior that is consistent with the Code of Ethics as set forth by the NATA, and mission statements of both King College and the ATEP. Students who repeatedly display behavior that is not consistent with the above mentioned standards will be dismissed from the ATEP without the opportunity to reapply.

Please refer to the ATEP Student Handbook on the ATEP website ([atep.king.edu](http://atep.king.edu)) for a complete description of the program, academic requirements, fees, etc.

### CORE CURRICULUM REQUIREMENTS

Athletic Training majors should fulfill specified categories of the King 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 I..... 4 s.h.

#### Quantitative Literacy

MATH 1560  
Introduction to Statistics ..... 4 s.h.

**ATHLETIC TRAINING MAJOR REQUIREMENTS**

ATEP 2510	Care and Prevention of Athletic Injuries .....	4 s.h.
ATEP 3010	Methods of Research and Design in the Health Sciences.....	2 s.h.
ATEP 3400, 3401, 3402, 3403, 3404	Clinical Experience in Athletic Training I-V .....	10 s.h.
ATEP 3420	Pathophysiology and Pharmacology in Athletic Training .....	4 s.h.
ATEP 3430	Org/Administration of Athletic Training .....	2 s.h.
ATEP 3440	Rehabilitation of Athletic Injuries .....	4 s.h.
ATEP 3450	Therapeutic Modalities .....	4 s.h.
ATEP 3460	Advanced Evaluation of Athletic Injuries I.....	4 s.h.
ATEP 3470	Advanced Evaluation of Athletic Injuries II .....	4 s.h.
ATEP 3680	Kinesiology.....	4 s.h.
ATEP 3690	Exercise Physiology .....	4 s.h.
ATEP 4100	Senior Seminar .....	2 s.h.
ATEP 4900	Clinical Internship in Athletic Training .....	10 s.h.
BIOL 1020	Human Anatomy and Physiology II.....	4 s.h.
PHED 3550	Nutrition and Conditioning .....	4 s.h.
CHEM 1020	Chemistry for Health Sciences .....	4 s.h.
PSYC 1520	General Psychology.....	4 s.h.

**SUMMARY OF TOTAL CREDITS**

Core Curriculum .....	42 s.h.
Major Requirements .....	74 s.h.
Electives/Minor/2 <sup>nd</sup> Major: .....	<u>8 s.h.</u>
<b>Minimum to Earn Bachelor of Science .....</b>	<b>124 s.h.</b>

**COACHING**

**Department: Physical Education**

**Chair: S. Toomey**

King offers a Coaching minor to those students desiring to coach either in school systems or recreational settings. This minor will allow a student to have the academic preparation as well as field experience in coaching.

**COACHING MINOR REQUIREMENTS**

PHED 1620	CPR .....	1 s.h.
PHED 3550	Nutrition and Conditioning.....	4 s.h.
PHED 3565	Ethics and Legal Issues in Sport Management ....	4 s.h.
ATEP 2510	Care and Prevention of Athletic Injuries .....	4 s.h.
	<i>Choose 6 s.h. from the following courses .....</i>	<u>6 s.h.</u>
PHED 2900	Group Initiatives (2 s.h.)	
PHED 2910	Athletic Administration (2 s.h.)	
PHED 2920	Sport Marketing (2 s.h.)	
PHED 2940	Psychology of Coaching (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.)	
	<b>Total Minor Requirements.....</b>	<b>19 s.h.</b>

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### ENGLISH AS A SECOND LANGUAGE (ESL) ENDORSEMENT

**Department: Teacher Education**  
**Program Director: G. Oster**

An endorsement in English as a Second Language (ESL) may be added to any other teaching license available at King or as an additional endorsement by a licensed teacher through the post-baccalaureate program. After completing all course work, students must pass the Praxis II exam, 0361, English to Speakers of Other Languages before they complete the practicum, EDUC 4380. For further information regarding the English as a Second Language additional endorsement, contact Dr. Matt Roberts in the School of Education.

#### **Program Requirements for ESL**

<i>Choose one of the from the following courses</i> .....	3-4 s.h
EDUC 3590	
Content Area Reading (3 s.h.)	
ENGL 3170	
Literacy Development and Reading Instruction in the Elementary and Middle Grades (4 s.h.)	
EDUC 3120	
Principles of Grammar & 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 .....	11-13 s.h.

### HEALTH EDUCATION

**Department: Physical Education**  
**Chair: S. Toomey**

A minor in Health Education is designed to provide students with knowledge and skills in the area of health and wellness. This minor can be paired with any major, such as psychology or youth ministry.

#### **HEALTH EDUCATION MINOR REQUIREMENTS**

BIOL 1010	
Anatomy and Physiology .....	4 s.h.
PHED 1110	
Fitness for Life .....	2 s.h.
PHED 1620	
CPR .....	1 s.h.
PHED 1630	
First Aid .....	1 s.h.
PHED 2010	
Personal and Community Health.....	4 s.h.
PHED 3550	
Nutrition and Conditioning.....	4 s.h.
PSYC 3300	
Lifespan Human Development .....	<u>4 s.h.</u>
Total Minor Requirements.....	20 s.h.



**INTERDISCIPLINARY STUDIES:  
ELEMENTARY EDUCATION LICENSURE  
PROGRAM (K-6), WITH BALANCED  
CONTENT**

**Department: Teacher Education**  
**Program Director: G. Oster**

**CORE CURRICULUM REQUIREMENTS**

Interdisciplinary Studies majors seeking elementary education licensure should fulfill specified categories of the King 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 2172  
Western Civilization in Global Context II ..... 4 s.h.

**US and Global Citizenship**

PSCI 2010  
United States Government ..... 4 s.h.

**INTERDISCIPLINARY STUDIES WITH BALANCED CONTENT  
MAJOR LEADING TO ELEMENTARY LICENSURE (K-6)**

Teacher Education Program Diversity Courses

EDUC 4110  
ESL Assessment ..... 2 s.h.  
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 balanced content areas of study.

Language Arts

ENGL 3140\*  
Children’s Literature ..... 3 s.h.  
ENGL 3170\*  
Literacy Development and Reading Instruction  
in the Elementary and Middle Grades ..... 4 s.h.  
ENGL 3180\*  
Adaptive Processes in Reading Instruction ..... 2 s.h.  
ENGL 2161 or 2162  
American Literature ..... 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* ..... 4 s.h.  
HIST 2110  
Twentieth Century Global History (4 s.h.)  
PSCI 2020  
World Politics (4 s.h.)  
*Choose one of the following two courses* ..... 4 s.h.  
HIST 2161  
The United States to 1877 (4 s.h.)  
HIST 2162  
The United States 1877 to Present (4 s.h.)

Science

CHEM 1010  
Introduction to Chemistry..... 4 s.h.  
PHYS 2030  
Survey of Astronomy ..... 4 s.h.

**PROFESSIONAL EDUCATION REQUIREMENTS  
(ELEMENTARY GRADES 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 Elementary  
and Middle Grades ..... 3 s.h.  
PSCI 2120  
Cultural Diversity in America ..... 4 s.h.  
PSYC 3310  
Child Development ..... 4 s.h.  
EDUC 2900  
Foundations of Education..... 3 s.h.  
EDUC 2950  
Computer Technology for Classroom 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 3 ..... 5 s.h.  
EDUC 4480\*  
Student Teaching: Grades 4-8 ..... 5 s.h.

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### EDUC 4910\*

Capstone Seminar: K-Grade 8 .....2 s.h.

\*Requires admittance to the Teacher Education Program prior to enrolling.

Written proof of current First Aid and CPR certification is required for approval for professional clinical experience (student teaching/internship). Certification can be attained via PHED 1620: CPR and PHED 1630: First Aid or through outside training from the American Red Cross or other licensed providers.

### SUMMARY OF TOTAL CREDITS

Core Curriculum Requirements .....42 s.h.

Major Requirements .....46 s.h.

Education Requirements/Minor .....48 s.h.

**Minimum to Earn Bachelor of Arts..... 133 s.h.**

### MIDDLE GRADES ADDITIONAL ENDORSEMENT

Consult with the Director of Teacher Education regarding additional coursework and clinical experience for an additional endorsement in Middle Grades Education.

## INTERDISCIPLINARY STUDIES: MIDDLE GRADES LICENSURE PROGRAM (GRADES 4-8)

**Department: Teacher Education**

**Program Director: G. Oster**

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 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 2172

Western Civilization in Global Context II..... 4 s.h.

#### US and Global Citizenship

PSCI 2010

United States Government ..... 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\*  
Literacy Development and Reading Instruction  
in the Elementary and Middle Grades ..... 4 s.h.
- ENGL 2161 or 2162  
American Literature ..... 4 s.h.
- ENGL 3590\*  
Content Area Reading..... 3 s.h.

Mathematics

- MATH 1560  
Introduction to Statistics ..... 4 s.h.
- MATH 2200  
Mathematics for Elementary Education ..... 4 s.h.

Social Science

- Choose 4 s.h. from the following courses*..... 4 s.h.
- HIST 2110  
Twentieth Century Global History (4 s.h.)
- PSCI 2020  
World Politics (4 s.h.)
- Choose one of the following two courses*..... 4 s.h.
- HIST 2161  
The United States to 1877 (4 s.h.)
- HIST 2162  
The United States 1877 to Present (4 s.h.)

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  
(MIDDLE GRADES 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.
- PSCI 2120  
Cultural Diversity in America ..... 4 s.h.

- PSYC 3310  
Child Development..... 4 s.h.
- EDUC 2370\*  
Reflective Teaching in the Elementary  
and Middle Grades ..... 3 s.h.
- EDUC 2900  
Foundations of Education..... 3 s.h.
- EDUC 2950  
Computer Technology for Classroom 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 ..... 5 s.h.
- EDUC 4910\*  
Capstone Seminar: K-Grade 8 ..... 2 s.h.

\*Requires admittance to the Teacher Education Program prior to enrolling.

Written proof of current First Aid and CPR certification is required for approval for professional clinical experience (student teaching/internship). Certification can be attained via PHED 1620: CPR and PHED 1630: First Aid or through outside training from the American Red Cross or other licensed providers.

**SUMMARY OF TOTAL CREDITS**

Core Curriculum Requirements.....	42 s.h.
Major Requirements.....	51 s.h.
Education Requirements/Minor.....	<u>47 s.h.</u>
<b>Minimum to Earn Bachelor of Arts.....</b>	<b>140 s.h.</b>

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### MUSIC EDUCATION (K-12 Licensure Program)

**Department: Teacher Education / Performing and Visual Arts**

**Program Director: 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 with a major in music education may be suitable candidates for graduate school offering an advanced degree in music education. Music education majors are prepared to pursue careers in teaching music, performance, and/or music ministry.

Students who major in music education at King will demonstrate a basic knowledge of music theory through the correct application and analysis of four part writing in an original composition, demonstrate knowledge of Western musical heritage as interrelated to the development of western civilization, display competency as a performer and conductor, and demonstrate preparation for future leadership in music in various educational and musical settings.

#### **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, 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 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 2171 or 2172

Western Civilization in Global Context I or II .....4 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.)

**Human Culture**

In addition to meeting foreign language competency:  
 PSCI 2120

- Cultural Diversity in America ..... 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 K-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.  
*Choose one of the following courses* ..... 3 or 4 s.h.  
 ENGL 3170\*  
     Literacy Development and Reading Instruction  
     in the Elementary and Middle Grades (4 s.h.)  
 EDUC 3590\*  
     Content Area Reading (3 s.h.)  
*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.)

**\*Professional Education Courses**

- EDUC 3541  
     Elementary Music Methods..... 3 s.h.  
 EDUC 3392  
     Content Specific Practicum ..... 1 s.h.  
 EDUC 3600  
     Assessment and Evaluation ..... 3 s.h.

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- \*\*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.

The Teacher Education Program Diversity Component must be fulfilled.

\*Admission into the Teacher Education Program is required prior to enrolling in any professional education course.

\*\*Praxis II Content Area Examinations #0114 Music Content and Instruction 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.

Written proof of current First Aid and CPR certification is required for approval for professional clinical experience (student teaching/internship). Certification can be attained via PHED 1620: CPR and PHED 1630: First Aid or through outside training from the American Red Cross or other licensed providers.

### SUMMARY OF TOTAL CREDITS

#### Vocal/General Trac

Core Curriculum .....	42 s.h.
Major Requirements .....	52 s.h.
K-12 Licensure Program (Minor) .....	<u>38-39 s.h.</u>
<b>Minimum to Earn Bachelor of Arts.....</b>	<b>132 s.h.</b>

#### Instrumental/ General Trac

Core Curriculum .....	42 s.h.
Major Requirements .....	55 s.h.
K-12 Licensure Program (Minor) .....	<u>38-39 s.h.</u>
<b>Minimum to Earn Bachelor of Arts.....</b>	<b>135 s.h.</b>

## PHYSICAL EDUCATION (K – 12 Licensure Program)

**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 health and physical education courses at the elementary, middle, and high school levels; and to adapt methods of teaching to meet the needs of children and adolescents with special needs.

The physical education major is a licensure program that is designed to prepare qualified candidates for careers in teaching physical education and health. 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 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 Core Curriculum by taking the courses indicated below. See the "The Core Curriculum" section of the catalogue for additional details.

#### **Fitness for Life**

PHED 1110 Fitness for Life .....	2 s.h.
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#### **Science**

BIOL 1010 Anatomy and Physiology I .....	4 s.h.
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#### **Quantitative Literacy**

MATH 1560 Introduction to Statistics .....	4 s.h.
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#### **Human Culture**

In addition to meeting foreign language competency: PSCI 2120 Cultural Diversity in America .....	4 s.h.
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#### **US and Global Citizenship**

IDST 2100 Cultural Identity .....	4 s.h.
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### PHYSICAL EDUCATION MAJOR REQUIREMENTS

PHED 1620 CPR .....	1 s.h.
PHED 1630 First Aid .....	1 s.h.
PHED 2010 Personal and Community Health.....	4 s.h.
PHED 2500 Recreational Leadership.....	2 s.h.

**SCHOOL OF EDUCATION**

PHED 3550  
Nutrition and Conditioning .....4 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.

ATEP 2510  
Care and Prevention of Athletic Injuries .....4 s.h.

ATEP 3680  
Kinesiology.....4 s.h.

ATEP 3690  
Exercise Physiology .....4 s.h.

BIOL 1020  
Anatomy and Physiology II.....4 s.h.

PSYC 2200  
Marriage and the Family .....4 s.h.

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

Written proof of current First Aid and CPR certification is required for approval for professional clinical experience (student teaching/internship). Certification can be attained via PHED 1620: CPR and PHED 1630: First Aid or through outside training from the American Red Cross or other licensed providers.

**SUMMARY OF TOTAL CREDITS**

Core Curriculum .....42 s.h.  
Major Requirements.....45 s.h.  
K-12 Licensure Program (Minor) .....50 s.h.  
**Minimum to Earn Bachelor of Arts..... 133 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.

PSYC 3300  
Lifespan Human Development .....4 s.h.

**\*Professional Education Courses**

EDUC 2370  
Reflective Teaching in the Elementary  
and Middle 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.

EDUC 3630\*  
Methods/Materials of Elementary P.E. ....4 s.h.

EDUC 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.

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### PHYSICAL EDUCATION (Non-licensure Program)

Department: Physical Education

Chair: S. Toomey

The Physical Education (non-licensure) major is designed to provide students with knowledge and skills to organize and administer physical education, intramural, and athletic programs. The Physical Education (non-licensure) major also includes a Business minor in Business Administration.

#### CORE CURRICULUM REQUIREMENTS

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

#### Fitness for Life

PHED 1110

Fitness for Life .....2 s.h.

#### Science

BIOL 1010

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

#### Quantitative Literacy

MATH 1560

Introduction to Statistics .....4 s.h.

#### Human Culture

In addition to satisfying the 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 1620

CPR .....1 s.h.

PHED 1630

First Aid .....1 s.h.

PHED 2010

Personal and Community Health.....4 s.h.

PHED 2500

Recreational Leadership.....2 s.h.

PHED 3550

Nutrition and Conditioning .....4 s.h.

PHED 3565

Ethics and Legal Issues in Sport Management .....4 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 3800

Internship..... 1 – 3 s.h.

ATEP 2510

Care and Prevention of Athletic Injuries ..... 4 s.h.

ATEP 3680

Kinesiology ..... 4 s.h.

ATEP 3690

Exercise Physiology..... 4 s.h.

BIOL 1020

Anatomy and Physiology II ..... 4 s.h.

PSYC 3300

Lifespan Human Development ..... 4 s.h.

#### SUMMARY OF TOTAL CREDITS

Core Curriculum .....42 s.h.

Major Requirements.....50 - 52 s.h.

Business Administration Minor Requirements .....18 s.h.

Electives..... 10-12 s.h.

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



## SECONDARY EDUCATION LICENSURE PROGRAMS (GRADES 7-12)

**Department: Teacher Education**  
**Program Director: G. Oster**

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.**

Written proof of current First Aid and CPR certification is required for approval for professional clinical experience (student teaching/internship). Certification can be attained via PHED 1620: CPR and PHED 1630: First Aid or through outside training from the American Red Cross or other licensed providers.

## TEACHER EDUCATION - BIOLOGY

Tennessee teaching licensure (Grades 7-12) is available with modifications to the Biology major and the King 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 Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

### CORE CURRICULUM REQUIREMENTS

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

#### Science

CHEM 1110  
 General Chemistry I .....

4 s.h.

#### Quantitative Literacy

MATH 2350  
 Calculus I .....

4 s.h.

#### Literature

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

4 s.h.

ENGL 2171  
 Connections in Western Literature (4 s.h.)

ENGL 2172  
 Connections in Western Literature

#### History

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

4 s.h.

HIST 2161  
 The United States to 1877 (4 s.h.)

HIST 2162  
 The United States from 1877 to the Present (4 s.h.)

HIST 2171  
 Western Civilization in Global Context I (4 s.h.)

HIST 2172  
 Western Civilization in Global Context II (4 s.h.)

#### Human Culture

In addition to satisfying the language requirement:

PSCI 2120  
 Cultural Diversity in America .....

4 s.h.

### GENERAL SCIENCE AND PHYSICAL SCIENCE CORE

CHEM 1120  
 General Chemistry II .....

4 s.h.

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CHEM 2110	
Organic Chemistry I .....	4 s.h.
GEOG 2010	
Physical Geography .....	3 s.h.
PHYS 2210	
General Physics.....	4 s.h.

### BA IN BIOLOGY MAJOR REQUIREMENTS FOR TEACHING LICENSURE

BIOL 2110	
General Biology I .....	4 s.h.
BIOL 2120	
General Biology II .....	4 s.h.
BIOL 3150	
Molecular Genetics .....	4 s.h.
<i>Choose 4 s.h. from the following courses</i> .....	4 s.h.
BIOL 3130	
Ecology of Plants (4 s.h.)	
BIOL 3160	
Photosynthetic Life (4 s.h.)	
<i>Choose 4 s.h. from the following courses</i> .....	4 s.h.
BIOL 3540	
Neuroscience (4 s.h.)	
BIOL 4670	
Mammalian Toxicology (4 s.h.)	
IDST 4500	
Interdepartmental Science Seminar .....	2 s.h.
<i>Choose 4 s.h. from the following courses</i> .....	4 s.h.
BIOL 3300	
Cell Biology (4 s.h.)	
BIOL 3600	
Human and Mammalian Physiology (4 s.h.)	
<i>Choose 4 s.h. from the following courses</i> .....	4 s.h.
BIOL 3210	
Human Comparative Anatomy (4 s.h.)	
BIOL 3500	
Histology (4 s.h.)	
BIOL 3550	
Advanced Topics in Neuroscience (4 s.h.)	
BIOL 4640	
Pharmacology (4 s.h.)	
<i>Choose 4 s.h. from the following courses</i> .....	4 s.h.
BIOL 1010	
Anatomy & Physiology I (4 s.h.)	
BIOL 1020	
Anatomy & Physiology II (4 s.h.)	
PHYS 2030	
Survey of Astronomy (4 s.h.)	
TCOM 2200	
Technical Communication (4 s.h.)	
TCOM 3230	
Science & Medical Writing (4 s.h.)	

### 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.
PSYC 3320	
Adolescent Development.....	4 s.h.

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....	42 s.h.
Major Requirements.....	49 s.h.
Secondary Education Minor .....	<u>38 s.h.</u>
<b>Minimum to Complete Licensure Program .....</b>	<b>129 s.h.</b>

**TEACHER EDUCATION - CHEMISTRY**

Tennessee teaching licensure (Grades 7-12) is available with modifications to the Chemistry major and the King 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 Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

**CORE CURRICULUM REQUIREMENTS**

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

**Science**

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

**Quantitative Literacy**

MATH 2350  
Calculus I ..... 4 s.h.

**Literature**

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

ENGL 2171  
Connections in Western Literature (4 s.h.)  
ENGL 2172  
Connections in Western Literature

**History**

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

HIST 2161  
The United States to 1877 (4 s.h.)  
HIST 2162  
The United States from 1877 to the Present (4 s.h.)  
HIST 2171  
Western Civilization in Global Context I (4 s.h.)  
HIST 2172  
Western Civilization in Global Context II (4 s.h.)

**Human Culture**

In addition to satisfying the language requirement:  
PSCI 2120  
Cultural Diversity in America ..... 4 s.h.

**GENERAL SCIENCE AND PHYSICAL SCIENCE CORE**

BIOL 2110  
General Biology ..... 4 s.h.

CHEM 1120  
General Chemistry II ..... 4 s.h.  
GEOG 2010  
Physical Geography ..... 3 s.h.  
PHYS 2210  
General Physics I ..... 4 s.h.

**BS IN CHEMISTRY MAJOR REQUIREMENTS FOR TEACHING LICENSURE**

CHEM 2110  
Organic Chemistry I ..... 4 s.h.  
CHEM 2120  
Organic Chemistry II ..... 4 s.h.  
CHEM 3000  
Analytical Chemistry I ..... 4 s.h.  
CHEM 3200  
Analytical Chemistry II ..... 4 s.h.  
CHEM 4000  
Physical Chemistry ..... 5 s.h.  
Interdepartmental Science Seminar ..... 2 s.h.  
*Choose 4 s.h. from the following courses* ..... 4 s.h.  
MATH 2360  
Calculus II (4 s.h.)  
CHEM 4200  
Physical Chemistry (4 s.h.)  
PHYS 2220  
General Physics II (4 s.h.)

**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.  
PSYC 3320  
Adolescent Development ..... 4 s.h.

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### SUMMARY OF TOTAL CREDITS

Core Curriculum .....	42 s.h.
Major Requirements .....	42 s.h.
Secondary Education Minor .....	38 s.h.
Electives .....	<u>2 s.h.</u>
<b>Minimum to Complete Licensure Program .....</b>	<b>124 s.h.</b>

### TEACHER EDUCATION - ENGLISH

Tennessee teaching licensure (Grades 7-12) is available with modifications to the English major and the King 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 Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

### CORE CURRICULUM REQUIREMENTS

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

#### Literature

*Choose 4 s.h. from the following courses* ..... 4 s.h.  
ENGL 2171  
    Connections in Western Literature (4 s.h.)  
ENGL 2172  
    Connections in Western Literature

#### History

*Choose 4 s.h. from the following courses* ..... 4 s.h.  
HIST 2161  
    The United States to 1877 (4 s.h.)  
HIST 2162  
    The United States from 1877 to the Present (4 s.h.)  
HIST 2171  
    Western Civilization in Global Context I (4 s.h.)  
HIST 2172  
    Western Civilization in Global Context II (4 s.h.)

#### Human Culture

In addition to satisfying the language requirement:  
PSCI 2120  
    Cultural Diversity in America ..... 4 s.h.

### ENGLISH MAJOR CORE

ENGL 3340  
    Grammar & History of the English Language ..... 4 s.h.  
Any ENGL 3400-level course  
    British Literature before 1800 ..... 4 s.h.  
Any ENGL 3500-level course  
    British Literature after 1800 ..... 4 s.h.  
Any ENGL 3600-level course  
    American Literature ..... 4 s.h.

## SCHOOL OF EDUCATION

### BA IN ENGLISH MAJOR REQUIREMENTS FOR TEACHING LICENSURE

ENGL 2920	Adv. Comp.: Rhetorical & Narrative Patterns .....	4 s.h.
ENGL 3150	Adolescent Literature .....	4 s.h.
ENGL 3180	Adaptive Processes in Reading Instruction .....	2 s.h.
ENGL 3360	Introduction to Linguistics .....	4 s.h.
ENGL 3461 or ENGL 3462	Shakespeare I or Shakespeare II .....	4 s.h.
ENGL 4910	English Capstone Seminar .....	2 s.h.
	English electives beyond the core, 3000-4000 level .....	8 s.h.

### SECONDARY EDUCATION MINOR

EDUC 2030	Introduction to Teaching: K-Grade 12 .....	2 s.h.
EDUC 2031	Introduction to Teaching Practicum .....	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.
PSYC 3320	Adolescent Development .....	4 s.h.

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....	42 s.h.
Major Requirements .....	44 s.h.
Secondary Education Minor: .....	<u>38 s.h.</u>
<b>Minimum to Complete Licensure Program .....</b>	<b>124 s.h.</b>

### TEACHER EDUCATION - FRENCH

Tennessee teaching licensure (Grades 7-12) is available with modifications to the French major and the King 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 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 Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

### CORE CURRICULUM REQUIREMENTS

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

#### Literature

Choose 4 s.h. from the following courses .....	4 s.h.
ENGL 2171	Connections in Western Literature (4 s.h.)
ENGL 2172	Connections in Western Literature

#### History

Choose 4 s.h. from the following courses .....	4 s.h.
HIST 2161	The United States to 1877 (4 s.h.)
HIST 2162	The United States from 1877 to the Present (4 s.h.)
HIST 2171	Western Civilization in Global Context I (4 s.h.)
HIST 2172	Western Civilization in Global Context II (4 s.h.)

#### Human Culture

In addition to satisfying the language requirement:		
PSCI 2120	Cultural Diversity in America .....	4 s.h.

### BA IN FRENCH MAJOR REQUIREMENTS FOR TEACHING LICENSURE

EDUC 3360	Introduction to Linguistics .....	2 s.h.
FREN 2000	Intermediate French .....	4 s.h.
FREN 3010	Advanced French Skills I .....	4 s.h.
FREN 3020	Advanced French Skills II .....	4 s.h.

## ACADEMIC CATALOGUE, 2012-2013

<i>Choose 4 s.h. from the following courses</i> .....	4 s.h.
FREN 3100	
Business French (4 s.h.)	
FREN 3300	
French Civilization (4 s.h.)	
FREN 3310	
Studies in French Culture (2-4 s.h.)	
<i>Choose 4 s.h. from the following courses</i> .....	4 s.h.
FREN 3200	
Aspects of French Literature (4 s.h.)	
FREN 3210	
Aspects of Francophone Literature (4 s.h.)	
FREN 3310-4980	
French Literature Elective, 3000-4000 level (4 s.h.)	
FREN 4900	
ST: French & Francophone Literature (4 s.h.)	
French Electives – 3000-level or above.....	8 s.h.
French Language Immersion Experience .....	4 s.h.

\*ACTFL Proficiencies as listed in Matrix will be required for recommendation for licensure.

### 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.
PSYC 3320	
Adolescent Development .....	4 s.h.

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....	42 s.h.
Major Requirements .....	34 s.h.
Secondary Education Minor.....	38 s.h.
Electives .....	10 s.h.
<b>Minimum to Complete Licensure Program .....</b>	<b>124 s.h.</b>

## TEACHER EDUCATION - HISTORY

Tennessee teaching licensure (Grades 7-12) is available with modifications to the History major and the King 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 Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

### CORE CURRICULUM REQUIREMENTS

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

#### Literature

<i>Choose 4 s.h. from the following courses</i> .....	4 s.h.
ENGL 2171	
Connections in Western Literature (4 s.h.)	
ENGL 2172	
Connections in Western Literature	

#### History

<i>Choose 4 s.h. from the following courses</i> .....	4 s.h.
HIST 2161	
The United States to 1877 (4 s.h.)	
HIST 2162	
The United States from 1877 to the Present (4 s.h.)	
HIST 2171	
Western Civilization in Global Context I (4 s.h.)	
HIST 2172	
Western Civilization in Global Context II (4 s.h.)	

#### Human Culture

In addition to satisfying the language requirement:	
PSCI 2120	
Cultural Diversity in America .....	4 s.h.
<b>U.S. and Global Citizenship</b>	
IDST 2100	
Cultural Identity .....	4 s.h.

### BA IN HISTORY MAJOR REQUIREMENTS FOR TEACHING

#### LICENSURE

ECON 2200	
Economic and Social Systems:	
Principles of Economics.....	4 s.h.

**SCHOOL OF EDUCATION**

GEOG 2010  
Physical Geography ..... 3 s.h.

HIST 2110  
Twentieth Century Global History ..... 4 s.h.

HIST 2161  
The United States to 1877 ..... 4 s.h.

HIST 2162  
The United States 1877 to the Present ..... 4 s.h.

PSCI 2010  
United States Government ..... 4 s.h.

PSCI 2020  
World Politics ..... 4 s.h.

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

HIST 3300  
Intellectual & Cultural History of the US (4 s.h.)

HIST 3440  
The European Mind since Enlightenment (4 s.h.)

PSCI 3710  
Ancient Political Thought (4 s.h.)

PSCI 3720  
Modern Political Thought (4 s.h.)

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

HIST 2120  
Middle Ages (4 s.h.)

HIST 2130  
Europe from Renaissance to Enlightenment (4 s.h.)

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

HIST 3110  
Age of Revolutions: Europe 1789-1914 (4 s.h.)

HIST 3120  
Europe 1914-Present (4 s.h.)

HIST 3440  
European Mind since Enlightenment (4 s.h.)

HIST 4110  
Holocaust and Genocide (4 s.h.)

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

PSCI 3250  
Politics and the History of China (4 s.h.)

HIST 3650  
A Survey of Modern African History (4 s.h.)

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

HIST 3000  
The Professional Historian (4 s.h.)

HIST 4001  
History Seminar (4 s.h.)

**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.

PSYC 3320  
Adolescent Development ..... 4 s.h.

**SUMMARY OF TOTAL CREDITS**

Core Curriculum ..... 42 s.h.

Major Requirements ..... 47 s.h.

Secondary Education Minor ..... 38 s.h.

**Minimum to Complete Licensure Program ..... 127 s.h.**

## ACADEMIC CATALOGUE, 2012-2013

### TEACHER EDUCATION – HISTORY WITH GOVERNMENT

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 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 Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

#### CORE CURRICULUM REQUIREMENTS

Political Science/History majors seeking teaching licensure should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the “The Core Curriculum” section of the catalogue for additional details.

#### Literature

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

ENGL 2171

Connections in Western Literature (4 s.h.)

ENGL 2172

Connections in Western Literature

#### History

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

HIST 2161

The United States to 1877 (4 s.h.)

HIST 2162

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

HIST 2171

Western Civilization in Global Context I (4 s.h.)

HIST 2172

Western Civilization in Global Context II (4 s.h.)

#### Human Culture

In addition to satisfying the language requirement:

PSCI 2120

Cultural Diversity in America ..... 4 s.h.

#### U.S. and Global Citizenship

IDST 2100

Cultural Identity ..... 4 s.h.

### BA IN HISTORY WITH GOVERNMENT MAJOR REQUIREMENTS FOR TEACHING LICENSURE

ECON 2200

Economic and Social Systems:

Principles of Economics ..... 4 s.h.

GEOG 2010

Physical Geography..... 3 s.h.

HIST 2110

Twentieth Century Global History..... 4 s.h.

HIST 2161

The United States to 1877 ..... 4 s.h.

HIST 2162

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

PSCI 2010

United States Government ..... 4 s.h.

PSCI 2020

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

PSCI 3500

Comparative Politics..... 4 s.h.

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

PSCI 3710

Ancient Political Thought (4 s.h.)

PSCI 3720

Modern Political Thought (4 s.h.)

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

HIST 3000

The Professional Historian (4 s.h.)

HIST 4001

History Seminar (4 s.h.)

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

HIST 3110

Age of Revolutions: Europe 1789-1914 (4 s.h.)

HIST 3120

Europe 1914 to the Present (4 s.h.)

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

PSCI 3250

Politics and the History of China (4 s.h.)

HIST 3650

A Survey of Modern African History (4 s.h.)

Electives at 3000 or 4000 level..... 4 s.h.

#### 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.



## SCHOOL OF EDUCATION

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.
PSYC 3320	
Adolescent Development .....	4 s.h.

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....	42 s.h.
Major Requirements .....	51 s.h.
Secondary Education Minor .....	<u>38 s.h.</u>
<b>Minimum to Complete Licensure Program .....</b>	<b>131 s.h.</b>

### TEACHER EDUCATION - MATHEMATICS

Tennessee teaching licensure (Grades 7-12) is available with modifications to the Mathematics major and the King 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 Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timeliness.

### CORE CURRICULUM REQUIREMENTS

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

#### Quantitative Literacy

MATH 2350	
Calculus I .....	4 s.h.

#### Literature

<i>Choose 4 s.h. from the following courses .....</i>	4 s.h.
ENGL 2171	
Connections in Western Literature (4 s.h.)	
ENGL 2172	
Connections in Western Literature	

#### History

<i>Choose 4 s.h. from the following courses .....</i>	4 s.h.
HIST 2161	
The United States to 1877 (4 s.h.)	
HIST 2162	
The United States from 1877 to the Present (4 s.h.)	
HIST 2171	
Western Civilization in Global Context I (4 s.h.)	
HIST 2172	
Western Civilization in Global Context II (4 s.h.)	

#### Human Culture

In addition to satisfying the language requirement:	
PSCI 2120	
Cultural Diversity in America .....	4 s.h.

### BS IN MATHEMATICS MAJOR REQUIREMENTS FOR TEACHING LICENSURE

MATH 2100	
Programming with Graphics, Symbols, and Text	2 s.h.
MATH 2360	
Calculus II .....	4 s.h.

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MATH 2410	
Discrete Mathematics .....	4 s.h.
MATH 2450	
Linear Algebra .....	4 s.h.
MATH 3120	
Number Theory .....	2 s.h.
MATH 3150	
Mathematical Statistics .....	4 s.h.
MATH 3250	
Geometry .....	4 s.h.
<i>Choose 4 s.h. from the following courses</i> .....	4 s.h.
MATH 2370	
Vector Calculus (4 s.h.)	
MATH 3430	
Differential Equations (4 s.h.)	
MATH 3470	
Applied Math (4 s.h.)	
MATH 3510	
Abstract Algebra (4 s.h.)	
MATH 3610	
Analysis (4 s.h.)	
Natural Science Elective .....	4 s.h.
TCOM 1000	
Speech Fundamentals .....	2 s.h.

### 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.
PSYC 3320	
Adolescent Development .....	4 s.h.

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....	42 s.h.
Major Requirements.....	34 s.h.
Secondary Education Minor .....	38 s.h.
Electives.....	10 s.h.
<b>Minimum to Complete Licensure Program .....</b>	<b>124 s.h.</b>

**TEACHER EDUCATION - PHYSICS**

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

**CORE CURRICULUM REQUIREMENTS**

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

**Science**

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

**Quantitative Literacy**

MATH 2350  
Calculus I ..... 4 s.h.

**Literature**

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

ENGL 2171

Connections in Western Literature (4 s.h.)

ENGL 2172

Connections in Western Literature

**History**

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

HIST 2161

The United States to 1877 (4 s.h.)

HIST 2162

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

HIST 2171

Western Civilization in Global Context I (4 s.h.)

HIST 2172

Western Civilization in Global Context II (4 s.h.)

**Human Culture**

In addition to satisfying the language requirement:

PSCI 2120

Cultural Diversity in America ..... 4 s.h.

**BA IN PHYSICS MAJOR REQUIREMENTS FOR TEACHING LICENSURE**

PHYS 2210 and 2220

General Physics I and II ..... 4, 4 s.h.

PHYS 3010

Theoretical Mechanics I ..... 4 s.h.

PHYS 3030

Electricity and Magnetism ..... 4 s.h.

PHYS 3060

Introduction to Modern Physics ..... 4 s.h.

PHYS 3502

Experimental Methods ..... 2 s.h.

PHYS 4201

Advanced Laboratory ..... 2 s.h.

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

BIOL 3600

Human and Mammalian Physiology (4 s.h.)

BIOL 3210

Human Comparative Anatomy (4 s.h.)

BIOL 4640

Pharmacology (4 s.h.)

BIOL 3500

Histology (4 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 with Graphics,  
Symbols, & Text (2 s.h.)

MATH 2480

History of Mathematics (2 s.h.)

MATH 3120

Number Theory (2 s.h.)

IDST 4500

Interdepartmental Science/Math seminar ..... 2 s.h.

MATH 2360

Calculus II ..... 4 s.h.

TCOM 2200

Technical Communication ..... 4 s.h.

**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.

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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.
PSYC 3320	
Adolescent Development .....	4 s.h.

### SUMMARY OF TOTAL CREDITS

Core Curriculum .....	42 s.h.
Major Requirements .....	42 s.h.
Secondary Education Minor .....	38 s.h.
Electives .....	<u>2 s.h.</u>
<b>Minimum to Complete Licensure Program .....</b>	<b>124 s.h.</b>

## TEACHER EDUCATION – SPANISH

Tennessee teaching licensure (Grades 7-12) is available with modifications to the Spanish major and the King 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 Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

### CORE CURRICULUM REQUIREMENTS

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

#### Literature

<i>Choose 4 s.h. from the following courses .....</i>	4 s.h.
ENGL 2171	
Connections in Western Literature (4 s.h.)	
ENGL 2172	
Connections in Western Literature	

#### History

<i>Choose 4 s.h. from the following courses .....</i>	4 s.h.
HIST 2161	
The United States to 1877 (4 s.h.)	
HIST 2162	
The United States from 1877 to the Present (4 s.h.)	
HIST 2171	
Western Civilization in Global Context I (4 s.h.)	
HIST 2172	
Western Civilization in Global Context II (4 s.h.)	

#### Human Culture

In addition to satisfying the language requirement:	
PSCI 2120	
Cultural Diversity in America .....	4 s.h.

### BA IN SPANISH MAJOR REQUIREMENTS FOR TEACHING LICENSURE

EDUC 3360	
Introduction to Linguistics .....	2 s.h.
SPAN 2000	
Intermediate Spanish .....	4 s.h.
SPAN 3010	
Advanced Spanish Skills I .....	4 s.h.
SPAN 3020	
Advanced Spanish Skills II .....	4 s.h.

<i>Choose 4 s.h from the following courses</i> .....	4 s.h.
SPAN 3100	
Business Spanish (4 s.h.)	
SPAN 3300	
Civilization of Spain (4 s.h.)	
SPAN 3310	
Civilization of Latin American.....	4 s.h.
SPAN 3320	
Civilization of Spain and Latin America .....	4 s.h.
<i>Choose 4 s.h. from the following courses</i> .....	4 s.h.
SPAN 4200-4600	
Spanish Literature (4 s.h.)	
Spanish Electives at the 3000-4000 level .....	8 s.h.
Spanish Language Immersion Experience .....	4 s.h.

\*ACTFL Proficiencies as listed in Matrix will be required for recommendation for licensure.

**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.
PSYC 3320	
Adolescent Development .....	4 s.h.

**SUMMARY OF TOTAL CREDITS**

Core Curriculum .....	42 s.h.
Major Requirements .....	42 s.h.
Secondary Education Minor .....	38 s.h.
Electives .....	<u>2 s.h.</u>
<b>Minimum to Complete Licensure Program .....</b>	<b>124 s.h.</b>

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## SCHOOL OF NURSING

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### **JOHANNE A. QUINN, 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 outcome-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 Downtown Kingsport campus. This program mirrors the institution's already successful Bristol campus curriculum with exceptional clinical rotations throughout the Wellmont Health System, Mountain States Health Alliance, and the Holston Medical Group outpatient services. Wellmont Health Systems and Mountain States Health Alliance endorse a healing environment which complements the King School of Nursing values. Together they support patient-centered, personalized healthcare services.

The School of Nursing Resource Center is an early intervention offering for students at both Bristol and Kingsport campuses, with individualized plans of study designed specifically to strengthen students' areas of learning that pose risk to their meeting course outcomes. Attendance at the Center is required for all "at risk" students.

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's School of Nursing provides an excellent foundation for the pursuit of graduate studies.

The School of Nursing faculty and students from both the Bristol and Kingsport 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

### **GRADUATE & PROFESSIONAL STUDIES 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. Students enrolling from another nursing program must demonstrate knowledge and skill competency equal to that expected of King students before credit will be transferred for nursing major courses.

All students are required to complete a King Traditional BSN Track Application during the semester preceding his or her semester of entry. The School of Nursing curriculum begins in the junior year of study. Applicants to the School of Nursing must be accepted to King as a Nursing Major intent prior to making application into the School of Nursing. Applications and deadlines may be obtained through the Admissions Office. Criteria for admission to the School of Nursing:

- Cumulative GPA of 2.75 or above for all coursework that has been taken at all colleges
- A grade of “C” or better in all natural science courses, developmental psychology, and required mathematics course
- Have no more than 8 core credits remaining to be completed before admission or no more than 12 credits if foreign language requirement has not been met
- Completion of the Test of Academic Skills (TEAS). This online test measures basic essential skills in the academic content area domains of Reading, Mathematics, Science, and English and Language Usage.

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.

The clinical agencies utilized by King now require all students meet new standards relating to criminal background. This policy affects any students enrolled in clinical nursing courses at King. This is to ensure a safe clinical environment for both students and the public and to meet the contractual requirements of area healthcare facilities. Students must clear a criminal background check before admission to the clinical settings utilized by King. Therefore, failure to undergo the background check will result in dismissal from the nursing program. All students must comply with the King School of Nursing Criminal Background check policy. All background checks must be completed through the King Security Department.

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.

All students are required to complete a “Declaration of Major Form for Nursing Majors” by the semester of entry into the School of Nursing.

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.

Progression in the nursing program is competitive. If a student fails to obtain a C+ or better in a single nursing course his/her designated place on the class roster may be lost and the student will be required to repeat the course. If a grade of C or below is recorded for two or more nursing courses or a grade of C or below is recorded for a nursing course that is repeated the student will be dismissed from the nursing major. If a student is dismissed or withdraws from the program, the student must complete a new application, and meet all of the admission/progression requirements in place at the time of re-application to the program. Students may reapply one time only. Nursing courses may be repeated only once and on a space-available basis.

Clinical ratios may limit class size. Both the faculty of King and the Tennessee Board of Nursing require appropriate ratios to ensure safe clinical practice.

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.

**LPN ADVANCED PLACEMENT**

For LPN Advanced Placement, a **maximum of 6 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 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 institution’s residency requirement, and they will not be used in the calculation of the grade point average.***

**PROCTORED EXAMS / COMPREHENSIVE EXAM**

Assessment Technology Institute® (ATI) is a program designed to provide assessment data, from test plan series, regarding a student’s mastery of concepts in specific areas linked to the nursing licensure exam (NCLEX). Each ATI test plan series includes proctored assessments and online practice tests. The assessments are followed by focused remediation that ties directly back to NCLEX. At least 80% of all final grades in any clinical nursing course or course with an ATI component

## ACADEMIC CATALOGUE, 2012-2013

will be made up of proctored exams; 30% of this proctored exam average will be based on ATI results. In these specific courses, the overall course grade may be improved by additional written assignments, but these assignments may not be used to improve test grades. In order to pass any clinical course or any nursing course with an ATI component, students must achieve a cumulative test grade average of 78% on all proctored exams. At the end of each semester, all students in the traditional nursing program are required to successfully achieve a Level 2 or 3 on the standardized proctored ATI comprehensive assessment specific to the course content that the student has completed for courses (NURS 3015, 3122, 4015, 4020, 4100, 4110, 4114, 4120). ATI levels are interpreted as test scores (i.e., Level 3 = 100, Level 2 = 89, Level 1 = 75, less than Level 1 = 69) to be calculated as 30% of the final test average. Students receiving a Level 1 or below on the first attempt will be required to take a second ATI test – both scores will be averaged for the final 30% exam grade. Students receiving Level 2 or Level 3 have the option of taking the second ATI test, but the scores will again be averaged. Failure to achieve a passing score of Level 2 or better within two attempts will result in a final cumulative test grade average less than the required 78% (C+ or better) on all proctored exams in order to progress. As a result, the student will be required to repeat the course at the next course offering.

The ATI RN Comprehensive Predictor® is a proctored assessment comprised of multiple-choice questions to help determine student's preparedness for the NCLEX. Prior to graduation, seniors in the traditional nursing program are required to successfully pass this ATI comprehensive assessment as part of the capstone course (NURS 4200). Failure to achieve at least 95% predictability of passing the NCLEX within two proctored ATI comprehensive predictors will result in a clinical grade of "F" for the capstone course and the student will be required to repeat the course at the next course offering resulting in a delay of graduation.

### Clinical Competency

All clinical experiences associated with nursing courses are graded on a Pass/Fail basis. A Clinical Performance Evaluation (CPE) will be completed by the student and assigned clinical instructor at mid-term and on completion of the clinical schedule.

***Failure in either the theory component 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 Student Handbook.

## CORE CURRICULUM REQUIREMENTS

Nursing majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. For the US and Global Citizenship requirement, IDST 2100: Cultural Identity is recommended. See the "The Core Curriculum" section of the catalogue for additional details.

### Science

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

CHEM 1010

Introduction to Chemistry (4 s.h.)

CHEM 1020 (recommended)

Chemistry for the Health Sciences (4 s.h.)

### Quantitative Literacy

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

MATH 1110

Foundations of Mathematics (4 s.h.)

MATH 1560

Introduction to Statistics (4 s.h.)

## NURSING MAJOR REQUIREMENTS

BIOL 1010

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

BIOL 1020

Human Anatomy and Physiology II ..... 4 s.h.

BIOL 2500

Microbiology/Immunology ..... 4 s.h.

PSYC 3300

Lifespan Human Development ..... 4 s.h.

NURS 3000

Pathophysiology ..... 3 s.h.

NURS 3004

Basic Medical Terminology and

Math for Medications Administration..... 2 s.h.

NURS 3015

Foundations of Contemporary Nursing..... 4 s.h.

NURS 3020

Health Assessment..... 4 s.h.

NURS 3122

Nursing in Adult Care ..... 12 s.h.

NURS 3140

Nursing Research ..... 3 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 4110

Nursing in Mental Health Care ..... 5 s.h.

NURS 4114

Pharmacology for Nurses..... 2 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 .....42 s.h.  
Major Requirements .....76 s.h.  
Electives/Minor/Second Major: .....6 s.h.

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

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## PEEKE SCHOOL OF CHRISTIAN MISSION

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### 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 wholeness in a global context.

Dedicated in February 2001, the Peeke School of Christian Mission is the culmination of decades of the institution'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. 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.

The Peeke School of Christian mission offers a certificate program in Intercultural Studies. For additional information, please see the *King Graduate and Professional Studies Bulletin*.

### MINORS

Intercultural Studies

**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 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 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 (2 - 4 s.h.)
- ICST 3520  
Field Work Practicum (2 - 4 s.h.)
- ICST 3530  
Mission Convention / Research (2 - 4 s.h.)
- ICST 3800  
Mission Experience (2 - 4 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.

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## COURSE LISTINGS

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### 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 ROTATION 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 Fall Semesters, Even Years (A/F-E)

Alternating Fall Semesters, Odd Years (A/F-O)

Alternating Spring Semesters, Even Years (A/S-E)

Alternating Spring Semesters, Odd Years (A/S-O)

On Demand (D)

Summer (U)

J-Term (J)

### 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, 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.

### ATHLETIC TRAINING

**ATEP 2510 (F/S) Care and Prevention of Athletic Injuries.** Examines the incidence, causes, prevention, and treatment of sports-related injuries. Topics stressed are conditioning for sports, injury recognition, and evaluation, taping techniques, first-aid care, treatment, and reconditioning of athletic injuries. Required for Athletic Training Education Program admission. ... 4 s.h.

**ATEP 3010 (S) Methods of Research and Design in the Health Sciences.** This course focuses on the interaction of the components of the research process with application to the theory and practices of Healthcare. This course emphasizes the critical appraisal and utilization of health-related research including selected theories and ethical considerations. Critical and reflective thinking, as a health-care clinician who provides evidence-based practice, will be emphasized. This course is designed to prepare students to write their own case study or research project. .... 2 s.h.

**ATEP 3400 (F) Clinical Experience in Athletic Training**  
I. Students will receive clinical instruction in order to

meet clinical competencies in athletic training. Class will also include coverage of athletic teams and events. Requires a minimum of 150 clinical hours. ....2 s.h.  
Prerequisite: Acceptance into Athletic Training Education Program

**ATEP 3401 (S) Clinical Experience in Athletic Training II.** Students will receive clinical instruction in order to meet clinical competencies in athletic training. Class will also include coverage of athletic teams and events. Requires a minimum of 150 clinical hours. ....2 s.h.  
Prerequisite: Acceptance into Athletic Training Education Program, ATEP 3400

**ATEP 3402 (F) Clinical Experience in Athletic Training III.** Students will receive clinical instruction in order to meet clinical competencies in athletic training. Class will also include coverage of athletic teams and events. Requires a minimum of 150 clinical hours. ....2 s.h.  
Prerequisite: Acceptance into Athletic Training Education Program, ATEP 3401

**ATEP 3403 (S) Clinical Experience in Athletic Training IV.** Students will receive clinical instruction in order to meet clinical competencies in athletic training. Class will also include coverage of athletic teams and events. Requires a minimum of 150 clinical hours. ....2 s.h.  
Prerequisite: Acceptance into Athletic Training Education Program, ATEP 3402

**ATEP 3404 (F) Clinical Experience in Athletic Training V.** Students will receive clinical instruction in order to meet clinical competencies in athletic training. Class will also include coverage of athletic teams and events. Requires a minimum of 150 clinical hours. ....2 s.h.  
Prerequisite: Acceptance into Athletic Training Education Program, ATEP 3403

**ATEP 3420 (F) Pathophysiology and Pharmacology in Athletic Training.** Advanced study in the pathophysiology and pharmacology involved in injuries and conditions commonly seen in the area of sports medicine. This will include a detailed macro and microscopic analysis of underlying pathophysiologies of sports-related injuries. In addition, this course will explore the interrelationship of current therapeutic pharmacological agents and their physiological effects on the body.....4 s.h.  
Prerequisites: ATEP 2510; BIOL 1010, 1020; CHEM 1020 or 1110

**ATEP 3430 (F) Organization and Administration of Athletic Training.** Emphasis on the professional preparation of athletic trainers and their role in the athletic health care delivery system. Current issues and trends in athletic training and sports medicine including history, legal implications, stress management, and organization of sports medicine programs. ....2 s.h.

Prerequisites: ATEP 2510

**ATEP 3440 (S) Rehabilitation of Athletic Injuries.** Principles in planning and implementation of rehabilitation programs for injured athletes with emphasis on contemporary therapeutic exercise techniques..... 4 s.h.  
Prerequisites: ATEP 2510, 3470

**ATEP 3450 (F) Therapeutic Modalities.** This course covers advanced study of the use of therapeutic agents in the treatment and rehabilitation of athletic injuries, including heat, cold, hydrotherapeutic, electrotherapeutic, and manual techniques. .... 4 s.h.  
Prerequisites: ATEP 2510; BIOL 1010  
Co-requisite: BIOL 1020

**ATEP 3460 (S) Advanced Evaluation of Athletic Injuries I.** Advanced study of the etiology, pathology, and clinical signs of common athletic injuries to the lower extremity and spine. Emphasis is placed on clinical evaluation of injury by the athletic trainer. Application of orthopedic and neurological assessment is included. .... 4 s.h.  
Prerequisites: ATEP 2510, 3460

**ATEP 3470 (F) Advanced Evaluation of Athletic Injuries II.** Advanced study of the etiology, pathology, and clinical signs of common athletic injuries to the upper extremity, head, and cervical spine. Emphasis is placed on clinical evaluation of injury by the athletic trainer. Application of orthopedic and neurological assessment is included. .... 4 s.h.  
Prerequisites: ATEP 2510; BIOL 1010, 1020

**ATEP 3680 (S) Kinesiology.** An analysis of the mechanics of human movement. Involves a study of the skeletal, muscular, and nervous systems and the basic principles underlying motor skill ..... 4 s.h.  
Prerequisites: BIOL 1010, 1020

**ATEP 3690 (S) Exercise Physiology.** A study of the physiological and biochemical responses of the human body to exercise. .... 4 s.h.  
Prerequisites: BIOL 1010, 1020

**ATEP 4100 (S) Senior Seminar (Capstone).** A two-hour class designed for athletic training students to receive a broad overview of athletic training principles and recent research findings. In addition, this course will serve to prepare athletic training students for NATABOC certification and better prepare them for employment in the field of athletic training. .... 2 s.h.  
Prerequisite: open only to graduating seniors in the Athletic Training Education Program

**ATEP 4900 (S) Clinical Internship in Athletic Training.** This course is designed to allow athletic training majors

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to gain clinical experience hours off-campus at a clinical site in the 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: ATEP 3404 and approval of the program director

### BIBLE

**BIBL 2251 (A/F-E) The Old Testament and Interpretation.** A survey of the content, message, and literary forms of the books of the Old Testament with attention given to the principles of biblical interpretation. .... 4 s.h.

**BIBL 2252 (A/S-O) The New Testament and Interpretation.** A survey of the content, message, and literary forms of the books of the New Testament with attention given to the principles of biblical interpretation. .... 4 s.h.

**BIBL 3020 (A/S-O) Hebrew Prophetic Literature.** Study of selected Israelite prophets and the prophetic tradition with a consideration of the use of the prophetic literature in history and modern times. ... 4 s.h.

**BIBL 3040 (A/S-E) The Life and Teaching of Jesus.** A study focusing on the “quest” of the historical Jesus, the historicity of the gospel records, the life of Jesus, and the form and content of His teaching. .... 4 s.h.

**BIBL 3520 (A/F-O) The Historical Geography and Archeology of Israel.** This course will aim to give the student a thorough overview of the land of the Bible from the Patriarchs to the Islamic conquests. Matters of topography, geology, history, and archaeology will be addressed in a manner that enhances the meaning of the Bible and enriches the student’s grasp of Biblical history. .... 4 s.h.

**BIBL 3800/3830 Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see p. 35.  
Prerequisite: 12 s.h. of Philosophy and Religion

**BIBL 3900 (D) Special Topics.** Open to advanced students with the consent of the department. Credit to be arranged.

**BIBL 4030 (D) “The Books of Moses”: The Pentateuch.** The origin stories and foundational concepts (such as creation, exodus, torah, covenant) of Israel’s heritage are considered in detail in this study of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy ..... 4 s.h.

**BIBL 4050 (A/F-O) Hebrew Wisdom Literature.** An exploration of the questions and literature of Israel’s

wisdom tradition, especially Proverbs, Job, and Ecclesiastes. Includes comparisons with modern authors and culture. .... 4 s.h.

**BIBL 4060 (A/S-O) The Gospel and Epistles of John.** A review of the scholarly research in Johannine studies and an in-depth examination of the gospel. Special emphasis on the major theological themes of John as they relate to Biblical theology. .... 4 s.h.

**BIBL 4140 (D) Paul.** An introduction to the life and thought of Paul with primary emphasis on the chief theological themes found in the apostle’s writings as they relate to distinctive settings in Acts. .... 4 s.h.

### 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 cardiovascular, respiratory, gastrointestinal, reproductive, renal, and endocrine. Four hours of lecture, two hours of lab each week. .... 4 s.h.  
Prerequisite: BIOL 1010

**BIOL 1110 (S) Principles of Biology.** Introductory biology for non-majors. 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 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 courses taken by all Biology majors and minors and by those preparing for a career in the health sciences. Topics include: molecules of living organisms, 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

## COURSE LISTINGS

responses. Laboratory experiments in pure culture techniques, classification, food microbiology, and epidemiology will be conducted. Four hours of lecture, three hours of laboratory each week. ....4 s.h.

**BIOL 3130 (F) Ecology of Plants.** This course is designed to give students exposure to aspects of plant ecology. Students 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. Four hours of lecture, three hours of laboratory each week.

.....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. Four hours of lecture, three hours of laboratory each week. ....4 s.h.

Prerequisites: BIOL 2110; CHEM 2110, 2120

**BIOL 3160 (U) 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. Four hours of lecture, three hours of laboratory each week. ....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 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 (S) 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. 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

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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.

**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 structural and functional properties of carbohydrates, lipids, proteins and nucleic acids. Additional topics include pH in living systems, biosynthesis, and catabolism. Four hours of lecture, three hours of laboratory each week. ... 4 s.h.  
Prerequisites: CHEM 2110, 2120.

**BIOL 3750 (S) Research Methods in Biology.** This course is designed to give students first-hand experience in biological 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, 4670; CHEM 2110

**BIOL 3800/3830 Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see p. 35.

**BIOL 3900 (D) Special Topics.** For junior and senior Biology majors. Credit to be arranged.

**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, 3400, 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 introduces students to the basic concepts of toxicology, with a subsequent focus on environmental

toxicants and their biological effects in mammals, particularly humans. Experimental design will be stressed as will potential mechanisms through which various toxicants can exert their effects. Four hours of lecture, three hours of lab each week. ... 4 s.h.  
Prerequisites: BIOL 3300 or 3600, CHEM 2110, 2120

**BIOL 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 1770 (D) 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 (F/S) 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 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 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



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**BUSA 2251 (F/S) Principles of Management.** A survey course with an overview of business operation, terminology, and practices; with an emphasis on introducing fundamental Management practices. Extensive use of static case studies, culminating with a dynamic computer simulation case.....4 s.h.

**BUSA 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) Management Information Systems.** An introduction to management information systems for decision making. Students will learn the basic concepts of databases, spreadsheet software, and information technology as they relate to managerial decision making and the maintenance of competitive advantage.....4 s.h.

**BUSA 3000 (S) Managerial Accounting.** An introduction to managerial accounting principles and practices.....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 stressed. ....4 s.h.

**BUSA 3110 (F), 3120 (S) Intermediate Accounting I and II.** An analytical study of accounting theory and practice .....4 s.h.  
Prerequisite: BUSA 2630

**BUSA 3300 (F/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

**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 (U, D) 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 offers: the Pacific Asian Business Studies (PABS) program, or the European Business Studies Program ..... 4 s.h.  
Prerequisites: Junior or Senior Business Majors

**BUSA 3550 (F/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; ECON 2200

**BUSA 3560 (A/F-E) Investment Management.** This course balances theory and applications providing a survey of the important areas of investment: valuation, the marketplace, fixed income instruments and markets, equity instruments and markets, derivative instruments, and a cross section of special topics. .... 4 s.h.  
Prerequisite: BUSA 3550

**BUSA 3620 (A/S-E) Organizational Behavior.** An exploration of how individuals function in highly organized social systems with an emphasis on perception, motivation, job satisfaction, leadership, power, influence, training, and learning. .... 4 s.h.  
Prerequisite: BUSA 2251

**BUSA 3621 (A/S-O) Human Resource Management.** Introduces the student to the human resources/personnel functions. Topics covered include recruitment, assessment, compensation, motivation, appraisal, development, legal environment, labor relations, and employee relations. Emphasis on how managers can deal with and utilize the human resources function. .... 4 s.h.  
Prerequisite: BUSA 2251

**BUSA 3660 (A/S-E) Consumer Behavior.** A study of consumer behavior and theory. Topics include the consumer decision-making process, segmentation, targeting, positioning, and brand loyalty. Course also emphasizes the development, implementation, and evaluation of effective marketing strategies based on these concepts ..... 4 s.h.  
Prerequisite: BUSA 3300

**BUSA 3680 (A/S-O) Promotion Strategies.** A study of the promotion strategies within the marketing function. Emphasis is on planning, creating, and evaluating effective advertising, sales promotion, and publicity programs to communicate among producers, intermediaries, and consumers. The societal impact and ethical aspects of promotion are considered. .... 4 s.h.  
Prerequisite BUSA 3300

**BUSA 3700 (D) International Business.** An introduction to global business management, including

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the strategy, structure, and functions of international business firms.....4 s.h.  
Prerequisites: BUSA 3300

**BUSA 3730 (F/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 3740 (F/S) Professional Development Strategies.** This course allows students to explore what is necessary to succeed in their chosen major, to further develop those skills for employment immediately after graduation, and to develop strategies for long-term career success. Not open to freshmen; must be completed prior to internship.....1 s.h.

**BUSA 3800/3830 Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see p. 35.  
Prerequisite: BUSA 3740

**BUSA 3841 (A/S, E) Federal Taxation.** An introduction to the taxation of individuals, partnership, and corporations. Computerized tax preparation will be introduced using sample returns.....4 s.h.  
Prerequisite: BUSA 2630 or concurrent enrollment

**BUSA 3850 (F) Small Business Entrepreneurship.** This course examines the development and management of the business venture. Topics include the innovation idea; the development of business and financial plans, feasibility studies, alternative models of financing, and the launching of the business venture.....4 s.h.  
Prerequisites: ECON 2200 and BUSA 2251, 2630, and BUSA 3300 or concurrent enrollment

**BUSA 3900 (D) Special Topics.** Guided research in special topics selected by conference between instructor and student. The proposal must be approved by instructor and reviewed by the department in advance of registration. Credit hours to be arranged.

**BUSA 4001 (F/S) Business Policy and Strategic Management.** A capstone course required of all graduating Seniors in Business Administration and Economics which seeks to integrate the concepts, techniques, and knowledge from business administration and economics courses. Its primary focus is on strategic, ethical decision making and servant leadership.....4 s.h.  
Prerequisite: open only to graduating seniors

**BUSA 4230 (F) Sales Management and Professional Selling.** This course explores the buyer-seller relationship, sales skills development, sales strategy, and

related marketing. The course specifically focuses on management of the sales process from lead generation and prospecting to customer relationship management, covering all interrelated aspects of development, planning, interpersonal communication, ethics, and professionalism.....4 s.h.  
Prerequisites: BUSA 3300, 3660/3680

**BUSA 4590 (A/S, E) Advanced Corporate Finance.** Analysis of the concepts critical to the financial manager, including risk evaluation, cost of capital, capital structure, long-term finance, as well as topics of special interest, such as mergers, leasing, and multinational firms .....4 s.h.  
Prerequisite: BUSA 3550

**BUSA 4790 (D) Marketing Management.** This course emphasizes the roles and responsibilities of marketing executives to analyze marketing opportunities and problems, plan marketing objectives and strategies, and implement, control, and evaluate marketing programs. The case study method is used and students are required to develop a formal marketing plan for an organization. ....4 s.h.  
Prerequisite: BUSA 3300

**BUSA 4810 (F) Advanced Accounting.** A study of special topics in financial accounting, including business combinations, fund accounting and foreign exchange transactions.....4 s.h.  
Prerequisite: BUSA 3110 or concurrent enrollment

**BUSA 4870 (A/S, O) Principles of Auditing.** The theory and practice of auditing and the standards used in the development of auditing techniques. The course examines audit practices for public and nonpublic organizations.....4 s.h.  
Prerequisite: BUSA 3110

## 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.

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**CHEM 1110 (F) General Chemistry I.** This course develops the student's understanding of the fundamental principles of chemistry and the application of quantitative problem solving to these principles. The course also provides a foundation of chemical knowledge needed for further study in many key areas of science. ....4 s.h.

**CHEM 1120 (S) General Chemistry II.** Atomic and molecular structure, chemical bonding, the kinetic-molecular theory, oxidation-reduction, and equilibria. Introduction to kinetics, nuclear chemistry, electrochemistry, organic, and biochemistry. Three hours of lecture, three hours of laboratory each week. ....4 s.h.

Prerequisite: CHEM 1110

**CHEM 2110, 2120 (F,S) Organic Chemistry.** A study of the structure, functional groups, syntheses, reactions of organic compounds, introduction to spectroscopy, and reaction mechanism. Three hours of lecture, four hours of laboratory each week. ....4, 4 s.h.

Prerequisites: CHEM 1110, 1120

**CHEM 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-E) Analytical Chemistry I.** Theory and methods of volumetric and gravimetric analysis with an introduction to instrumental methods of analysis. Two hours of lecture, six hours of laboratory each week. ....4 s.h.

Prerequisites: CHEM 1110, 1120.

**CHEM 3200 (A/S-O) Analytical Chemistry II.** Theory and methods of instrumental analysis and separation. Two hours of lecture, six hours of laboratory each week. ....4 s.h.

Prerequisite: CHEM 1110, 1120.

**CHEM 3300 (D) Advanced Organic Chemistry.** This course covers topics in organic chemistry more advanced than those covered in CHEM 2120. The lecture will focus on topics such as stereochemistry, reaction mechanisms, organic reactive intermediates, and/or organic synthesis. ....4 s.h.

Prerequisites: CHEM 2110, 2120.

**CHEM 3500 (D) Forensic Chemistry.** This course approaches the challenges, methods, and analyses of

forensic science from a fundamental, chemical perspective. Topics include drug analysis, arson investigation, and the analysis of paint and residue samples (e.g. gunshot). The course objective is to train students in chemical tools that are in current commercial use. .... 4 s.h.  
Prerequisites, CHEM 1110, 1120, 2110, 2120, 3000, or permission of instructor.

**CHEM 3600 (D) Inorganic Chemistry.** A study of the principles of inorganic chemistry. Topics include atomic theory, chemical bonding, the periodic system, acid base theories, complex ions, and organometallics. 4 s.h.  
Prerequisite: CHEM 1110, 1120, 2110.

**CHEM 3800/3830 Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see p. 35.

**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-O, A/S-E) 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.

### DIGITAL MEDIA AND INFORMATION SYSTEMS

**DMIS 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 BScript 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.

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**DMIS 2010 (A/F-O) 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.

**DMIS 3450 (A/S-O) Database Management.** A study of techniques for designing and maintaining large data bases. ....4 s.h.

**DMIS 3460 (A/S-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 (SDLC). 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.

**DMIS 3650 (A/S-E) 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: DMIS 1550, 3450, 3460 (or concurrent)

**DMIS 3750 (A/S-O) Current Issues in Technology.** Capstone seminar dealing with new technologies, ethics, and other issues. ....2 s.h.

### ECONOMICS

**ECON 2200 (F/S) 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-O) Money and Banking.** A theoretical and analytical approach to financial institutions, regulations in the banking system, central banking, and monetary policy and control. ....4 s.h. Prerequisites: ECON 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/S-E) Intermediate Macroeconomic Theory.** A study of the various theories of aggregate income determination and of inflation, unemployment, and business cycles. The course will also study the various views of the feasibility of counter-cyclical stabilization policy and demand management. .... 4 s.h. Prerequisites: ECON 2200.

**ECON 3300 (D) 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 policy ..... 4 s.h. Prerequisites: ECON 2200

**ECON 3330 (D) 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 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 post-baccalaureate initial licensure program and additional endorsement program.

**EDUC 2030 (F/S) Introduction to Teaching, Grades K-12.** This course provides an initial orientation to the King Teacher Education Program, including the process for application to Teacher Education. Course content includes an overview of curriculum and instruction, student diversity and classroom management. Students are expected to begin the development of the Teacher Education electronic portfolio ..... 2 s.h. Co-requisite: EDUC 2031.

**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

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legislative background, mental and physical disabilities, and instructional strategies. Emphasis on educational, social, cultural, and psychological needs of exceptional children. Students are expected to observe in public school classrooms as a part of this course. ....4 s.h.

**EDUC 2370 (F) Reflective Teaching in the Elementary and 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.

**EDUC 2950 (F/S) 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 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 (U) 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 2030/2031 and 2370

**EDUC 3540 (F) Math and Science Methods.** This course is designed to survey materials and methods appropriate for teaching math and science in elementary and middle schools and to develop instruction and assessment skills in these subjects. Curriculum content and grade level objectives for each subject will be explored separately with an emphasis on the integration of these content areas into the total curriculum, Grades K-8. Individual and group projects, including instructional planning and assessment, and fieldwork are required components of the course. .... 3 s.h.  
Prerequisites: Completion of all core math and science courses and admission to Teacher Education, EDUC 2030, 2370

**EDUC 3541 (D) Elementary Music Methods.** This course is designed to survey materials and methods

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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, 3620

Co-requisite: EDUC 3392

**EDUC 3542 (D) Secondary Music Methods.** This course is designed to survey materials and methods appropriate for teaching music concepts to adolescents in middle school and high school, 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 projects, including instructional planning and assessment, and fieldwork, are required components of the course. ....3 s.h.

Prerequisites: MUSC 1010, 1020, 1110, 2010, 2020, 3020, 3620.

Co-requisite: EDUC 3393

**EDUC 3543 (D) Secondary Instrumental Music Methods.** A survey of current instrumental music methods and materials appropriate for use in the secondary public school setting. The course will identify current trends and pedagogical techniques as well as compare, contrast, and evaluate different instructional materials. ....3 s.h.

Prerequisite: EDUC 3541.

**EDUC 3550 (F) Related Arts Curriculum: PreK-8.** A survey of materials and methods appropriate for teaching of art, music, and physical education in the elementary school curriculum. Emphasis will be placed on integration within the total curriculum. Includes development or materials and participation in physical activities appropriate for school-aged children. Some fieldwork will be expected. ....3 s.h.

Prerequisite: Admission to Teacher Education.

**EDUC 3590 (F) Content Area Reading.** Designed to equip teachers to foster literacy skill development among students in secondary and middle grades classrooms in all subjects. The course will provide a background in the developmental process of reading, informal reading assessment, corrective, and remedial practices and procedures. Includes content specific field work in 7-12 classrooms. ....3 s.h.

Prerequisite: Admission to Teacher Education.

**EDUC 3600 (F/S) Assessment and Evaluation.** An analysis of the role of assessment and evaluation of student learning and teaching effectiveness. Includes the

study of validity, reliability, standardized testing, norm- and criterion-referenced testing, personality and interest inventories, statistical applications, test data interpretations, and test-item construction. Current school accountability practices will be examined. Students will also develop and apply informal assessment strategies. .... 3 s.h.

Prerequisite: Admission to Teacher Education.

**EDUC 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

**EDUC 3640 (A/S) Methods and Materials for Secondary Physical Education.** In this course, students will develop an understanding of the activities appropriate for middle school and high school, including physical fitness activities and a variety of individual, dual, and team sports. Includes instructional methods and development of the ability to implement instruction appropriate to developmental level. .... 4 s.h.

Prerequisite: PSYC 3310 or 3320

**EDUC 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see p. 35. .... 1-12 s.h.

**EDUC 3900 (D) Special Topics** ..... 1-4 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.

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**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, undergraduate major or equivalent in licensure area, and either all professional level Teacher Education courses/Praxis II content and subject specialty exams or enrollment in King MEd program. Can be repeated up to five times.  
Co-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

**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 course.....6 s.h.  
Prerequisites: All courses in the academic major and all professional level Teacher Education courses.  
Co-requisite: EDUC 4950

**EDUC 4500 (F/S) Student Teaching, Grades 9-12.** This course consists of clinical experience featuring observation, co-teaching, and teaching under the

supervision of a mentor teacher and 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..... 6 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 course ..... 2 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 course ..... 2 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

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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 Literature I.** A survey of important works of American literature up to the Civil War. Students are strongly recommended to pair this course with HIST 2161.....4 s.h.  
Prerequisite: ENGL 1110/1180

**ENGL 2162 (S) American Literature II.** A survey of important works of American literature from the Civil War to the present. Students are strongly recommended to pair this course with HIST 2162 .....4 s.h.  
Prerequisite: ENGL 1110/1180

**ENGL 2171 (F) Western Literature I.** This course surveys the tradition of Western Literature with an eye toward connecting students with the best writers and ideas from the Western intellectual tradition beginning with the Greeks and Romans and continuing through the Middle Ages and Renaissance. Students are strongly recommended to pair this course with HIST 2171.. 4 s.h.  
Prerequisite: ENGL 1110/1180

**ENGL 2172 (S) Western Literature II.** This course surveys the tradition of Western Literature with an eye toward connecting students with the best writers and ideas from the Western intellectual tradition beginning with the Reformation and Enlightenment and continuing through the Late Modern period. Students are strongly recommended to pair this course with HIST 2172 .....4 s.h.  
Prerequisite: ENGL 1110/1180

**ENGL 2181 (F) British Literature I.** A survey of British literature from its beginnings through the eighteenth century. Students are strongly recommended to pair this course with HIST 2181..... 4 s.h.  
Prerequisite: ENGL 1110/1180

**ENGL 2182 (S) British Literature II.** A survey of British literature from the nineteenth through the twenty-first centuries. Students are strongly recommended to pair this course with HIST 2182 ..... 4 s.h.  
Prerequisite: ENGL 1110/1180

**ENGL 2440 (A/S-O) Studies in American Short Story.** An introduction to short works by well-known writers. Special attention will also be focused on lesser-known writers and those currently contributing to the genre. The course will survey a broad spectrum of American writing, introduce students to writers who may serve them well in the future, and raise questions related to important American subjects such as race, poverty, family, religion, cultural shifts, and more ..... 4 s.h.  
Prerequisites: ENGL 1110/1180

**ENGL 2450 (S) Introduction to Film Studies.** This course seeks to acquaint students with the ways of creating, studying, and evaluating film art. It will introduce the essential terminology related to film studies, cover film history in America and abroad, and focus on the notable works of individual filmmakers and eras. In considering matters of genre, narrative technique, and imagery, students will engage film as if it were another form of literature. ENGL 2450 can fulfill the Human Creative Products core requirement .... 4 s.h.

**ENGL 2460 (A/S-E) Buechner Institute Studies in Faith and Literature.** Connecting to the Buechner Institute Convocation Series, this course will look at the memoirs, novels, and nonfiction of Frederick Buechner alongside the work of some of the visiting speakers in the yearly series. .... 4 s.h.  
Prerequisite: ENGL 1110/1180.

**ENGL 2480 (A/S-E) The Oxford Christian Writers.** An introduction to some of the most influential British Christian authors of the middle of the 20<sup>th</sup> century: C. S. Lewis, J. R. R. Tolkien, Dorothy Sayers, and Charles Williams. It will examine selected works from both literary and theological perspectives, so as to consider the marriage of the mind, imagination, and spirit.. 4 s.h.  
Prerequisites: ENGL 1110/1180

**ENGL 2800 (D) Literary Study and Writing.** A seminar designed for sophomores and juniors to focus on the methodology of literary research and writing through the medium of research projects based on primary and secondary source materials. It will also introduce



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students to the poetic and general literary vocabulary and styles. ....2 s.h.  
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172/2181/2182

**ENGL 2910 (D) Creative Writing.** Further study and practice in writing with emphasis on the writing process, style, and form. Particular focus on a combination of fiction, poetry, and/or drama. ....4 s.h.  
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. Students who select the online format of this course should have a cumulative GPA of 2.0, not be on academic sanction, and should not have previously failed ENGL 3010. ....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. 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 (D) 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, 2161/2162/2171/2172/2181/2182

**ENGL 3170 (S) Literacy Development and Reading Instruction in the Elementary and Middle Grades.** This course is a survey of traditional literacy development spanning from emerging literacy skills and behaviors in early childhood through intermediate "reading to learn" literacy skills in late middle grades. This course is designed to acquaint teacher candidates with a balanced approach to the teaching of reading for emerging (K-1), evolving (2-4th), and maturing (5-8<sup>th</sup>) readers. ....4 s.h.  
Prerequisites: Admission to Teacher Education, successful completion of EDUC 2030/2031, 2370

**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 or 2380; ENGL 3170

**ENGL 3340 (S) English Grammar.** This course will introduce students to the fundamentals of English grammar: phonology, morphology, and syntax. A section on applied grammar will offer students insight into how a sound knowledge of grammatical structures can make for more effective writing. ....4 s.h.  
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172/2181/2182

**ENGL 3345 (A/S-E) History of the English Language.** This course is designed to survey the rich and complicated history of the English language and to consider some of the ways that English is shaping and being shaped by the cultures in which it appears. Although History need not be taken simultaneously with English Grammar, it will provide an excellent companion to that course. ....4 s.h.  
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172/2181/2182

**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, 2161/2162/2171/2172/2181/2182

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**ENGL 3380 (D) Literary Theory.** Designed to acquaint students with the origins, means, and implications of recent theoretical movements. Beginning with the New Critical method, students will study the seminal theorists in such movements as Reader Response criticism, Structuralism, Deconstruction, Psychoanalysis, Marxism/New Historicism, and Feminism .....4 s.h.  
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172/2181/2182

**ENGL 3440 (A/F-E) 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, 2161/2162/2171/2172/2181/2182

**ENGL 3461, 3462 (A/F-O) Shakespeare.** A thematic and genre study of representative plays. Students may receive credit for both courses, since different plays will be studied in alternating years. ....4, 4 s.h.  
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172/2181/2182

**ENGL 3475 (A/S-O) The Early Modern Period in English Literature.** A study of the time periods that have traditionally been called the Renaissance and the Seventeenth Century. It will concentrate on two major figures: Edmund Spenser and John Milton, especially their epics *The Faerie Queene* (Books 1-3) and *Paradise Lost*.....4 s.h.  
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172/2181/2182

**ENGL 3485 (A/F-O) 18<sup>th</sup> Century British Novel.** An introduction to the eighteenth-century British novel, focusing on the origins and development of the genre through the work of Defoe, Richardson, Fielding, Burney, and the like. ....4 s.h.  
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172/2181/2182

**ENGL 3490 (D) Special Topics in Pre-1800 British Literature.** Designed for seniors and junior honors students. Majors are limited to 4 s.h. for major credit. ....4 s.h.  
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172/2181/2182

**ENGL 3540 (A/S-O) 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, 2161/2162/2171/2172/2181/2182

**ENGL 3550 (A/F-E) 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, 2161/2162/2171/2172/2181/2182

**ENGL 3560 (A/F-O) Modern and Contemporary British Novel.** A survey of the modern and contemporary British novel, with attention to questions of genre, social context, and critical reading. .... 4 s.h.  
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172/2181/2182

**ENGL 3565 (D) Modern and Contemporary British Literature.** A study of representative poetry, prose, and drama from the twentieth century to the present... 4 s.h.

**ENGL 3590 (D) Special Topics in Post-1800 British Literature.** Majors are limited to 4 s.h. for major credit. Designed for seniors and for junior honor students..... 4 s.h.  
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172/2181/2182

**ENGL 3610 (A/F-O) Early American Literature.** An introduction to the writings and documents of the first generations of European settlers throughout the revolutionary period..... 4 s.h.  
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172/2181/2182

**ENGL 3615 (A/F-E) American Romanticism.** An introduction to the literature of the early nineteenth century from Emerson, Thoreau, Hawthorne, Melville, Poe, Dickinson, Whitman, and others..... 4 s.h.  
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172/2181/2182

**ENGL 3620 (A/F-O) American Realism and Naturalism.** An introduction to the writings of the late nineteenth and early twentieth centuries from the Civil War to World War I. .... 4 s.h.  
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172/2181/2182

**ENGL 3625 (A/S-O) Modern and Contemporary American Literature.** An introduction to the writings of the post WWI era into the twenty-first century. .... 4 s.h.  
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172/2181/2182

**ENGL 3660 (A/S-E) The American Novel.** Masterworks of the genre, considered in the light of their literary and cultural significance.. .... 4 s.h.  
Prerequisites: ENGL 1110/1180, 2161/2162/2171/2172/2181/2182

**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, 2161/2162/2171/2172/2181/2182

**ENGL 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see p. 35.

**ENGL 3940 (D) Creative Writing: Non-Fiction.** This course seeks to acquaint students with the essentials of writing creative non-fiction, including memoir. Students will read from a variety of essayists and memoirists and develop their own collection of essays. ....4 s.h.  
Prerequisite: ENGL 1110  
Recommended: ENGL 2910

**ENGL 3960 (D) Creative Writing: Fiction.** This course seeks to acquaint students with the essentials of writing fiction, especially the short story and the novel. Students will draw on their acquaintance from courses in American and/or British novels and in the short story in developing their own work of fiction. ....4 s.h.  
Prerequisite: ENGL 1110  
Recommended: ENGL 2910

**ENGL 3970 (D) Creative Writing: The Stage Script.** This course seeks to acquaint students with the essentials of writing scripts for the stage. Students will develop their own scripts. ....4 s.h.  
Prerequisite: ENGL 1110  
Recommended: ENGL 2910

**ENGL 3980 (D) Creative Writing: Screenwriting.** This course seeks to acquaint students with the essentials of writing scripts for the screen. Students will develop their own screenplays. ....4 s.h.  
Prerequisite: ENGL 1110  
Recommended: ENGL 2910

**ENGL 3990 (D) Creative Writing: Poetry.** This course seeks to acquaint students with the essentials of writing poetry. Students will read from a variety of poets and poetic forms and develop their own collection of poems. ....4 s.h.  
Prerequisites: ENGL 1110 and any ENGL course including a short story poetry component  
Recommended: ENGL 2910

**ENGL 4900 (D) Honors in Independent Studies.** Directed research or reading in a designated area. A departmental committee must invite and approve proposals. 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 2460 (D) 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 17<sup>th</sup> Century through the present day. .... 4 s.h.

**FINE 2250 (A/F/S) History of American Art.** A study of American art forms as they relate to successive periods in American history and as they compare to European work from the 17<sup>th</sup> century to the 21<sup>st</sup> century. .... 4 s.h.

**FINE 2410 (D) Drawing I.** A course that introduces students to principles and techniques of representation. Emphasis will be on creating the illusion of space and form through line, the rendering of light and shade, and studies in perspective. In addition, students have the opportunity to explore various media such as charcoal, chalk, pencil, pen, ink and wash, etc. .... 4 s.h.

**FINE 2420 (D) Drawing II.** A course in drawing that emphasizes figure study and life drawing. This course will build on the foundation of 2410 and concentrates on the analytical study of the figure. Students explore a variety of materials, traditional and contemporary 4 s.h.

**FINE 2510 (D) Painting I.** The study of the language of painting through color, form, materials, and techniques. Aspects of traditional and modern pictorial composition are studied including proportion, space,

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and color theory through the representation of a variety of subjects.....4 s.h.

**FINE 2520 (D) Painting II.** A continuation of the study of aspects of pictorial composition initiated in 2510, focusing on problems relating to the depiction of the figure, space, and light. Topics are explored within the context of historical and contemporary artistic expression .....4 s.h.

**FINE 3900 (D) Special Topics.** Open to advanced students with the consent of the department. Credit to be arranged.

### FRENCH

**FREN 1000 (F,S) Introductory French.** Assumes no previous study of the language. This course introduces basic vocabulary, grammar, conversation, reading, and composition. Lab work required .....4 s.h.

**FREN 2000 (F, S) Intermediate French.** Continued study of vocabulary, grammar, reading and listening comprehension, conversation and composition at the intermediate level. Lab work required.....4 s.h.

**FREN 2100 (F, J) Intermediate French Study Abroad.** This course will fulfill the core curriculum requirement for language and the cross-cultural experience at King. Students will learn French language for use in a variety of situations in everyday life and work to acquire the global skills necessary for communication in the target language. In order to communicate, students will develop skills in reading, writing, speaking, and listening. This course will also explore the diverse culture of the French-speaking world. The first part of the course will be taught on campus and the second part will take place abroad, for a total of 4 s.h. Students will earn CP (Credit Pending) at the end of the first part of the course. ....4 s.h.

**FREN 3010 (A/F) Advanced French Skills I.** Advanced development of language skills in the areas of speaking, reading, writing, and listening with integrated study of grammar and vocabulary. ....4 s.h.

**FREN 3020 (A/S) Advanced French Skills II.** Advanced practice in speaking skills and listening comprehension with incorporated grammar and composition review.....4 s.h.

**FREN 3100 (D) Business French.** Communication skills with emphasis on basic vocabulary and expressions useful in a business context .....4 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 France ..... 4 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. 35.

**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/S) French Literature: Middle Ages and 16th Century.** A survey of major authors and movements from the Middle Ages through the 16<sup>th</sup> century. .... 4 s.h.

**FREN 4210 (A/S) French Literature: 17th and 18th Centuries.** A survey of major authors and movements of the 17<sup>th</sup> and 18<sup>th</sup> centuries..... 4 s.h.

**FREN 4220 (A/S) 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 20<sup>th</sup> 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.

**FREN 4500 (D) Advanced Stylistics and Grammar.** Offered with Caen program. Advanced study of language and grammar abroad .....4 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, Greek .....4 s.h.

**GREK 2000 (S) Ancient Greek II.** .....4 s.h.

**GREK 3010 (D) Intermediate Greek Reading.** Guided readings of ancient Greek texts and study of their textual form.....2 s.h.

**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 2110 (F) 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 20<sup>th</sup> century, modern terrorist organizations, globalization. ....4 s.h.

**HIST 2120 (A/S-O) The Middle Ages.** The foundations of modern European society from the fall of Rome to the Renaissance, with stress upon the religious, aesthetic, and intellectual forces of medieval Europe.4 s.h.

**HIST 2130 (D) 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 2161 (F) 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. Students are strongly recommended to pair this course with ENGL 2161 4 s.h.

**HIST 2162 (S) 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. Students are strongly recommended to pair this course with ENGL 2162 ..... 4 s.h.

**HIST 2171 (F) Western Civilization in Global Context I.** This course surveys Western politics, society, religion, culture, and intellectual movements from ancient Greece through the Renaissance. Students are strongly recommended to pair this course with ENGL 2171 4 s.h.

**HIST 2172 (S) Western Civilization in Global Context II.** This course surveys Western politics, society, religion, culture, and intellectual movements from the Renaissance to the present. Students are strongly recommended to pair this course with ENGL 2172 4 s.h.

**HIST 2181 (A/F-E) Tudor England and Stewart Scotland 1475–1603.** A survey of the period of Tudor and Stewart rule in England, Scotland, Ireland, and Wales from 1485-1603, with particular emphasis on politics, religion, and culture. This course addresses the Reformation, international relations, court intrigues, and the growth of print culture. Students are strongly recommended to pair this course with ENGL 2181..... 4 s.h.

**HIST 2182 (A/S-O) The British Empire.** At its height, the British empire encompassed one quarter of the earth, and was so dispersed that the sun literally never set on a British possession. This course will examine the scope of the empire—settlements and colonies in the

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Atlantic, Africa, the Middle East, and of course, the jewel in the imperial crown, India. This course will look at constructions of imperial power and knowledge, and will focus as well on the dissolution of the empire in the 20<sup>th</sup> century and the post-colonial legacy that continues to shape these former imperial possessions, as well as the modern British state. Students are strongly recommended to pair this course with ENGL 2182 or ENGL 2480. ....4 s.h.

**HIST 2610 (D) Cultures in Contact: The Atlantic World 1400-1888.** 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 2710 (A/S-E) The Cold War: History and Politics.** The Cold War has been described as “the most widespread international confrontation in history.” Indeed, far from being simply a prolonged standoff between the United States and the Soviet Union, the Cold War defined the ideology of an entire era. From the formation of NATO, to the Cuban Missile Crisis, to the Vietnam War and beyond, decisions made in the context of the times shaped the lives of billions of people. Their major repercussions upon nearly every aspect of human endeavor are still traceable today, as human societies continue to experience the seismic aftereffects of the Cold War’s dramatic closing stages. ....4 s.h.

**HIST 3000 (S) The Professional Historian: Historical Study and Writing.** Required of all history majors and minors and taken during the student's Sophomore or Junior year, this seminar focuses on the methodology of historical research and writing through the medium of research projects based on primary and secondary source materials. An introduction to historiography and exploration of careers in history also serve as fundamental elements of the course .....4 s.h.

**HIST 3110 (A/F-E) The Age of Revolutions: Europe 1789-1914.** The political, social, and diplomatic currents of the nineteenth century from the French Revolution to the First World War, nationalism, imperialism, and the influence of democratic and socialistic ideas.....4 s.h.

**HIST 3120 (A/S-O) 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 problems .....4 s.h.

**HIST 3150 (D) 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-O) Intellectual and Cultural History of the United States.** A broad survey of the major intellectual and cultural trends in American history, this course includes investigations of Puritanism, 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 2161, 2162.

**HIST 3440 (A/F-E) The European Mind Since the Enlightenment.** Study of the interaction between ideas and society, concentrating on such cultural movements as romanticism and realism; the relationship of nationalism and imperialism to cultural patterns in the late nineteenth century; and the breakup of the nineteenth century synthesis, including the effects of totalitarianism, the welfare state and existentialism 4 s.h.

**HIST 3650 (A/S-E) 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 3710 (A/F-E) History of Modern Espionage.** This mid-level course proposes a historical approach to 20<sup>th</sup>-century intelligence and espionage, beginning with the onset of World War I and ending with the prelude to the “Global War on Terrorism.” In doing so, it examines the particular political context that formed the backdrop to historically momentous intelligence operations in America and beyond. .... 4 s.h. Prerequisites: PSCI 2310 or HIST 2710

**HIST 3800/3830 Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see p. 35.

**HIST 3900 (D) Special Topics Readings Course.** A reading course for individual students on the Junior or Senior level. The topics read will depend upon the needs of the individual student. The students and instructor will devise a learning contract.....2,4 s.h.

## COURSE LISTINGS

**HIST 4001 (F) 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 (D) 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 20<sup>th</sup> 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 Department .....2, 4 s.h.

### HONORS

**HONR 1110, 2110, 3110, 4110 (F/S) Honors Seminar.** The centerpiece of the Snider Honors Program is the honors seminar. As we seek to understand and enact the phrase "cultural transformation in Christ"—the heart of the mission statement of King—the seminar focuses on a single topic from a variety of academic disciplines each semester. The seminar is offered every semester, but the topic changes each time it is offered. The topics generally revolve around contemporary issues related to globalization, international policy, philosophy, and world events. Honors students may begin taking the Honors seminars in the second semester of their freshman year. Those taking the course for the first time should register under HONR 1110, the second time, 2110, the third, 3110, and the fourth, 4110. All seniors (and possibly some juniors) taking the course are expected to tutor the younger students, helping with papers and leading small-group discussion sessions. 10% of the final grade for such tutors will be based on the quality of their instruction and partly evaluated by the small group they have led.2 s.h.

**HONR 3120 (S) Global Citizenship and Salzburg Preparation.** This course will prepare juniors and seniors in the Snider Honors Program for summer study at the Salzburg Global Seminar (International Study Program) in Austria. The assigned readings and discussions related to race, gender, and faith will ultimately be a part of the Salzburg ISP, and King students will synthesize their prior learning with that of other institutions. Students will also become acquainted with the history, language, customs, and cultural offerings of Salzburg and familiarized with the logistics of European travel. .... 1 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.

**ICST 3500 (D) Dynamics of Global Christian Worship.** This course examines the content and context of Christian worship in various global settings. Special attention is given to music, drama, dance, and art within the cultures of study. Non-western Christian worship as well as western worship practices will be considered..... 4 s.h.

**ICST 3510 (D) Global Health Workshop.** Medical work/Elective course. A hands-on experience in the field of study. An oral debriefing and a written report are required.....2 - 4 s.h.

**ICST 3520 (D) Field Work Practicum.** Field Research/Elective course. A hands-on experience in the field of study. An oral debriefing and a written report are required.....2 - 4 s.h.

**ICST 3530 (D) Mission Research.** Education/Elective course. A hands-on experience in the field of study. An oral debriefing and a written report are required .....  
.....2 - 4 s.h.

**ICST 3800 (D) Mission Experience.** Ministry work/Elective course. A hands-on experience in the field of study. An oral debriefing and a written report are required.....2 - 4 s.h.

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### **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. ....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. Hands-on projects require access to basic tools and ability to acquire simple building materials. Some topics included in this course: exploration of humanistic and theological understandings of nature; stewardship of creation as a Biblical ethic; the ecological crisis and its implication for persons of faith; educative and practical resources explored for responsible care of creation; thoughtful application of appropriate technology to address specific issues in agriculture, water, waste, and energy. ....4 s.h.

## INTERDISCIPLINARY STUDIES

**IDST 1600 Topics in General Education.** This course is designed to improve students' study skills as well as organization skills. There will be an emphasis on tracking academic progress in each course taken, planning and executing study times, creating communication with Academic Center for Excellence, as well as setting academic goals while at King. ....2 s.h.

**IDST 2100 Cultural Identity.** An examination of national, cultural, racial, ethnic, and religious identity development with an emphasis on growing up in Appalachia. Students will learn how to assess their own cultural practices as expressions of social, economic and political norms that are neither neutral nor universal. The course is intended to help students gain awareness of the personal identity they possess and reflect, as well as the identity others reflect back on them as citizens of the United States and products of the central Appalachian region. Class lecture, class discussion, small group projects, essays, films, documentaries and individual research projects will serve as the primary means of instruction. ....4 s.h.

**IDST 4500 (F/S) Interdepartmental Science and Mathematics Seminar.** Addresses topics of current interest or research being conducted in natural sciences and mathematics. It meets every other week. Junior and Senior students with a major in Biology, Chemistry, or Physics are required to enroll and Senior students will be required to prepare a paper for presentation to the seminar. Grade will be Pass or Fail for a student taking seminar for the first year and a traditional letter grade

for those taking it for the second year. Maximum credit for degree is 2 s.h. .... .5 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 King 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. This course is offered as pass/fail. .... 1 s.h.

**KING 3000 Cross-Cultural Experience.** The cross-cultural experience allows students to confront their own presuppositions about what culture is and what culture means. The experience also helps students broaden their awareness and appreciation of diverse cultures. It seeks to prepare them to operate more thoughtfully in a world that is increasingly interconnected. As students encounter other cultures, they may realize ways to interact creatively to meet needs they see and will also realize that new situations transform them. .... 0 s.h.

**KING 4000 (F/S) Christian Faith and Social Responsibility.** This course serves as the capstone of a student's time at King and should be taken during the senior year. It seeks to tie together the experiences of students throughout the disciplines and provide them with a common forum to explore issues related to a variety of topics. It challenges them to think critically about ways to integrate faith and learning as they leave campus and enter the working world. .... 1 s.h.  
Co-requisite: KING 4020

**KING 4010 (F/S) Comprehensive Assessment.** All candidates for a degree from King are required to demonstrate competency in their major field. Some programs require a comprehensive examination; others mandate presentation and oral defense of a portfolio of their work. Students will more than major must demonstrate competency in each of their major fields. All students will have to pass according to the minimum requirement of their department. .... 0 s.h.

**KING 4020 (F/S) CBASE.** All students enrolled in traditional undergraduate programs must take the College Basic Subjects Examination (CBASE) before they graduate. The student's transcript will indicate that the CBASE requirement has been fulfilled. Any student who does not meet the requirement of their comprehensive



assessment of the core curriculum will not graduate until the requirement has been met.....0 s.h.  
Co-requisite: KING 4000

**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 faculty member working with the program director. Throughout the program students will learn a variety of valuable leadership skills including time management, community awareness, and business ethics. The program also provides training in the area of personal development, skills training, volunteering opportunities, and team building. In addition to the monthly class sessions, the Bristol Youth Leadership students are assigned to Community Service Projects to increase awareness of the community and provide the opportunity to serve. These projects are submitted by various agencies, governmental entities and nonprofit organizations and require the participants to complete research, plan various events, participate in the community activities and create presentations. The students work diligently to determine a course of action and follow through with success. (Enrollment is by invitation only and students must be accepted by the Bristol Youth Leadership Selection Committee. The application process occurs each spring during the month of May. Students may enroll in this course twice.).....1 s.h.

**LEAD 1001 (F/S) Developing Leadership Skills: LEAD Bristol.** This course program is administered by the Bristol, Tennessee/Virginia Chamber of Commerce and course credit is administered by a King faculty member working with the program director. Throughout the program students will learn a variety of valuable leadership skills including time management, community awareness, and business ethics. This program also provides training in the area of personal development, skills training, volunteering opportunities, and team building. In addition to the monthly class sessions, LEAD Bristol students are assigned to Community Service Projects to increase awareness of the community and provide the opportunity to serve. These projects are submitted by various agencies, governmental entities, and nonprofit organizations and require the participants to complete research, plan various events, participate in the community activities, and create presentations. The students work diligently to determine a course of action and follow through with success. (Enrollment is by invitation only and students must be accepted by the LEAD Bristol Selection Committee. The application process occurs each summer during the month of August. Students may enroll in this course twice.).....1 s.h.

**LEAD 1500 (F) Residence Life.** This course is designed as supplemental and ongoing training for newly hired resident assistants. All Resident Assistants must take this course during their first semester of employment. This course will examine many trends in higher education as well as explore basic counseling skills, mediation skills, and how to handle crisis situations in depth. .... 1 s.h.

**LEAD 1600 (S) Leadership Development: Orientation (Launch).** This course is designed to support Launch Leaders (orientation leaders) in developing leadership skills needed to assist first-year and transfer students in making the transition to the academic and social environment of King..... 1 s.h.

**LEAD 2100 (F/U) 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 in his or her community upon graduation..... 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. This course is offered as pass/fail..... 1 s.h.

**LEAD 2500 (A/S-E) Great Texts in Leadership.** This course is a seminar course devoted to an examination of leaders and the various examples of leadership as found in great texts in various genres. .... 2 s.h.

**LEAD 3000 (A/S-O) 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.  
Prerequisite: LEAD 2100

**LEAD 3800 Leadership Internship.** For a complete description of Internships, see p. 35.  
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

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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, 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, set theory, logic, 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 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 values. .... 4 s.h.  
Prerequisite: MATH 2350 or consent of instructor.

**MATH 2480 (D) History of Mathematics.** This course is a broad overview of the history of mathematics ranging from the origin of mathematics in early civilizations to advancements in the 21st century, focusing on interesting personalities and outstanding achievements. .... 2 s.h.  
Prerequisite: MATH 2360

**MATH 3100 (D) Graph Theory.** Basic theory, 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.

## COURSE LISTINGS

**MATH 3150 (D) Mathematical Statistics.** Probability theory, distributions and densities, sampling theory. .... 4 s.h.  
Prerequisite: MATH 2360.

**MATH 3250 (D) Geometry.** Topics selected from Euclidean constructions, transformations, projective plane geometry, non-Euclidean geometry, tilings and other geometrical patterns. .... 4 s.h.  
Prerequisite: MATH 2350.

**MATH 3430 (S) Differential Equations.** Linear first and second order differential equations and their applications. .... 4 s.h.  
Prerequisite: MATH 2360.

**MATH 3470 (D) Applied Mathematics.** Selected concepts and techniques of mathematics which are useful in science and engineering: stability of systems; predator-prey equations; interacting oscillators; calculus of variations; linear algebraic formulation of systems of linear differential equations; introduction to partial differential equations; Fourier series. .... 2-4 s.h.  
Prerequisite: MATH 3430 or consent of instructor.

**MATH 3510 (A/F-O) Abstract Algebra.** Finite groups, rings, ideals, and fields. .... 4 s.h.  
Prerequisites: MATH 2410 and one of 2370, 2450, 3430.

**MATH 3520 (A/S-E) Further Studies in Abstract Algebra.** Designed for the junior/senior major intending to proceed to graduate school in mathematics. .... 2 s.h.  
Prerequisite: MATH 3510.

**MATH 3610 (A/F-E) Analysis.** Elementary point-set theory, sequences, limits, continuity, derivatives, and integrals. Emphasis is on concepts and rigor. .... 4 s.h.  
Prerequisite: MATH 2370 and MATH 2410.

**MATH 3620 (A/S-O) Further Studies in Analysis.** Designed for the junior/senior major intending to proceed to graduate school in mathematics. .... 2 s.h.  
Prerequisite: MATH 3610.

**MATH 3800/3830 Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see p. 35.

**MATH 3900 (D) Special Topics.** For Junior and Senior majors. Credits to be arranged.  
Prerequisite: MATH 2360.

### 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. Three hours of rehearsal per week is required. This course can be used to meet the Human Creative Products core curriculum requirement when taken four separate semesters. .... 1 s.h.  
Prerequisite: Audition

**MUSC 1120 (F/S) Wind Ensemble/Pep Band.** A musical ensemble class that teaches fundamentals of wind and percussion instruments. Goal of the class is to develop a performing instrumental group that will perform at college events and athletic activities. .... 1 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 Products core education requirement when taken four separate semesters. .... 1 s.h.

**MUSC 1140 (F/S) Men's Ensemble.** A male chorus that will focus upon traditional, folk, and contemporary a cappella and accompanied literature for male voices. This course can be used to meet the Human Creative Processes core education requirement when taken for four separate semesters. .... 1 s.h.

**MUSC 1150 (F/S) Symphonic Band.** Exploration, interpretation and performance of concert band and smaller ensemble literature, including new and lesser known pieces as well as standard literature. The membership of this class will also be assigned one of two ensembles that will play for home games of the King Tornado men's and women's basketball teams. These groups will be the "Storm Chasers" pep band. Three hours of rehearsal per week. In addition to being a requirement for Instrumental Music Ed majors, 4 semesters of participation will satisfy the Human Creative Products component of the core curriculum requirement. .... 1 s.h.  
Prerequisites: Audition.

**MUSC 1160 (F/S) Women's Ensemble.** A female chorus that will focus upon traditional, folk, and contemporary a cappella and accompanied literature for female voices. This course can be used to meet the Human Creative Products core education requirement when taken for four separate semesters. .... 1 s.h.

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**MUSC 1170 (F/S) Jazz Ensemble.** Exploration, interpretation, and performance of jazz ensemble/combo literature, including newer as well as standard literature. Emphasis is placed on historical as well as current popular performance styles. The group will also serve as standing pep band for home basketball games as well as a potential traveling group to aid in recruiting.....1 s.h.

**MUSC 1500 (F) Introduction to Music Research.** A course which 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 program coordinator.

**MUSC 3010 (A/F) Counterpoint.** Tonal counterpoint: analysis and composition in the style of the eighteenth century with some attention given to the species counterpoint of the sixteenth century. ....2 s.h.  
Prerequisite: MUSC 1020.

**MUSC 3020 (A/S) Form and Analysis.** The investigation of detailed phrase analysis, reductive analysis, motivic analysis, and the analysis of larger musical form and the mutation of forms.....2 s.h.

Prerequisite: MUSC 1020.

**MUSC 3030 (D) Arranging/Orchestration.** A one-semester course focusing upon writing music for various combinations of voices and instruments ..... 2 s.h.

**MUSC 3040 (A/S) Post-tonal Music Theory.** This course is an introduction to the various techniques of composition and analysis that were a focus of twentieth-century music. .... 2 s.h.  
Prerequisites: MUSC 2020.

**MUSC 3110 (F/S) Collegium Musicum.** SATB choral ensemble that specializes in choral chamber music (particularly of the Renaissance or the 20th century). Each singer must be independent with both music and various languages. Rehearsal of 1 hour per week is required. This course can be used to meet the Human Creative Products core curriculum requirement when taken four separate semesters. .... 1 s.h.  
Prerequisite: Audition only.

**MUSC 3130 (A/F) Music and the Christian Faith.** A study of music in Christian worship approached from its historic roots and progression to the present with emphasis on liturgies, psalmody, hymnody, and masterpieces of sacred music..... 4 s.h.

**MUSC 3150 (A/F) Medieval and Renaissance Music.** Analytical overview of the earliest preserved examples of western music. Special emphasis is given to the development of music alongside the development of the early Christian church. Out-of-class listening assignments and attendance at live performances are required..... 4 s.h.

**MUSC 3160 (A/S) Baroque and Classical Music.** Analytical overview of western music from the 17th & 18th centuries. This music is the beginning of modern musical theory and of opera. Special emphasis is given to development of analysis and listening skills. Out-of-class listening assignments and attendance at live performances are required..... 4 s.h.

**MUSC 3170 (A/F) Romanticism in Music.** Analytical overview of western music from the 19th century. Understanding the expanded tonalities in music is a major component. Special emphasis is given to development of reading scores and listening skills. Out-of-class listening assignments and attendance at live performances are required..... 4 s.h.

**MUSC 3180 (A/S) The Modern Era of Music.** Analytical overview of western music from the 20<sup>th</sup> and 21<sup>st</sup> centuries. This is the period of new musical systems, mostly coming from America. Special emphasis is given to the development of listening skills and understanding the cross-disciplinary character of modern music. Out-

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of-class listening assignments and attendance at live performances are required.....4 s.h.

**MUSC 3181 (A/F) History of Jazz.** The History of Jazz is intended to familiarize students with the unique American art form of Jazz. Course study encompasses pre-Jazz history through today's current trends. A multi-media approach is a feature of this class as well as attendance at live Jazz performances allowing first-hand experience and application of course material. This course, which is an option for Music and Music Ed majors, can be used to fulfill the Human Creative Products core curriculum 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 have attained the basic keyboard skills necessary to pursue a job or further education. ....0 s.h.  
Prerequisite: Permission of the program coordinator.

**MUSC 3500 (F) Instrumental Methods and Techniques I.** This course is designed to survey materials, methods, and technical requirements appropriate for providing instruction in string and woodwind instruments, and to develop assessment skills for these instruments. Grades K-12. Instructional planning, assessment, and fieldwork are required components of the course. ....4 s.h.

**MUSC 3510 (S) Instrumental Methods and Techniques II.** This course is designed to survey materials, methods, and technical requirements appropriate for providing instruction in brass and percussion instruments, and to develop assessment skills for these instruments. Grades K-12. Instructional planning, assessment, and fieldwork are required components of the course. ....4 s.h.

**MUSC 3620 (A/F) Conducting.** A two-semester hour course which seeks to develop the fundamentals of expression and gesture for the choral conductor. Emphasis is given to understanding and performance of musical rhythmic patterns. Opportunities for conducting and critiquing are essential to the class 2 s.h.

**MUSC 3630 (A/S) Conducting II: Choral.** A one-semester course that seeks to develop the fundamentals of gesture and expression for the choral conductor. Opportunities to conduct and critique are essential to the class. ....2 s.h.  
Prerequisite: MUSC 3620.

**MUSC 3631 (A/S) Conducting 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 primary instrument (piano, organ, voice, band instrument). ....0 s.h.  
Prerequisite: Permission of program coordinator.

**MUSC 3890 (D) Church Music Internship.** Opportunity to have a supervised work-place experience in a local church music program. Conducting and playing for worship services and rehearsals, administrative duties, and budget issues will be a component..... 1-4 s.h.

**MUSC 3900 (D) Special Topics in Music History.** Advanced research and analysis in music history ... 4 s.h.  
Prerequisite: Approval of program coordinator.

**MUSC 3910 (D) Piano Literature.** A study of piano music beginning with the 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 course ..... 4 s.h.  
Prerequisite: Consent of instructor.

**MUSC 3940 (D) Choral Literature.** A survey of the development of choral literature from the Middle Ages to the present. Special emphasis is given to sacred choral literature ..... 4 s.h.

**MUSC 3950 (A/S) Public School Music Literature.** A survey of music literature appropriate for use in the public school setting with emphasis upon age appropriateness. Basic musical terms, literacy, and instructional methodology for different repertoires will be introduced. .... 4 s.h.

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**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 (F/S/U) Pathophysiology.** This course examines the pathophysiology of disease processes throughout the life span. The processes of genetic mutation, cellular injury and proliferation, fluid and electrolyte imbalances, and inflammatory, immune and stress responses are integrated into alterations in body systems. Body systems covered in this course include the neurological, cardiovascular, respiratory, gastrointestinal, renal, musculoskeletal, hematological, integumentary, endocrine and reproductive. Implications for nursing care posed by these system alterations are also presented. Registration requires faculty approval prior to acceptance to nursing program. ....3 s.h. Prerequisite: BIOL 1010, 1020, 2500; CHEM 1010 or 1020.

**NURS 3004 (F/S) Basic Medical Terminology and Math for Medications Administration.** This course is designed to introduce students to medical abbreviations, prepare students to read medication documents and accurately calculate medical dosages and solutions. Course will introduce the basic structure of medical words, including prefixes, suffixes, word roots, combining forms, and singular/plural forms. Emphasis is on spelling, definitions and pronunciation of diagnostic, therapeutic, and symptomatic terminology of all body systems, as well as medical and surgical terminology. Course will also include dimensional analysis method of calculation, systems of measurements, medication administrations, intravenous flow rates, and dosage calculations. Students are expected to be proficient in basic math including addition, subtraction, fractions, decimals, percentages, and roman numerals prior to the first class. Students are required to pass the final Dosage Calculations exam with a score of 90% or better prior to progression to courses requiring clinical placement. Registration requires faculty approval prior to acceptance to nursing program. ....2 s.h. Prerequisite: MATH 1110/1560 Co-requisite: NURS 3015

**NURS 3015 (F/S) Foundations of Contemporary Nursing Practice.** This course introduces students to the basic care nursing skills essential to the nursing role. Emphasizes theoretical and practical concepts of nursing skills and roles within the context of the nursing process, holistic care, and a variety of health care settings. Students will be challenged to use evidence-

based research, critical thinking and problem solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the lifespan. Campus lab experience is used initially; off campus clinical experience completes the hands-on portion. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting. .... 4 s.h. Prerequisite: BIOL 1010, 1020, 2500, CHEM 1020 or 1010, PSYC 3300, MATH 1110 or 1560 Co-requisite: NURS 3004

**NURS 3020 (F/S) Health Assessment.** This course focuses on development of skills in conducting a comprehensive client health history and physical exam. Students will learn developmentally and culturally appropriate approaches in interview techniques, the use of standard assessment instruments and tools, how to analyze data to identify areas of health maintenance or promotion and appropriate documentation of collected data. Registration requires faculty approval prior to acceptance to nursing program. .... 4 s.h. Prerequisite: BIOL 1010, 1020 Co-requisite: NURS 3015

**NURS 3122 (F/S) Nursing in Adult Care.** This course focuses on nursing knowledge related to health promotion, disease processes, pharmacology, medical management, and nursing management across the health-illness continuum for adults of all ages including the special needs in elder care. Emphasis on the nursing process to perform physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments, to implement appropriate nursing interventions, and to evaluate patient outcomes is discussed in class and is essential for practice in the accompanying lab. The practice skills that relate to communication and collaboration with members of the healthcare team and critical thinking skills to demonstrate effectiveness in the healthcare environment as they relate to adult health are presented in both lecture and lab sections of the course. Credit for this course requires satisfactory completion of the co-requisite clinical experience in related healthcare setting. ....12 s.h. Prerequisite: BIOL 1010, 1020, 2500; CHEM 1010/1020; MATH 1010/1560; PSYC 3300; NURS 3000, 3004, 3015, 3020

**NURS 3140 (F/S) Nursing Research.** In this course, students obtain a basic understanding of how reliable evidence is used to form practice guidelines. Emphasis is placed on the research process including data collection, documentation, and dissemination of evidence. Students will learn to use their knowledge of the nursing process, communication skills, and critical thinking skills to promote evidence-based care within

## COURSE LISTINGS

the inter-professional team. Course requires effective use of library and internet resources. ....3 s.h.  
Pre-/Co-requisite: NURS 3015, 3020

**NURS 4000 (F/S) Professional Nursing in Contemporary Society.** In this course, students are introduced to the professional practice of nursing in today's society. Discussion consists of historical, ethical, legal, and information management issues. Emphasis is placed on an understanding of the inherent values of altruism, autonomy, human dignity, integrity, and social justice that are fundamental to the discipline of nursing. Students will apply ethics, communication, and accountability to the understanding and implementation of patient care. Students will learn to ethically manage data, information, knowledge, and technology to communicate effectively and to provide safe and effective patient care.....3 s.h  
Prerequisite: All NURS 3000 level courses

**NURS 4015 (F/S) Nursing in Women's Health and Newborn Care.** In this course students gain knowledge in the care of women, newborns, and families during the normal childbearing cycle in the context of various demographic, socio-cultural, and environmental factors. Emphasis is focused on integrating knowledge related to perinatal and newborn care; assessing protective and predictive factors influencing health outcomes; incorporating the patient/family's health beliefs, values, attitudes, and practices related to the perinatal experience in developing interventions supported by current evidence-based clinical practice; and evaluating the effectiveness of the interventions. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting .....5 s.h.  
Prerequisite: All NURS 3000 level nursing courses, NURS 4000, 4020, 4100, 4120

**NURS 4020 (F/S) Community/Public Health Nursing.** In this course, students will focus on the health of individuals, families, and populations in the community, through analysis of the community's culture, values and wellbeing and by designing and implementing nursing interventions to promote and maintain health of populations within the community. In addition, students spend 90 hours in this course assessing, planning, and delivering health care to individual clients of different cultures, ethnic and socioeconomic backgrounds when practicing within the public health clinics, occupational health facilities, home health agencies, the public schools, and community volunteer organizations serving vulnerable populations. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting .....5 s.h.  
Prerequisite: All NURS 3000 level nursing courses.

**NURS 4100 (F/S) Nursing in Child & Family Health Care.** This course focuses on a family centered approach

to the nursing care of children and adolescents. Students focus on promoting, maintaining, and restoring health and facilitating adaptation in the family using a holistic approach. Principles included are growth and development, assessment, risk reduction and child and family education. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting..... 5 s.h.  
Prerequisite: All NURS 3000 level nursing courses.

**NURS 4110 (F/S) Nursing in Mental Health Care.** This course focuses on knowledge and skills needed to promote mental wellness, maintain mental health, and care for persons experiencing mental illness across the lifespan. Emphasis is placed on cultural competence, human rights, advocacy, altruism, therapeutic communication, interdisciplinary collaboration, milieu management, socioeconomic awareness, holism, and professionalism. Clinical emphasis is placed on delivering safe, humanistic high quality care to individuals, families, groups, communities, and populations experiencing mental illness in a variety of settings. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting. .... 5 s.h.  
Prerequisite: All NURS 3000 level nursing courses, NURS 4000, 4020, 4100, 4120

**NURS 4114 (F/S) Pharmacology for Nurses.** This course focuses on a review of the relationship between pharmacologic and pharmacokinetic knowledge and nursing practice with emphasis placed on understanding the reasons behind selection of route, dose, and dosing schedules required for the safe administration of medications to individuals across the lifespan. .... 2 s.h.  
Prerequisite: All NURS 3000-level courses; NURS 4000, 4020, 4100, 4120

**NURS 4120 (F/S) Nursing Leadership and Management.** This course focuses on knowledge and skills relevant in leadership and management, quality improvement, patient safety, finance, and communication / collaboration with healthcare professionals in various clinical settings to promote high quality patient care. Topics such as leadership styles, skills and strategies; organizational structures, process of change, problem-solving, communication principles, conflict resolution, teamwork skills, delegation, supervision; CQI principles, benchmarking, processes, and monitoring; patient safety principles; risk management; ethical and legal issues; scope of practice and healthcare finance as it relates to budgets will serve as the foundation. Students will enhance their abilities to become participatory decision-makers, set priority; and manage and evaluate nursing care..... 3 s.h.  
Prerequisite: All NURS 3000 level courses

## ACADEMIC CATALOGUE, 2012-2013

**NURS 4200 (F/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.  
Prerequisite: 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.2 s.h.

**PHED 1120 (D) Aerobics/Kickboxing** .....1 s.h.

**PHED 1130 (D) Badminton**.....1 s.h.

**PHED 1150 (F) Beginning Golf**.....1 s.h.

**PHED 1160 (F) Intermediate Golf** .....1 s.h.

**PHED 1180 (F) Beginning Tennis** .....1 s.h.

**PHED 1190 (F) Intermediate Tennis**.....1 s.h.

**PHED 1210 (F/S) Weight Training**.....1 s.h.

**PHED 1220 (S) Volleyball**.....1 s.h.

**PHED 1230 (D) Racquetball** .....1 s.h.

**PHED 1240 (D) Beginning Yoga.** This course is an introduction to yoga and focuses on the development of the physical body to increase flexibility, balance, and strength. Course includes stretching, correct yoga postures, breathing, and philosophy.....1 s.h.

**PHED 1250 (D) Intermediate Yoga.** This course is designed for students who are already familiar with the traditional postures of yoga and are ready to practice more difficult postures, as well as inversions and arm balances. This course will require greater physical strength, flexibility, and physical endurance than the beginning class. ....1 s.h.

Prerequisite: PHED 1900 or permission from the instructor

**PHED 1260 (F/S) RAD (Rape Aggression Defense) Training.** The Rape Aggression Defense (RAD) course is specifically designed to empower women to take charge of their own survival. This course will concentrate on domestic situations and combines discussion, instruction, and physical activity to educate women in prevention strategies and self-defense techniques to avoid rape and physical assault. The participants will take part in an optional simulated live attack. RAD is taught in a safe, secure environment with sensitivity to the needs, values, and wellbeing of women. .... 1 s.h.

**PHED 1270 (F) Indoor Racquet Sports.** This course will introduce the basic skills, rules, and strategies of badminton, pickleball, and racquetball, and provide the student an opportunity to develop an intermediate level of skill in each..... 1 s.h.

**PHED 1280 (F/S) Zumba.** This course is designed to give an intensive cardio workout using Latin-inspired music and dance movements, creating a fun, exciting, and exhilarating fitness challenge..... 1 s.h.

**PHED 1620 (F/S) CPR.** This course trains students in cardiopulmonary resuscitation. Successful completion can lead to American Red Cross certification ..... 1 s.h.

**PHED 1630 (F/S) First Aid.** This course trains students in basic first aid. Successful completion can lead to American Red Cross certification. .... 1 s.h.

**PHED 2010 (F) Personal and Community Health.** This course will explore a variety of personal and community health issues including personal hygiene, disease prevention, healthy lifestyle decisions, mental health, drug and alcohol use and abuse, safety education, and environmental health. .... 4 s.h.

**PHED 2110 (S) Varsity Baseball** ..... 1 s.h.

**PHED 2120 (S) Varsity Basketball-Men**..... 1 s.h.

**PHED 2130 (S) Varsity Basketball-Women**..... 1 s.h.

**PHED 2140 (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.



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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.
PHED 2210 (F) Varsity Cross-Country-Women ...	1 s.h.
PHED 2211 (S) Varsity Track & Field-Women .....	1 s.h.
PHED 2220 (F) Varsity Cross-Country-Men .....	1 s.h.
PHED 2221 (S) Varsity Track & Field-Men .....	1 s.h.
PHED 2230 (S) Varsity Softball .....	1 s.h.
PHED 2240 (S) Varsity Swimming/Diving-Women .....	1 s.h.
PHED 2241 (S) Varsity Swimming/Diving-Men ...	1 s.h.
PHED 2250 (F) Varsity Wrestling -Men .....	1 s.h.
PHED 2251 (F) Varsity Wrestling-Women .....	1 s.h.
PHED 2260 (S) Varsity Cycling-Men .....	1 s.h.
PHED 2261 (S) Varsity Cycling-Women .....	1 s.h.
<b>PHED 2500 (S) Recreational Leadership.</b> This course focuses on teaching a variety of mental, active, and sports-related games for both school and recreational settings.....	2 s.h.
<b>PHED 2800 (D) Beginning Ballet.</b> .....	1 s.h.
<b>PHED 2810 (D) Intermediate Ballet/Pointe Technique.</b> .....	1 s.h.
<b>PHED 2820 (D) Modern and Interpretative Movement.</b> .....	1 s.h.
<b>PHED 2830 (D) Jazz/Choreography.</b> .....	1 s.h.
<b>PHED 2832 (D) Hip Hop Dance.</b> .....	1 s.h.
<b>PHED 2833 (D) Lyrical Dance.</b> .....	1 s.h.
<b>PHED 2840 (D) Ballroom Dance.</b> The basics of tempo, form, and etiquette are taught and several basic ballroom steps for foxtrot, swing, cha-cha, tango, waltz, and others. ....	1 s.h.
<b>PHED 2850 (D) Folk and Square Dance.</b> .....	1 s.h.

**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. This course will also explore a variety of sports-related career fields. .... 2 s.h.

**PHED 2920 (F) Sport Marketing.** This course will explore basic marketing concepts in the sports industry, including fundraising, advertising, sales, and sports promotions. .... 2 s.h.

**PHED 2940 (S) Psychology of Coaching.** This course includes the application of basic psychological principles to everyday coaching situations and problems ..... 2 s.h.

**PHED 3200 (F) Event Management.** Through a combination of theory and practice, this course will explore the basic principles of the organization, promotion, and management of various sporting events. .... 2 s.h.

**PHED 3530 (D) Volleyball Officiating.** This course is designed to train students in the techniques of officiating volleyball, leading to certification as an official..... 2 s.h.

**PHED 3550 (F/S) 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. .... 4 s.h.

**PHED 3565 (S) Ethics and Legal Issues in Sport Management.** This course will provide students an opportunity to examine moral and ethical concepts, principles, and issues in the administration and organization of sport. This course will also aid students in gaining a basic understanding of tort law and legal issues prevalent in sport management, as well as give students direction in developing a program of risk management and liability assessment for a variety of sport specific situations..... 4 s.h.

## ACADEMIC CATALOGUE, 2012-2013

**PHED 3580 (F) Sport Finance.** This course is designed to expose students to basic financial concepts as they relate to sport. Analyzing and performing budget functions is also part of this class .....2 s.h.

**PHED 3590 (S) Sport Facilities.** This course is designed to examine the concepts of athletic/sport facility design and layout. Part of the course will include visiting and analyzing facilities and designing a sport complex 2 s.h.

**PHED 3600 (A/F-O) 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.  
Prerequisite: Must be at least a sophomore

**PHED 3610 (A/S-O) 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.  
Prerequisite: Must be at least a sophomore

**PHED 3620 (A/S-E) Adaptive Physical Education.** This course explores the principles and techniques necessary for adapting physical education activities to meet the needs of children and adolescents with special needs.2 s.h.  
Prerequisite: PSYC 3300

**PHED 3650 (A/F-O) Assessment and Evaluation.** This course will explore the methods of constructing, selecting, administering, and interpreting a variety of cognitive, motor skill, and physical fitness tests. Also included are procedures for analyzing, converting, and evaluating students' scores for grading purposes. ....3 s.h.  
Prerequisites: MATH 1560

**PHED 3660 (D) Program Organization and Administration.** A study of methods of organizing and administering physical education and intramural programs. Topics covered include philosophy, budgeting, problem solving, leadership, personnel management, facility management, equipment management, and liability and risk management....2 s.h.

**PHED 3900 (D) Special Topics.** Open to advanced students with the consent of the department. Credit to be arranged.

## PHILOSOPHY

**PHIL 2010 (F) Truth, Value, and the Good Life: An Introduction to Philosophy.** This course offers a survey of pivotal philosophical theories relating to truth, value, and the good life. It will provide an introduction to the history of philosophical thought, engender a reflective stance toward these topics, and promote clear and

critical thought about the health of our culture and how we ought to live as U.S. and global citizens. .... 4 s.h.

**PHIL 2020 (S) Logic.** This course covers the principles of logic and critical thinking. It provides insight into the structure of arguments and the nature of inference, and introduction to basic forms of symbolic logic, and awareness of predominant kinds of informal fallacies. It promotes an appreciation for virtues of sound reasoning and a healthy respect for the gravity of truth. .... 4 s.h.

**PHIL 2410 (D) Philosophy of Religion.** A course designed to acquaint the student with some of the basic questions of philosophy of religion, the answers philosophers have given, and to help the student develop answers of his/her own. .... 4 s.h.

**PHIL 2510 (F) History of Philosophy I: Ancient and Medieval Philosophy.** This course is centered on the philosophy of Plato (c.427-347 BCE) and Aristotle (384-322 BCE). We will survey the ancient thought that influences their work, carefully examine their most influential writings, and explore schools of Medieval thought that follow in their wake. .... 4 s.h.

**PHIL 2520 (A/S-O) History of Philosophy II: Modern Philosophy.** This course offers a survey and examination of principal works from within the Modern philosophical tradition, from Descartes to Kant. ... 4 s.h.

**PHIL 2720 (F) Ethics.** A study of philosophical and religious theories of ethics and of their application to selected problems. .... 2 s.h.

**PHIL 2730 (A/S-O) Biomedical Moral Dilemmas.** A study of the philosophical and theological foundations of biomedical ethics and their application to specific issues such as abortion, euthanasia, organ transplants, and genetic engineering. Cases are examined and discussed..... 2 s.h.

**PHIL 3740 (D) Ethics Seminar.** Selected ethical issues are examined in detail. Classical ethical theories are studied and applied to each issue. Cases are discussed. Emphasis is placed on student research, writing, and debate. .... 4 s.h.

**PHIL 3750 (A/S-E) Philosophy Seminar: The Meaning of Life.** Philosophy seminar exploring philosophical and religious texts on The Meaning of Life. Students research primary sources, lead class sessions, engage in reflective discussion, attend a class retreat, and write an analytical paper ..... 4 s.h.  
Prerequisites: open only to juniors and seniors.

**PHIL 3760 (D) Aesthetics: The Philosophy of Art, Beauty, and Culture.** This course offers an in-depth study of significant thinking within the field of

aesthetics. Students will examine influential theories relating to the nature of art, beauty, aesthetic appreciation, and art criticism; conduct a detailed study of a selected work of art or topic in the field of aesthetics; and reflect on the state of the arts today and the role that they play within contemporary culture.4 s.h.

**PHIL 3780 (D) Philosophy of Mind and Consciousness.** This course offers a survey and examination of significant thought from within the philosophy of mind and consciousness, from Aristotle to Chalmers. Topics of study include the way in which subjective experiences are related to objective brain processes, the neuroscience of cognition and consciousness, the nature of self, altered states of consciousness and the possibility of artificial intelligence. ....4 s.h.

**PHIL 3900 (D) Special Topics.** Readings in topics selected in conference by the student and the instructor. ....4 s.h.

**PHOTOGRAPHY**

**PHOT 1010 (F) Photographic Foundations.** Through a combination of lectures, demonstrations, assignments, and critiques, students learn to see photographically through an exploration of the basic tools, techniques, and aesthetics of digital photography, with an emphasis on the creative use of camera controls, exposure, digital imaging software, and basic output techniques.....4 s.h.

**PHOT 1500 (F) Macintosh Management.** This course is an introduction to hardware and software management for the Macintosh computing platform. Topics may include use of computers for media production and as a primary component of the full digital lifestyle. No previous computer experience is required for this course. ....2 s.h.

**PHOT 1510 (S) Multimedia Production.** This course is an introduction to multimedia creation and publishing through the Macintosh computer platform. Instruction in Web design, Digital Video, Audio construction and Interactive disc production will prepare students for a broad range of media projects.....4 s.h.  
Pre-requisite: PHOT 1500

**PHOT 1700 (S) Imagery in Society.** An introduction to images in the mediums of photography, web, video, and animation as they relate to photography's impact on society as a whole through the exploration of concepts and technique. ....2 s.h.

**PHOT 1910 (F/S) Project Lab I.** This course leads students through an exploration of the use of the medium for collaborative expression. Students participate in a department-wide group project and

produce photographic or media elements that expand on the techniques and processes mastered in previous courses..... 1 s.h.  
Prerequisite: PHOT 1510

**PHOT 2010 (F) Digital Photography.** This course is an introduction to technical and creative application of digital imaging. Students will learn full control of their Digital SLR camera and apply it to a variety of situations. Students will explore Digital Asset Management and advanced output options to apply to their own workflow and creative final products. .... 4 s.h.  
Prerequisite: PHOT 1010, 1510

**PHOT 2100 (A) Exhibition Management.** This course is an introduction to the operation and practical management of public display spaces for final photographic or media based products. Students will plan, install, and promote exhibits..... 1 s.h.  
Prerequisite: PHOT 1510

**PHOT 2500 (S) Advanced Digital Imaging.** This course will emphasize the creation of expressive visual statements utilizing advanced image manipulation, compositing and publishing. .... 4 s.h.  
Prerequisite: PHOT 2010

**PHOT 2510 (O) Photographic Book Making.** Students will edit new and previous work in book format. Basic adhesive and non-adhesive handmade bookmaking and print on demand technology will be used. Historical and contemporary photobooks will be studied. .... 2 s.h.  
Prerequisite: PHOT 2010

**PHOT 2700 (F) Contemporary Media Studies.** This course is an advanced study of contemporary media formats as an art, commercial product, and a communications tool. Emphasis will be placed on contemporary issues as they relate to students' personal visions and collective responsibilities. .... 2 s.h.  
Prerequisite: PHOT 1700

**PHOT 2910 (F/S) Project Lab II.** This course leads students through an exploration of the use of the medium for collaborative expression. Students participate in a department-wide group project and produce photographic or media elements that expand on the techniques and processes mastered in previous courses..... 1 s.h.  
Prerequisite: PHOT 1910

**PHOT 3010 (S) Lighting.** This course will introduce photographic lighting in the studio as it applies to still imaging and video. Emphasis will be on control of artificial lighting in a studio situation. .... 4s.h.  
Prerequisite: PHOT 2010

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**PHOT 3020 (S) Advanced Lighting.** This course will present advanced theory and technical application of photographic lighting as it applies to imaging and video. Topics will include location and studio management, professional application, and personal creative vision. ... 4s.h.  
Prerequisite: PHOT 3010

**PHOT 3510 (F) Advanced Multimedia Production.** Production, presentation and publishing of advanced media elements through project based scenarios. Students will explore advanced digital video and editing, audio capture, immersive imaging options and various venues for release of finished products. ....4s.h.  
Prerequisite: PHOT 2010, 2910

**PHOT 3550 (F) Web Design for Photographers I.** This course will cover development of logical and efficient site structures, importation and use of a variety of graphic file formats, color management for online publication and successful utilization of typography. Students will design, construct and publish a portfolio web site. Emphasis will be placed on successful publishing and management of students own photo, video and audio productions. ....4s.h.  
Prerequisite: PHOT 2010

**PHOT 3560 (S) Web Design for Photographers II.** This course introduces the use of non-HTML web editing and content management software applications. Integration of non-standard graphics to HTML based web designs to create advanced animations, time-based content and other multimedia projects will be covered. Students will produce and publish multiple complete web sites. ....4s.h.  
Prerequisite: PHOT 3550

**PHOT 3700 (O) Photojournalism, Media, and Culture.** Through the investigation and visual exploration of a story pertinent to the community, students are made more aware of the link between journalism, the media and culture. This course deals with the skills, theory, ethics and production of contemporary journalism. Students work collaboratively and individually on a newsworthy project that reflects current issues in the community. ....4 s.h.  
Prerequisites: PHOT 2010, 2700

**PHOT 3710 (O) Documentary Photography.** This course will involve the study and production of photographs, video and/or audio to document current events or conditions. Students will design a project from concept to creation to presentation. Study of the history and tradition of documentary photographic works will allow a foundation for discussion and exploration in the proposed projects. ....4 s.h.  
Prerequisite: PHOT 2010, 2700

**PHOT 3800/3830 Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see p. 35.

**PHOT 3900 (D) Special Topics.** For Junior and Senior majors. Credits to be arranged.

**PHOT 3910 (F/S) Project Lab III.** This course leads students through an exploration of the use of the medium for collaborative expression. Students participate in a department-wide group project and produce photographic or media elements that expand on the techniques and processes mastered in previous courses. .... 1 s.h.  
Prerequisites: PHOT 2910

**PHOT 4000 (A) Professional Seminar.** This course is designed to prepare senior level students for practical post-graduation success. Topics included will be final portfolio presentation, entrepreneurial considerations, employment options and senior thesis preparations. .... 1 s.h.  
Prerequisites: Consent of the instructor

**PHOT 4100 (O) Event/Location Management.** This course will provide students with information, skills and techniques necessary for successfully capturing, processing and delivering imagery and media elements from on-location events. .... 4s.h.  
Prerequisite: PHOT 2010

**PHOT 4600 (O) Professional Community Services.** This course is designed to provide students an opportunity to make relevant contributions to the community using their photo and media skills. Student projects may include work with local clients, location management, and end product development. .... 4s.h.  
Prerequisite: PHOT 2010

**PHOT 4900 (A) Senior Thesis Project.** Graduating seniors will prepare a capstone project that will demonstrate the students technical and creative production abilities. .... 1 s.h.  
Prerequisite: PHOT 4000

**PHOT 4910 (F/S) Project Lab IV.** This course leads students through an exploration of the use of the medium for collaborative expression. Students participate in a department-wide group project and produce photographic or media elements that expand on the techniques and processes mastered in previous courses. .... 1 s.h.  
Prerequisites: 3910

## COURSE LISTINGS

### PHYSICS

**Note:** Prerequisites for all physics courses bearing a number greater than 3000 are PHYS 2210, 2220.

**PHYS 2030 (S) Survey of Astronomy.** An introductory study of the solar system, stars and stellar evolution, star clusters, galaxies, and cosmology. This class is lecture and small group discussion, with several evening labs scheduled when opportunities to use the observatory present themselves, and several computer simulation experiments done outside of class. ....4 s.h.

**PHYS 2210 (F) General Physics I.** This is the entry-level course for all students enrolled in one of the science majors. This calculus-based course includes Newtonian mechanics, wave motion, thermodynamics, computer-based laboratory experience, and extensive problem solving. Two hours of laboratory each week .....4 s.h.  
Prerequisite: MATH 2350

**PHYS 2220 (S) General Physics II:** This is a continuation of Physics 2210, and includes electricity and magnetism, circuits, optics and modern physics. Two hours of laboratory each week .....4 s.h.  
Prerequisite: MATH 2350

**PHYS 3010 (A/F-O) Theoretical Mechanics.** Kinematics, force fields, work and energy in mechanical systems, free and forced harmonic oscillations, Lagrangian and Hamiltonian formalisms, central force motion and collisions .....4 s.h.  
Co-requisite: MATH 3430

**PHYS 3030 (A/F-E) Electricity and Magnetism.** Classical electricity and magnetism including electrostatics, Laplace's equation, multipole expansions and magnetostatics .....4 s.h.  
Co-requisite: MATH 2370

**PHYS 3052 (D) Optics.** Image formation using lenses and mirrors, interference, Fraunhofer and Fresnel diffraction, and polarization.....4 s.h.

**PHYS 3060 (F) Introduction to Modern Physics.** An introduction to special relativity, quantum physics, nuclear physics, and other modern topics. Includes selected applications to modern technologies .....4 s.h.

**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.....4 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-O) Experimental Methods.** An introduction to data analysis, error analysis, propagation of error, basic mathematical statistics, and a study of significant historical experiments that will be reproduced in a two-hour laboratory setting each week. .  
..... 2 s.h.

**PHYS 3510 (D) Electronics.** A study of basic dc and ac circuits with emphasis on analog and basic digital electronic circuits and devices. Circuit theory is developed for diodes, transistors, operational amplifiers, and logic gates. One two-hour laboratory each week.....  
..... 2 s.h.

**PHYS 3800/3830 Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see p. 35.

**PHYS 4080 (A/S-O) Introductory Quantum Mechanics.** Introduction to quantum mechanics, with emphasis on the Schrodinger equation, operators and expectation values, sectionally constant potentials, the harmonic oscillator, the one electron atom, and angular momentum..... 4 s.h.

**PHYS 4201 (A/S-O) Advanced Topics.** A systematic study of classical and modern physics topics including reproducing laboratory experiments. Two hours of laboratory each week ..... 2 s.h.

**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 program coordinator.

### POLITICAL SCIENCE

**PSCI 2010 (F) United States Government.** 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.

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**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 (F) Espionage and Intelligence.** This course serves as an introduction to the institutional structure and evolving mission of the United States Intelligence Community, and examines the complex political interface between intelligence policy and democratic citizenship in contemporary America. ....4 s.h.

**PSCI 2320 (D) American Politics after 9/11.** On September 11, 2001, four hijacked passenger airplanes were deliberately crashed into civilian and military targets in Washington, DC, New York, and Pennsylvania. It was the first foreign assault on the American mainland in modern times, and its impact on US politics has been extraordinary. Students will trace the transformation of American politics since 9/11 and delineate its major features. Students will examine the US response to 9/11 with particular reference to national security and the “global war on terrorism,” among other issues. The events of 9/11 and their ramifications will serve as the background for a thorough assessment of core elements of contemporary American political life, including Congressional checks and balances, civil rights and liberties, bureaucratic institutions, and the role of the media and interest groups. ....4 s.h.

**PSCI 2330 (S) International Terrorism.** Since the end of the Cold War, direct threats to America's security have not come from Soviet-style conventional armies, but rather from underground transnational groups, such as computer hackers, nuclear weapons smugglers, or militant Islamists. This course serves as an introduction to the constantly changing landscape of contemporary unconventional security threats, and examines the complex geopolitical identities of America's non-state adversaries. ....4 s.h.

**PSCI 3020 (A/S-E) The American Presidency.** This course examines the original design, history, and political significance of the Chief Executive of the United States, including elections, shared government with Congress, and the constitutional basis for presidential power, both domestically and internationally. Students will examine the careers of various presidents and learn to assess their contributions, for better or worse, to American political life. ....4 s.h.  
Prerequisite: PSCI 2010

**PSCI 3210 (D) American Law.** An introduction to the study of American law and the American legal system, focusing on the development and contemporary interpretation of the American Constitution. The case method of analysis is utilized. ....4 s.h.  
Prerequisite: PSCI 2010.

**PSCI 3250 (D) Politics and History of China.** An introduction to the study of Chinese politics and history. Traditional China will be considered, yet the focus will be on China since the Revolution of 1911: the Chinese civil war, the Sino-Japanese war, the rise of communism, the People's Republic of China, and recent domestic and foreign policy. ....4 s.h.

**PSCI 3310 (A/F-O) Covert Action.** State-sanctioned covert actions are secret operations that may become known to an adversary, or to the world at large, but the responsible parties cannot always be traced or conclusively proven. This mid-level course examines selected case studies of covert actions and assesses their strategic and political impact, as well as their value as a policy option for governments. ....4 s.h.  
Prerequisite: PSCI 2310 or 2330

**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) Ancient Political Thought, Modern Political Thought.** 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 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. 35.

**PSCI 3900 (D) Special Topics in Political Science.** Advanced readings and research for Juniors and Seniors majoring in Political Science/History.....2-4 s.h.

**PSCI 3920 (D) Seminar in Non-Western Studies.** Using an interdisciplinary approach, this course will investigate, analyze, and report on a broad range of social science topics relating to a particular third world region. The area studied will rotate among African studies, Latin American studies, and Asian studies. .... 2-4 s.h.  
Prerequisite: PSCI 3500.

**PSCI 4310 (A/S-O) Advanced Topics in Geopolitics.** An upper-level course that analyzes the worldwide interplay between geographical settings, security perspectives, and political processes. The focus is on the manner in which these varied parameters influence the international behavior of state actors, and their significance for American national security. Case studies examined in the course change to reflect current events. . . . .4 s.h.  
Prerequisites: PSCI 2330 or HIST 2710, or PSCI 3310 or HIST 3710

**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-families..... 4 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..... 2 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

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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 study .....2 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 tests.....4 s.h.  
Prerequisite: PSYC 1520  
(PSYC 1520, while recommended, is not a prerequisite for those students who have declared a secondary education concentration.)

**PSYC 3300 (F/S) Lifespan Human Development.** A study of the growth and development of the individual from conception to death. Emphasis will be placed on the multidimensional nature of development (physical, cognitive, emotional, and social) paying special attention to diversity in individual life paths and the multiple interacting contextual influences on development (biological, psychological, social, community, societal, cultural, and historical) This course includes the study of major developmental theories and concepts as well as the research methods used in the study of lifespan development. ....4 s.h.  
Prerequisite: 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 3502 (S) Introduction to Christian Counseling.** The study and application of integrating the orthodox Christian faith and the vocation of people-helping. An examination of various integration strategies and the theological basis of each as well as an examination of some basic strategies for Christian counseling. Students will practice what they have been exposed to in the form of a peer-mentoring relationship..... 2 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



## COURSE LISTINGS

**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 cognitive/behavioral), including how each perspective does research, assessment, and treatment, and how each explains the origins and development of personality4 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. 35.  
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 2430 (F) 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 3020 (A/S-O) Theory and Method in the Study of Religion.** This course is an introduction to theories and methods that scholars employ in the critical examination of religious beliefs, behaviors, and experiences. The class will look into the ideas of public and private religious ideas, critical review by religious peers, as well as the subjectivity of religious debate in the scholarly realm..... 4 s.h.

**RELG 3210 (A/F-E) Introduction to Theology.** Examines the basic contents of Christian theology. It investigates theological- methodology, the philosophical presuppositions of various theological systems, and provides a basic acquaintance with theological vocabulary through readings and by survey of various creeds and confessions..... 4 s.h.

**RELG 3290 (D) The American Religious Experience.** A broad survey of American religious history from Puritanism to the present, focusing upon the major events in the development of American religious institutions, the shaping of American churches, and the impact of religion on American culture and institutions. .... 4 s.h.

**RELG 3292 (A/F-E) Religion and Politics in the Global Contest.** This course examines the prominent place of religion in this religiously plural geopolitical environment. It explores Judaism, Islam, Catholicism, Native American traditions, white Protestantism, and African and Asian religions, and their expression in global communities. It examines the relationship between politics and religion and its impact on contemporary events..... 4 s.h.

**RELG 3460 (A/S-E) Rendering the Sacred in Film.** An analysis of the relationship between religion and film. This class will use various film critical theories in order to analyze directors and their use of religious imagery and the concept of the sacred. In particular, the course will view and study the work of directors such as Mallick, Kieslowski, Tarkovsky, and Aronofsky..... 4 s.h.

**RELG 3800/3830 Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see p. 35.  
Prerequisite: 12 s.h. of Philosophy and Religion

**RELG 3850 (A/F-O) History of the Christian Movement.** This survey of Church History is an introductory course to the study of Christian Ecclesiastical History. It seeks to survey the important persons, ideas, and movements in the spread of the Christian faith, along with its impact upon the world. In addition, the course seeks to heighten awareness of the historical dimension of life and the Christian community, to increase understanding of the historical method and some of its problems as it applies to

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matters of church history, and to explore ways in which the study of history is beneficial for the contemporary church, especially as they relate to matters of evangelism, spirituality and piety, and cultural interaction. ....4 s.h.

**RELG 3900 (D) Special Topics.** Open to advanced students with the consent of the department. Credit to be arranged.

**RELG 4750 (D) Calvin.** An introduction to the life and thought of sixteenth century reformer John Calvin. Comparisons are drawn between him and his contemporaries and also between Calvin and his followers. Calvin's *Institutes of the Christian Religion* will serve as a basic text along with other writings by him and some modern Reformed theologians.....4 s.h.

### 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 required .....4 s.h.

**SPAN 2000 (S) Intermediate Spanish.** Continued study of vocabulary, grammar, reading and listening comprehension, conversation and composition at the intermediate level. Lab work required.....4 s.h.

**2100 (F, J) Intermediate Spanish Study Abroad.** This course will fulfill the core curriculum requirement for language and the cross-cultural experience at King. Students will learn Spanish language for use in a variety of situations in everyday life and work to acquire the global skills necessary for communication in the target language. In order to communicate, students will develop skills in reading, writing, speaking, and listening. This course will also explore the diverse culture of the Spanish-speaking world. The first part of the course will be taught on campus and the second part will take place abroad, for a total of 4 s.h. Students will earn CP (Credit Pending) at the end of the first part of the course. ....4 s.h.

**SPAN 3010 Advanced Spanish Skills I.** Advanced development of language skills in the areas of speaking, reading, writing, and listening with integrated study of grammar and vocabulary. ....4 s.h.

**SPAN 3020 Advanced Spanish Skills II.** Advanced practice in speaking skills and listening comprehension with incorporated grammar and composition review.....4 s.h.

**SPAN 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 expression .....4 s.h.

**SPAN 3800/3830 Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see p. 35.

**SPAN 3900 (D) Special Topics in Spanish and Latin American Studies.** Concentrated study of a particular aspect of history, language, or culture.....2, 4 s.h.

**SPAN 4000 (A/S) Conversation.** Intensive practice in everyday situations. Reading and discussions of articles from current Spanish periodicals and magazines, oral reports, group debates, and discussions..... 4 s.h.

**SPAN 4200 (A/F) Spanish Literature: Medieval and Golden Age.** A survey of Spanish literature from its beginnings to 1700 ..... 4 s.h.

**SPAN 4210 (A/S) Spanish Literature: 17th and 18th Centuries.** A survey of major authors and movements of the 17<sup>th</sup> and 18<sup>th</sup> centuries..... 4 s.h.

**SPAN 4220 (A/F) Spanish Literature: 19th Century.** A survey of major authors and movements of the 19<sup>th</sup> century ..... 4 s.h.

**SPAN 4230 (A/S) Spanish Literature: 20th Century.** A survey of major authors and movements of the 20<sup>th</sup> century ..... 4 s.h.

## COURSE LISTINGS

**SPAN 4240 (D) Latin American Literature I.** A survey of Latin American literature from the earliest chronicles to the beginning of the Romantic period.....4 s.h.

**SPAN 4250 (A/S) Latin American Literature II.** A survey of Latin American literature from independence through the 19th century .....4 s.h.

**SPAN 4260 (A/F) Latin American Literature III.** A survey of Latin American literature from the 20<sup>th</sup> and 21<sup>st</sup> centuries.....4 s.h.

**SPAN 4900 (D) Special Topics In Spanish or Latin American Language and Literature.** Study of particular authors, themes, or movements.....2,4 s.h.

### 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 terms .....2 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 1110/1180

**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 (A/S-O) 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.  
Prerequisite: TCOM 2610

**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: BUSA 2130, TCOM 2200  
2 s.h.

**TCOM 2760 (D) 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 1110/1180  
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.

**TCOM 2862 (F/S) Tornado (Yearbook).** Students interested in journalism, magazine work or public relations may join the staff of the *Tornado*, the King 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 1110/1180

**TCOM 3000 (A/S-O) Communication Theory & Practice.** Theory informs practice by showing us the larger context of our daily decisions. In the field of professional communication, a working knowledge of theory that forms the basis of our decisions is what sets

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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

**TCOM 3010 (A/S-E) 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) 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; ENGL 1110/1180  
Recommended: TCOM 2630; ENGL 2920

**TCOM 3210 (A/F-O) 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 design .....4 s.h.  
Prerequisite: ENGL 1110/1180

**TCOM 3220 (F/S) Sports Information.** Utilizing a combination of public relations principles and hands-on experience, this course will prepare students to administer the various responsibilities involved in sports information. Course content includes media writing, broadcast interviewing, special event coordination, promotion and marketing, and crisis management.....  
.....2 s.h.  
Recommended Prerequisites: TCOM 2630, 3200

**TCOM 3230 (D) Science and Medical Writing.** Examination of science writing. Instruction in and practice of the process by which technical information about science, medicine, and technology can be communicated to a general audience and ways to apply storytelling techniques to communicate factual material. Exploration of writing markets and job opportunities in the field of science communication.....2 s.h.  
Prerequisites: ENGL 1110/1180

**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 study the history of printing, layout, typography, and graphics ..... 2 s.h.  
Prerequisites: TCOM 2610, 2630

**TCOM 3250 (U) Sport Writing.** A class to look at in-depth topics concerning the aspects of Sport Writing. The class will look at Sport Writing from journalism, public relations, and other points of view. Interactive practice and application are included. .... 2 s.h.  
Prerequisites: ENGL 1110/1180

**TCOM 3800/3830 Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see p. 35.

**TCOM 3900 (F/S) Special Topics in 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 theatre productions. Students will develop a character in rehearsal and perform the role as part of a theatre production. Students will apply elements of the acting process in rehearsal and performance, engage in play analysis, and assist in a technical area. Students who are cast in the first production of the semester may register for 1010, and students who are cast in the second production of the semester may register for 1011. Students who are cast in both productions in a semester may register for both courses. Students may register for both courses more than once. .... 2 s.h.  
Prerequisites: Audition

**THTR 1020, 1021 (F/S) Theatre Practicum: Technical.** These courses allow students to learn and apply the craft of performance technology towards fully realized theatrical productions. 1020 places emphasis on implementing the following design elements: building and painting scenery and properties, and costume construction. 1021 places emphasis on the organization, installation and the running of lighting and sound equipment, house management and stage management..... 2 s.h.  
Prerequisites: Interview

**THTR 1110 (F) Acting I: Fundamentals of Acting and Play Analysis.** An introduction to the fundamentals of acting and play analysis. Students will be introduced to the methods of Konstantin Stanislavski and will engage elements of the acting process such as character analysis and development, relaxation, concentration, observation, action, given circumstances, superobjective, diction, and movement through

## COURSE LISTINGS

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/F-O) Stage Makeup.** The introduction and practical application of basic stage makeup techniques including contouring, old age, character, and special effects.....4 s.h.

**THTR 2110 (A/S-E) Acting II: Advanced Scene Study.** This course provides advanced study of acting through workshop, exercises, scene study and performance of selected scenes. Students will experience instruction in character analysis, character development, text analysis, diction, vocal expression,, and movement. In addition students will study audition techniques and will prepare an audition portfolio. ....4 s.h.  
Prerequisite: THTR 1110

**THTR 2220 (F) Introduction to Stagecraft.** Provides instruction in the technical basics of theatrical production. The fundamentals of drafting, constructing 2- and 3-dimensional scenery, scene painting, and backstage organization will be explored. The course includes laboratory practicum where students will apply techniques to stagecraft projects, backstage work, and department productions. ....4 s.h.

**THTR 2230 (S) Introduction to Lighting and Sound.** The course is a study of the fundamentals of theatrical lighting and sound including hanging, focusing, running, and the design process. The course includes a laboratory practicum where students will apply techniques to lighting and sound projects, backstage work, and department productions .....4 s.h.

**THTR 2240 (A/S-E) Scenic Painting.** Scenic Painting is an introduction to and practical application of the processes, techniques, tools, and materials used in theatrical scene painting. Students study surface presentation, color theory, the manipulation of two-dimensional space through use of form and color, and the interpretation of design elevations in the execution of completed scene painting. Students will also participate as scenic painters for the semester's production. ....4 s.h.

**THTR 2250 (A/S) Introduction to Theatrical Design.** An introduction to the fundamentals of the theatrical design process. Students will be introduced to design methods for scenery, costuming, and lighting with primary emphasis on scenic design. Course will consist of scenography, renderings, and model construction. ....4 s.h.

**THTR 2400 (F) Theatre Management.** Theatre Management is an in-depth examination of the art of the business of theatre. Students study the historical development of American theatre management and the procedures of professional stage management. Students also explore various performing arts organizational strategies (commercial, non-profit, educational, etc.) and, over the course of the semester, develop management plans for their own model theatres. Students will also develop career-building skills by examining resume and portfolio development, the audition process, and the ins and outs of performing arts unions and organizations..... 4 s.h.

**THTR 2510 (D) Oral Interpretation of Literature.** Oral performance of literature including selection, analysis, rehearsal, and performance of poetry, prose, and/or drama. Emphasis on increasing the enjoyment and appreciation of literature, developing analytical and vocally-effective performance skills..... 2 s.h.

**THTR 3000 (A/F-E) Dramatic Literature and Criticism.** Provides a study of world drama from the classics to contemporary, play structure, themes, and theatre criticism. Emphasis is placed on theatre's ability to reflect and interpret a culture's social values. Students will engage in play analysis, reflection, discussion, and dramaturgical research. .... 4 s.h.

**THTR 3011 (F) Theatre History I.** This course provides a survey of the development of theatre from its ritualistic beginnings through the Renaissance. Specific attention is given to theatrical elements of audience, actor, stage scenery, theatre architecture, literature, and the relation of each to the social and intellectual environment of each style period ..... 4 s.h.

**THTR 3012 (S) Theatre History II.** Provides a survey of the development of theatre from the Renaissance through the Modern Period. Specific attention is given to theatrical elements of audience, actor, stage scenery, theatre architecture, literature, and the relation of each to the social and intellectual environment of each style period ..... 4 s.h.

**THTR 3110 (A/F-E) Acting III: Realism and the Acting Process.** This course builds upon the foundations of Acting I and II. Scripted scene work and exercises, gaining increased familiarity with techniques and exercises of Stanislavski and his artistic "heirs"—with 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 (D) Advanced Scenic Design.** An advanced examination of the techniques and skills of scenic design from initial concept to finished scenic environment.

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Students will study theoretical concepts, the collaborative process, and traditional and digital methods of model making, scenic rendering, and mechanical drafting. In addition, various scales of production projects will be addressed by the student for presentation and critique. ....4 s.h.  
Prerequisites: THTR 2220.

**THTR 3230 (D) Advanced Lighting Design.** An advanced study of the technology and aesthetics of designing light for the stage. Students will engage in design research, study theoretical concepts, the 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 20<sup>th</sup> and 21<sup>st</sup> century scenography. Students will study the history and development of scenography, key scenographic theories and approaches, the methods and techniques of scenographic practice, and explore the significance and application of scenographic theory to the art of contemporary scenic design. ....2 s.h.

**THTR 3400 (S) Directing I.** 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. 35.  
Prerequisites: Permission of instructor

**THTR 3900 (D) Special Topics.** Offers an opportunity for intensive study of a specific topic in theatre. Topic must be approved by the instructor and the department chair.....2-4 s.h.  
Prerequisites: Consent of instructor

**THTR 4110 (A/S-O) Acting Styles and Project.** Studies in various acting styles, with an emphasis on classical material, in an atmosphere of a developing ensemble. Monologue and scene study, analysis, and practice in physical and psychological transformation will place in the context of both classical and non-traditional works. In addition, the class will explore physical and vocal exercises specifically designed to enhance the building of an ensemble. ....4 s.h.  
Prerequisites: THTR 1110

**THTR 4400 (D) Directing II.** Further explores the director's role in theatrical production with an emphasis on interpretation. Students will apply directing skills through the direction of a one-act play. Student will also be responsible for casting, conducting rehearsals, conducting technical rehearsals, and promoting performance under the supervision of instructor. .. 2 s.h.  
Prerequisites: THTR 3400

**THTR 4910 (F/S) Theatre Capstone Project.** The capstone project will be chosen by the student after careful consideration and advising from the theatre faculty. The project will intensely explore a specialization in theatre such as acting, directing, design, management, or research. The final project will be presented either through performance or presentation. A final paper detailing the student's work, choices, and self-assessment of the project will also be required. 2 s.h.

## 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.

**YTMN 2450 (A/U-O) 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 (D) International Perspectives (Cross Cultural Experience).** An investigation of ministry from outside the borders of the U.S. Students will be challenged to consider their experience of Christianity and Ministry from an international perspective. This course will consist of lectures by international ministry experts as well as a short term ministry/mission experience..... 4 s.h.

**YTMN 3210 (F) Developing A Practical Theology of Youth Ministry.** This course will cover both theory and practical application of Biblical principles of ministry, particularly as they apply to youth. Students will investigate youth culture and stages of faith development, critiquing various methods of reaching young people in ministry and their effectiveness in the era of Post Modernity. Students will be challenged to establish their own theology of youth ministry.....4 s.h.

**YTMN 3610 (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. 35.

**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

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## ADMINISTRATIVE STAFF AND FACULTY

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As of June 1, 2012:

### OFFICE OF THE PRESIDENT

GREGORY D. JORDAN, BA, MA, MDiv, MBA, PhD  
President

JEWEL H. BELL  
Switchboard Supervisor

### ACADEMIC AFFAIRS

JESSICA BARNETT, BA  
Student Support Specialist, Office of Registration and  
Records, Graduate & Professional Studies-Kingsport

DAWN CARTER, AAS, BBA  
Records Specialist

SARAH K. COLEMAN, BS  
Compliance and Certification Advisor,  
School of Education

J. KEVIN DeFORD, BA, MA, PhD  
Director of Institutional Research

SARAH L. DILLOW, BA  
Director of Registration and Records, Registrar

YU CHI MICHELE FAGAN, BA  
Executive Assistant, Chaplain's Office and Peeke School  
of Christian Mission

CAROL SMITH GREEN, BA  
Student Support Specialist, Office of Registration and  
Records, Graduate & Professional Studies—Bristol

BRENDA S. GRIFFIN  
Administrative Assistant, School of Nursing

JULI E. HALE, BA, MA  
Associate Dean of Academic Affairs

CRYSTAL L. JOHNSON, BS  
Student Support Specialist, Office of Registration and  
Records, Graduate & Professional Studies—Morristown

CAROLYN McCONNELL  
Administrative Assistant, School of Business and  
Economics

SUSAN F. O'CONNOR  
Administrative Assistant, School of Nursing

PAUL M. PERCY, BS, MBA, PhD  
Provost, Vice President for Academic Affairs

SAMMIE N. PLAYL, BS, MA  
Associate Dean of Graduate & Professional Studies

ERROL G ROHR, BA, BD, MA, DMin  
Senior Vice President for Global Development

PEGGY F. SALYER  
Administrative Assistant, School of Arts and Science and  
Institutional Effectiveness

JESSICA W. SWINEY, BBA  
Assistant Registrar

VANESSA N. TAYLOR, BS  
Student Support Specialist, Office of Registration and  
Records, Graduate & Professional Studies—Knoxville

REBECCA J. THOMAS, BS, MBA  
Associate Dean of Institutional Effectiveness

WHITNEY L. WEBB, BA  
Registration Specialist

### E.W. KING LIBRARY

AMANDA AUBREY, BA, MA  
Evening/Weekend Circulation Supervisor

RYAN BERNARD, BS, MA, MSIS  
Outreach Services Librarian, Kingsport

ERIKA BRAMMER, BA, MLS  
Dean, Library Services

CARROLL CAVENDER, BS  
Evening/Weekend Circulation Supervisor

FRANCES E. CURTIS, BS  
Technical Services Manager

CRYSTAL L. DAVIDSON, BA  
Acquisitions Manager  
International Student Advisor

JUSTIN EASTWOOD, BA, MA, MS  
Outreach Services Librarian, Knoxville

SARA K. HILLS, BA, MS  
Electronic Resources Librarian

### STUDENT AFFAIRS

BENNY L. BERRY, BBA  
Director of Security

DYAN Y. BUCK  
Office Manager, Counseling Center

ELIZABETH L. BYINGTON, BA, MA  
Director, Speaking Center



## ADMINISTRATIVE STAFF AND FACULTY

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Security Officer

LAURA HICKS, BA, MA  
Assistant Manager of the Writing Center

KIMBERLEY HOLLOWAY, BS, MA, PhD  
Director, Writing Center

LEONA W. JENNINGS  
Executive Assistant to the Vice President for Student  
Affairs

ROBERT A. LITTLETON, BS, MS, EdD  
Vice President for Student Affairs

EMILY LOUDON, BS, MA  
Director of Campus Life

CHARNELE LUSTER, BA  
Area Coordinator for Parks and Hyde Halls  
Coordinator for Student Activities

HOMER MILLER  
Security Officer

SUZANNE MULLINS, BA, MA  
Assistant Dean for Residence Life

MATTHEW S. PELTIER, BA, MSLS, PhD  
Associate Vice President, Dean of Students

MICHAEL A. PHILLIPS  
Security Officer

JULIE A. ROBERSON, BA, MA, MLIS  
Director of Student Engagement

BETTY STECK  
Security Officer

JOBIEANN TAYLOR  
Administrative Assistant, Student Affairs

AMBER THOMPSON, BA, MA  
Area Coordinator for Mitchell and Lower Liston Halls  
Coordinator for Intramurals

CHARLES S. THOMPSON, BA, MA, LMFT  
Director of the Counseling Center

WENDY TRAYNOR, BS, MEd  
Director, Math Center

LISA YOKSHAS, BA, MA  
Director of Learning Services

### ATHLETICS

BRYANT BAINES, BA, MBA  
Assistant Baseball Coach

ZACHLYN BLACKBURN, BS  
Assistant Track and Field and Cross Country Coach

RYAN BOOHER  
Head Men's Volleyball Coach

BLAINE BROWN, BA  
Head Baseball Coach

JOHN D. CONNOR, BS  
Head Men's and Women's Swimming & Diving Coach

SHELIA D. CROCKETT, BS, MBA  
Athletic Trainer  
Senior Women's Administrator

PETER DALTON, BS  
Head Men's and Women's Cross Country Coach

KETHAN DARBAR, BS  
Head Men's and Women's Tennis Coach

AMANDA DAVIS WILLIAMSON, BS  
Assistant Track and Field and Cross Country Coach

SIMON DUFFY, BS, MEd  
Head Women's Soccer Coach

JENNY R. DYER, BS, MEd  
Head Dance Coach

DEREK C. HARRISON, BBA, MBA  
Strength Coach and Weight Room Supervisor

HEATHER HESS, BS, MA  
Assistant Athletic Trainer

J. DAVID HICKS, BA, MA  
Athletic Director

AMBER M. KING, BA  
Head Cheerleading Coach

DANIEL S. KREISS, BA, MEd  
Head Men's and Women's Cycling Coach

JASON MOORMAN, BA  
Head Women's Wrestling Coach

NATHAN F. MOORMAN, BA, MEd  
Head Men's Wrestling Coach

BRIAN KAMM, BA  
Head Men's and Women's Golf Coach

## **ACADEMIC CATALOGUE, 2012-2013**

RICHARD M. O'CONNOR, BS, MS  
Assistant Athletic Trainer

ASHLEY PALMER, BS, MS  
Assistant Athletic Trainer

NICK PASQUA, BA  
Assistant Men's Basketball Coach  
Game Day Coordinator

GEORGE S. PITTS, BS, MA  
Assistant Athletic Director, Head Men's Basketball  
Coach

DAWN REGAN  
Administrative Assistant, Athletics/Compliance

LINDSEY H. RICHARDSON, BA  
Assistant Women's Volleyball Coach

JACLYN STILES  
Assistant Women's Wrestling Coach

JENNIFER L. TESTA, BA, MBA  
Head Softball Coach  
Assistant Sports Information Director

JOSH THOMPSON, BS  
Head Women's Basketball Coach

LOUIE THORPE, BA  
Head Men's Soccer Coach

CHRISTOPHER R. TOOMEY, BA, MA  
Head Women's Volleyball Coach

MICHELLE E. YOUNT, BA, MA  
Assistant Women's Basketball Coach

### **BUSINESS ADMINISTRATION**

SUE C. BEIDLEMAN  
Office Clerk

JAMES P. DONAHUE, BA, MBA  
Vice President for Business Operations,  
Chief Financial Officer

ROBERT R. HORNE, ABS  
Mail Room Supervisor

LETTIE T. JACKSON, BBA, MBA  
Controller and Business Manager

THOMAS R. LARSON, BA, MBA  
Director of Business Operations

SUSAN D. MARSHALL, BTech  
Tornado Alley Shoppe Manager  
Conference Services Coordinator

DAWN REGAN  
Administrative Assistant, Compliance

DEBORAH M. REYNOLDS, BS  
Accounts Payable Specialist

BETSY H. ROGERS  
Payroll Specialist

JERRY SALYER  
Compliance Officer

MARTHA M. SHAFFER, BA  
Assistant Controller

MELISSA D. TOLBERT  
Assistant Accounts Receivable Specialist

HEATHER M. TURBYFILL, BS  
Accounts Receivable Specialist

### **FACILITY SERVICES**

FRED BARR  
Groundskeeper

TOM BARR  
Housekeeper

JUANITA BARRETT  
Housekeeper

KEVIN BISE  
Maintenance Technician

JOHN BROWN  
Groundskeeper

JAMES CLINE  
Groundskeeper

A. VINCE COX  
Carpenter

CHRIS DINKEL  
Supervisor of Grounds

CONNIE JOHNS  
Housekeeper

P. MICHAEL JONES  
HVAC Technician

JOY LYNCH  
Housekeeper

## ADMINISTRATIVE STAFF AND FACULTY

J. EDWARD MOORE  
Electrician

L. CHARLES "P-NUT" RHYMER, JR.  
Senior Groundskeeper

MARK ROARK  
Housekeeper

DEBORAH K. SHAFFER  
Housekeeping Supervisor and Administrative Assistant

D. TODD THOMAS  
Supervisor of Maintenance Operations

JOHN TIMIAN  
Carpenter

ALLISON WIDNER  
Housekeeper

KIMMY WINTERS  
Housekeeper

TEDDY WISE  
Mechanic

### INFORMATION SERVICES/TECHNOLOGY

PHILLIP E. BAILEY, BS  
Web Programmer

K. MITCHELL DAVIS, BS  
Programmer

JOEL C. ROBERTSON, BS, MBA  
Chief Information Officer

ANDREW E. SNAPP  
Support Specialist

DONALD P. WALTERS, BSEE  
Associate Director of Information Technology Support  
Services

P. DEAN WHITLOCK  
Programmer

JOHN D. WILLIAMS, BS  
IT Helpdesk Specialist

### MARKETING AND ADMISSIONS

JAVONTE ASHFORD, BA  
Admission Representative

NANCY BEVERLY, BS  
Admission Representative - Regional

LAURA K. BOGGAN, BBA  
Associate Director of Communications

ELVIN A. BROWNE, BA, MA  
Director of Undergraduate Recruitment and Admissions

M. CHERIE CHAPMAN  
Campus Visit Coordinator

SARAH CLEVINGER  
Director of Marketing and Communication

CHERIE COOPER, AAS  
Applications Specialist

SCARLETT COX, BA, MBA  
Operations Manager

MICAH R. CREWS, BA, MBA  
Associate Vice President of Enrollment Management -  
GPS and Online

RACHEL HAMMERSCHMIDT, BA  
Admission Representative

ASHLEY HARTLESS, BA, MA  
Admission Representative - Regional

A. LEANN HUGHES, BA, MA  
Vice President for Marketing and Admissions

C. GREGORY KING, BA, MAML  
Assistant Vice President of Enrollment Management -  
Traditional Undergraduate

NICOLE MARTIN, BA, MA  
Admission Representative

DAWN McMURRAY, BS  
Admission Processor

TABITHA MOORE, BA  
Admission Representative

E. ANDREW OLSON, AA, BA  
Director of Online Media and Marketing

ANGELIA N. PETERSON, AA, BFA  
Graphic Designer

COURTNEY M. PLAISTED, BA  
Graphic Designer

KRISTI REYNOLDS, BA  
Assistant Director of Recruitment - Knoxville Region

KRISTOPHER R. RHEA, BS, MBA  
Admission Representative - Regional

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JOSIE RUSSELL, BS, MBA  
Admission Representative

RAMONA D. SALYER, BS  
Director of Recruitment for Graduate and Professional  
Studies

MICHAEL WEBB, BA  
Admission Representative - Regional

MARY M. YOUNG, BA, MBA  
Assistant Director of Recruitment – Tri-Cities Region

### STUDENT FINANCIAL SERVICES

MELINDA S. CLARK, BA, MBA  
Vice President for Student Financial Services

CINDY EASTRIDGE, BA  
Financial Aid Counselor

ASHLEY EDWARDS, BBA  
Financial Aid Counselor

GREG LUMB, BA  
Customer Service Specialist

ANDREA PRICE, BA  
Financial Aid Counselor

JUSTIN WHITTEMORE, BS  
Technical Specialist

### DEVELOPMENT

P. DENISE ASBURY, BA  
Director of Annual Giving

REBEKAH I. BISHOP, AS, BS, MS-BCEM  
Director of Research and Development Services

DONNA H. FELTY, BA  
Director of Career Development

FINLEY L. GREEN, BA  
Director of Alumni and Career Services

PATTY M. HOUSTON, BA  
Marketing and Development Services Coordinator

JOHN W. KING, BS  
Chief Development Officer

### FULL-TIME FACULTY

GREGORY DOTY JORDAN  
BA (Belhaven College)  
MA, MDiv (Trinity Evangelical Divinity School)  
PhD (Hebrew Union College-Jewish Institute of Religion)  
Professor of Bible and Religion, 1980  
President, 1997

LEIGH ANN ADAMS  
BS (University of Tennessee)  
MS (Virginia Polytechnic Institute and State University)  
Assistant Professor of Athletic Training, 2010  
Curriculum Director, Athletic Training

SUSAN L. ADAMS  
BSN (East Tennessee State University)  
MSN, FNP (Emory University)  
Associate Professor of Nursing, 2011

CARA E. ANDERSON  
BA (King)  
MA (Virginia Polytechnic Institute and State University)  
PhD (University of Tennessee)  
Professor of Education, 1982  
Dean, School of Education

RYAN C. BERNARD  
BS (Middle Tennessee State University)  
MA (East Tennessee State University)  
MS (University of Tennessee)  
Outreach Services Librarian, 2010

RANDALL C. BLEVINS  
BS (Virginia Intermont College)  
MBA (Averett University)  
DBA (Argosy University)  
Professor of Management and Marketing, 2005  
Associate Dean, School of Business and Economics

RAYMOND H. BLOOMER, JR.  
BS (The Citadel)  
MS, PhD (The University of Florida)  
Professor of Physics and Astronomy, 1993  
Associate Dean, School of Arts and Sciences

ERIKA E. BRAMMER  
BA (North Central College)  
MLS (University of Wisconsin-Madison)  
Assistant Professor, 2009  
Dean, Library Services

W. DALE BROWN  
BA, MA (University of Houston at Clear Lake City)  
PhD (University of Missouri)  
Professor of English, 2007  
Chair, English Department  
Director, Buechner Institute

## ADMINISTRATIVE STAFF AND FACULTY

MICA L. BROWN  
BSN (Radford University)  
MSN (King)  
Instructor of Nursing, 2012

ELIZABETH L. BYINGTON  
BA (King)  
MA (East Tennessee State University)  
Instructor of English, 2005  
Director, Speaking Center

PHILIP T. CARROLL  
BS (High Point University)  
MA (Wake Forest University)  
PhDc (Virginia Polytechnic Institute and State University)  
Instructor of Mathematics, 2007

JANE E. CASTLE  
BSN (East Tennessee State University)  
MSN (University of Virginia)  
PhD (Boston College)  
Professor of Nursing, 2006

SHEA A. CLAY  
AS (Virginia Highlands Community College)  
BM (East Tennessee State University)  
MS (Radford University)  
Assistant Professor of Music, 2008

MARY L. CONNOR, CPA  
BS (University of Tennessee)  
MBA (East Tennessee State University)  
DBA (Argosy University)  
Professor of Management and Accounting, 2003

EDITH CROOK  
BSN, MSN (King)  
Assistant Professor of Nursing, 2008

GEORGE DARKO  
BS (Arkansas State University)  
MA, DA (Middle Tennessee State University)  
Associate Professor of Finance and Economics, 2009

J. KEVIN DEFORD  
BA (University of Tennessee)  
MA (Austin Peay State University)  
PhD (University of Louisville)  
Associate Professor of Psychology, 2002  
Chair, Psychology  
Director of Institutional Research

JOHN W. DODGE, JR.  
BA, MA, PhD (University of Wisconsin)  
Professor of Business and Economics, 2002  
Chair, Bachelor of Arts in Business Program

ELIZABETH L. DOLLAR  
BA (Radford University)  
MA (Ohio University)  
Associate Professor of Theatre, 2000  
Director of Theatre Program

MARK E. DOLLAR  
BA, MA (Baylor University)  
PhD (Purdue University)  
Professor of English, 2000  
Director, Snider Honors Program

MARTIN H. DOTTERWEICH  
BA (Wheaton College)  
MDiv (Gordon-Conwell Theological Seminary)  
PhD (Edinburgh University)  
Associate Professor of History, 2004  
Chair, History and Political Science

KATHRYN A. DRUM  
BA, MBA (The University of North Carolina)  
Assistant Professor of Business, 2009

JUSTIN B. EASTWOOD  
BA (King)  
MA (Regent University)  
MS (University of Tennessee)  
Outreach Services Librarian, 2012  
Knoxville Site Director

TODD H. ERICKSON  
BA (Wheaton College)  
MM (Northwestern University)  
DBA (Anderson University)  
Professor of Business and Economics, 2011  
Dean, School of Business and Economics

R. SAMUEL EVANS  
BS, PhD (Virginia Polytechnic Institute and State University)  
Associate Professor of Finance and Economics, 2008

ROBIN L. FERRELL  
AS (Southwest Virginia Community College)  
BA (Virginia Intermont College)  
MBA (Radford University)  
Associate Professor of Business, 2005

JAMES A. (LONNY) FINLEY  
BS, MA (The University of Alabama)  
Assistant Professor of Music, 2007  
Director of Bands and Instrumental Activities

## ACADEMIC CATALOGUE, 2012-2013

VANESSA A. FITSANAKIS

BS (Milligan College)  
MSc (University of Edinburgh)  
PhD (Vanderbilt University)  
Associate Professor of Biology, 2006  
Chair, Biology

WILLIAM P. FLANNAGAN

BA (King)  
BM, MM (Westminster Choir College)  
PhD (The Catholic University of America)  
Professor of Music, 1982

ROBIN A. FOREMAN

ASN (Excelsior College)  
BSN, MSN (King)  
Assistant Professor of Nursing, 2008

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)  
Professor of Biology, 1998

JULI E. HALE

BA, MA (East Tennessee State University)  
Assistant Professor of English, 2002  
Associate Dean of Academic Affairs

SHANNON V. HARRIS

BA (East Tennessee State University)  
MA, PhD (Michigan State University)  
Associate Professor of History, 2003  
Program Coordinator, Associate of Arts Program

SARA K. HILLS

BA (Trinity University)  
MS (Syracuse University)  
Instructor, 2010  
Electronic Resources Librarian

C. LYNN HOLDEN

BSN (Virginia Commonwealth University)  
MSN (Old Dominion University)  
MEd (Virginia Polytechnic Institute and State University)  
DNP (Samford University)  
Associate Professor of Nursing, 2005  
Associate Dean, School of Nursing

KIMBERLEY HOLLOWAY

BS (Tennessee Technological University)  
MA (East Tennessee State University)  
PhDc (Indiana University of Pennsylvania)  
Associate Professor of English and Technical  
Communication, 1998  
Director, Writing Center and Freshman Composition

TAO HU

BA (Liaocheng University)  
MA (Yangzhou University)  
MSBA, PhD (University of Memphis)  
Assistant Professor of Information Systems, 2009

DON M. HUDSON

BA, MA, MDiv (Bob Jones University)  
MA (Colorado Christian University)  
ThM (Grace College & Seminary)  
PhD (Westminster Theological Seminary)  
Associate Professor of Religion, 2004  
Chair, Philosophy and Religion

ILENE B. JANSON

BS (Carson-Newman College)  
MEd, EdD (East Tennessee State University)  
Associate Professor of Education, 2004

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

G. AUBREY LEE

BS (East Tennessee State University)  
MA (Tusculum College)  
DM (University of Maryland University College)  
Assistant Professor of Business, 2009

LINDA LEGG

BSN, MSN (East Tennessee State University)  
Associate Professor of Nursing, 2006

WILLIAM C. LINDERMAN

BA (Erskine College)  
MS (Virginia Polytechnic Institute and State University)  
PhD (University of Memphis)  
Professor of Mathematics, 1999  
Faculty Athletic Representative

## ADMINISTRATIVE STAFF AND FACULTY

ROBERT A. LITTLETON  
BS (East Tennessee State University)  
MS, EdD (University of Tennessee)  
Instructor of Leadership, Interdisciplinary Studies, and  
Liberal Studies, 2005

BEATRIZ HUARTE MACIONE  
Licenciatura en Filosofía y Letras (Universidad de  
Navarra, Spain)  
PhD (University of Alabama)  
Associate Professor of Spanish, 1991-2000, 2011  
Chair, Languages and Literatures

J. CRAIG McDONALD  
AB (Davidson College)  
MA (College of William and Mary)  
DPhil (University of York)  
Professor of English, 1982-1993, 1995

MARSHA A. McGOVERN  
BSN (University of Tennessee)  
MSN (Carson-Newman College)  
Associate Professor of Nursing, 1999

TAMMY MERCURE  
BA (Columbia College Chicago)  
MFA (East Tennessee State University)  
Assistant Professor of Photography, 2010

ALYSSA GRACE MILLNER  
BA (University of Central Arkansas)  
MA (University of Arkansas at Little Rock)  
PhD (University of Kentucky)  
Assistant Professor of Communication, 2011  
Program Coordinator, Communication

JENNIFER L. MONGOLD  
BS, MA, MA (East Tennessee State University)  
Assistant Professor of Criminal Justice and Psychology,  
2011

RHONDA M. MORGAN  
BSN (East Tennessee State University)  
MSN (University of Virginia)  
DNP (Waynesburg University)  
Associate Professor of Nursing, 2011

WILLIAM M. MULLINS  
BA (King)  
MA (Virginia Tech University)  
Visiting Instructor of Political Science, 2011

PENELOPE L. NEAL  
BS, MSN (University of Tennessee)  
Associate Professor of Nursing, 2012

HAN CHUAN ONG  
BA, Wabash College  
PhD, Indiana University  
Associate Professor of Biology, 2012

LAURA E. ONG  
BS, University of Kentucky  
PhD, Indiana University  
Assistant Professor of Biology, 2012

GLORIA F. OSTER  
BS (University of Tennessee)  
MA (East Tennessee State University)  
Assistant Professor of Education, 2005  
Director of Teacher Education

MARK J. PATE  
BS (University of Tulsa)  
PhD (University of Tennessee)  
Associate Professor of Finance and Economics, 2007

JANET M. PERCY  
BS (Houghton College)  
MAcct (East Tennessee State University)  
Assistant Professor of Accounting, 2009  
Chair, Bachelor of Business Administration Program

PAUL M. PERCY  
BS (Houghton College)  
MBA (University at Buffalo, SUNY)  
PhD (University of Kentucky)  
Professor of Management, 1988-1992, 1998  
Vice President for Academic Affairs and  
Provost

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, CPA  
BA, MEd (Georgia Southern University)  
MAcct (Georgia State University)  
DBA (Nova Southeastern University)  
Professor of Management and Accounting, 2005

JOHANNE A. QUINN  
BS (Boston College)  
MS (Boston University)  
PhD (Boston College)  
Professor of Nursing, Emerita, 1998  
Dean, School of Nursing

## ACADEMIC CATALOGUE, 2012-2013

DONNA J. RAINES

BA (The College of New Jersey)  
MA, EdS, EdD (East Tennessee State University)  
Associate Professor of Education, 2006

ANNIE REMILLARD

BA (College St. Jerome)  
MEd (Milligan College)  
Assistant Professor of French, 2006

DEANA M. RHINEHART

BSN (University of Virginia's College at Wise)  
MSN, MHA (University of Phoenix)  
Assistant Professor of Nursing, 2012

ERIC L. RICHARDSON

BS (The University of Virginia's College at Wise)  
MBA (Liberty University)  
PhD (Capella University)  
Assistant Professor of Management and Marketing,  
2007  
Dean, Graduate and Professional Studies

AMBER E. ROACHE'

BS, BSN, MSN, DNP (University of Tennessee at  
Chattanooga)  
Associate Professor of Nursing, 2012

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  
Associate Dean of Teaching and Educational  
Development

CAROLYN H. ROBINSON

BA, MPH (University of North Carolina)  
BSN (Western Carolina University)  
PhD (University of Tennessee)  
Professor of Nursing, 2007  
Knoxville Area Director for Nursing GPS Programs

DAVID E. ROBINSON

BS (Virginia Polytechnic Institute and State University)  
JD (George Mason University)  
LLM (New York University)  
Assistant Professor of Business, 2011

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

TERESA L. SELLSTROM

BSN (East Tennessee State University)  
MSN (University of Tennessee)  
Associate Professor of Nursing, 2004

KAREN L. SHAW

BA (King)  
MPhil, PhD (Drew University)  
Associate Professor of English, 1993  
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)  
Associate Professor of Nursing, 2006

TERESA M. STEPHENS

BSN (East Tennessee State University)  
MSN (King)  
PhDc (University of Tennessee)  
Assistant Professor of Nursing, 2012

CHRISTOPHER G. STEWART

BA (Virginia Intermont College)  
MA (Virginia Polytechnic Institute and  
State University)  
Associate Professor of Photography, 2010  
Chair, Performing and Visual Arts



## ADMINISTRATIVE STAFF AND FACULTY

BRANDON H. STORY

BA (King)  
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)  
Professor of Missions and Bible and Religion, 2005  
Dean, Peeke School of Christian Mission  
Chaplain

WILLIAM CRAIG STREETMAN

BS (Presbyterian College)  
MA (Denver Seminary)  
MA, PhD (University of Kentucky)  
Assistant Professor of Philosophy, 2012

WEN-YUAN TENG

BE (Feng-Chia University)  
MBA (University of Memphis)  
PhD (University of Memphis)  
Professor of Finance and Economics, 1999

REBECCA J. THOMAS

BS (Middle Tennessee State University)  
MBA (East Tennessee State University)  
Lecturer in Business, 2009  
Associate Dean of Institutional Effectiveness

SUSIE K. TOOMEY

BS (University of Tennessee)  
MA (East Tennessee State University)  
Professor of Physical Education, 1985  
Chair, Physical Education

JOONNA S. TRAPP

BA, MA (University of Maryland)  
PhD (Texas Christian University)  
Associate Professor of Rhetoric  
and Communication, 2012  
Chair, Communication Studies

WENDY L. TRAYNOR

BS, MEd (North Georgia College)  
Assistant Professor of Mathematics, 2006  
Director, Math Center

T. JOEL VANCE

BBA (National University)  
MS (Radford University)  
PhD Candidate (University of Tennessee)  
PhD Candidate (Capella University)  
Assistant Professor of Business, 2011

KATHERINE G. VANDE BRAKE

BA, MA (Michigan State University)  
PhD (Michigan Technological University)  
Professor of Professional Communication  
and English, 1980  
Dean, School of Arts and Sciences

KATHY B. WILKINSON

BSN, MSN (Radford University)  
Associate Professor of Nursing, 2003  
Director of Undergraduate Nursing Programs

JERRY G. WOOD

BBA (Marshall University)  
MBA (King)  
DBA (Argosy University)  
Assistant Professor of Business, 2011  
Chair, Master of Business Administration Program

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

BENNY L. BERRY

BBA (King)  
RAD Instructor, 2010

MICAH R. CREWS

BA, MBA (King)  
Senior Lecturer in Business, 2004

SHELIA D. CROCKETT

BS (Cumberland University)  
MBA (King)  
Senior Lecturer in Physical Education, 2002

RYAN S. GASSER

BS, MEd (Bowling Green State University)  
Lecturer in Business, 2012

DEREK C. HARRISON

BBA, MBA (King)  
Lecturer in Physical Education, 2011

HEATHER L. HESS

BS (College of Mount St. Joseph)  
MA (East Tennessee State University)  
Lecturer in Athletic Training, 2010

## ACADEMIC CATALOGUE, 2012-2013

JAMES DAVID HICKS

BA (Kenyon College)

MA (Ohio State University)

Lecturer in Physical Education, 2012

A. LEANN HUGHES

BA (University of Tennessee)

MA (East Tennessee State University)

Senior Lecturer in Business, 2003

NATHAN F. MOORMAN

BA, MEd (Carson Newman College)

Lecturer in Education, 2011

BRENDIA M. MORRISON

BS (Virginia Intermont College)

MBA (East Tennessee State University)

Lecturer in Business, 2010

SUZANNE M. MULLINS

AA (Pasco-Hernando Community College)

BA, MA (University of Central Florida)

Lecturer in RAD and Leadership, 2010

ASHLEY G. PALMER

BS (West Virginia Wesleyan College)

MS (Georgia State University)

Lecturer in Athletic Training, 2010

MATTHEW S. PELTIER

BA (King)

MSLS (University of Kentucky)

PhDc (University of Nebraska)

Associate Professor, 1999

Associate Vice President, Dean of Students

SAMMIE N. PLAYL

BS (Tusculum College)

MA (The Southern Baptist Theological Seminary)

Senior Lecturer in Liberal Studies, 2004

JULIE A. ROBERSON

BA (King)

MA, MLIS (University of South Carolina)

Assistant Professor, 2001

JOEL C. ROBERTSON

BS (Mobile College)

MBA (Western Governors University)

Lecturer in Information Technology, 2009

JENNIFER TESTA

BA, MBA (King)

Senior Lecturer in Physical Education and TCOM, 2006

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)

MA (University of Tennessee)

Lecturer in Physical Education, 2007

MICHELLE E. YOUNT

BS (Nyack College)

MA (Alliance Theological Seminary)

Lecturer in First Year Seminar, 2012

### PART-TIME AND ADJUNCT FACULTY

DEBORAH D. ALONZO

AFS (Sullins College)

BM (University of Tennessee)

MM (University of Southern California)

Lecturer in Music, 2007

AMY J. ARNOLD

BA, MA (East Tennessee State University)

MS (Florida State University)

Lecturer in English, 2012

VERNARD E. (TREY) ARRINGTON, III

BA (Emory & Henry College)

MA (East Tennessee State University)

Lecturer in Physical Education, 2008

CARRIE A. BAILEY

BS (University of Tennessee - Chattanooga)

MSN, PhD (University of Tennessee)

Lecturer in Nursing, 2012

LORRI A. BEALL

BSN (East Tennessee State University)

MSN (King)

Lecturer in Nursing, 2010

VONDA STEVENS BEAVERS

AAS, AAS (Virginia Highlands Community College)

BA (King)

MEd, EdD (East Tennessee State University)

Lecturer in Education, 2010

JESS PAUL BOLLING

BA (King)

MA (East Tennessee State University)

Lecturer in History, 2009

## ADMINISTRATIVE STAFF AND FACULTY

PAMELA BOOKER  
BS (East Tennessee State University)  
MA (Union College)  
Student Teacher Supervisor, 2011

KIMBERLY M. BROWN  
BSN (University of Tennessee)  
MSN (King)  
Lecturer in Nursing, 2011

STACIA B. BROWN  
BM (University of Tennessee)  
MA (Union College)  
EdS (Lincoln Memorial University)  
Lecturer in Applied Music, 2011

MICHELLE T. CHILDRESS  
AS (Virginia Highlands Community College)  
BA (Virginia Intermont College)  
MEd (East Tennessee State University)  
Lecturer in Computer Science, 2012

KEVIN A. COJANU  
BS, MS (National Louis University)  
PhD (Capella University)  
Adjunct Professor of Business, 2011

BRANDON M. COLE  
BA (King)  
MA, MDiv (Liberty University)  
Lecturer in Liberal Studies, 2010

CAROL S. COLE  
BS (University of Tennessee)  
MBA, EdD (East Tennessee State University)  
Adjunct Professor of Business, 2010

DEBRA COLEMAN  
BSN (King)  
Clinical Lab Instructor, 2011

COLIN A. COX  
BA (The University of Virginia's College at Wise)  
MA (University of Vermont)  
Lecturer in English, 2011

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

CAROLE ANN CREQUE  
BS (Edgewood College)  
MBA, DBA (Nova Southeastern University)  
Adjunct Assistant Professor of Business, 2011

PATRICIA P. DAWSON  
BS, MA (East Tennessee State University)  
Student Teacher Supervisor, 2011

FERMIN DE LA TORRE  
BA, JD (University of Tennessee)  
Lecturer in Nursing, 2010

JESSICA DOANE  
BSN (King)  
Clinical Lab Instructor, 2011

JENNIFER R. DYER  
BS (East Tennessee State University)  
MEd (Milligan College)  
Senior Lecturer in Physical Education, 2004

DEBORAH A. EADES  
BS (Virginia Intermont College)  
MBA (King)  
Lecturer in Business, 2007

JAMES N. EDWARDS  
BS, MS (University of Maryland, University College)  
Lecturer in Digital Media, 2009

TERESA L. ENGLAND  
BSN, MSN, PhD (East Tennessee State University)  
Senior Lecturer in Nursing, 2006

M. BRETT EVERHART  
BS (King)  
PhD (Vanderbilt University)  
Lecturer in Biology, 2008

KENNETH E. FAIRBANKS  
AAS (Virginia Highlands Community College)  
BS (East Tennessee State University)  
MBA (King)  
Senior 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

## ACADEMIC CATALOGUE, 2012-2013

JOSEPH FITSANAKIS

BA (The University of Birmingham)  
MSc, PhD (The University of Edinburgh)  
Instructor of Political Science, 2007  
Program Coordinator, Security and Intelligence Studies

KELLY B. FLANARY

BS (East Tennessee State University)  
MEd (The Citadel)  
Lecturer in Athletic Training, 2011

SARAH M. FLANDERS

BS (The University of Virginia's College at Wise)  
BSN (King)  
Clinical Lab Instructor, 2012

LINDSEY P. FOOSHEE

BA (King)  
MA (Gordon-Conwell Theological Seminary)  
Senior Lecturer in Liberal Studies, 2006

LISA R. FORE

BA (Emory and Henry College)  
MEd (Virginia Polytechnic Institute and State University)  
Lecturer in Spanish, 2012

SHEILA D. FOURNIER-BONILLA

BS, MS (Rensselaer Polytechnic Institute)  
PhD (Texas A&M University)  
Adjunct Professor of Business, 2011

STEPHANIE FRASER-BEEKMAN

BS (Indiana University)  
MA, PhD (The Fielding Graduate Institute)  
Adjunct Professor of Business, 2011

E. MARSHALL GALLOWAY

BA (East Tennessee State University)  
MA (East Tennessee State University)  
Lecturer in History, 2012

ELIZABETH A. GILBERT

BS (Memphis State University)  
MEd (East Tennessee State University)  
EdS (Lincoln Memorial University)  
Lecturer in Education, 2012

JULIE K. GILLIAM

BSN (King)  
Clinical Lab Instructor, 2012

RANDALL A. GILMORE

BA (King)  
MEd (Milligan College)  
EdS (Lincoln Memorial University)  
Lecturer in Education, 2012

JEAN GORDON

BSN (University of Miami)  
MSN (Kaplan University)  
MS, DBA (Nova Southeastern University)  
Adjunct Professor of Business, 2011

MARK R. HAGY

BA (Emory & Henry College)  
MA (Miami University, Ohio)  
Senior Lecturer in History, 2000

RANDALL C. HANLON

BS (University of Tennessee)  
MBA (King)  
Lecturer in Business, 2011

SHEILA B. HELDRETH

AAS (Virginia Highlands Community College)  
BSN (University of Virginia's College at Wise)  
MSN (Old Dominion University)  
Lecturer in Nursing, 2008

DANIEL B. HOBBS

BS (Virginia Intermont College)  
MBA (King)  
Lecturer in Business, 2007

ANN K. HOLLER

BA (King)  
BA (Virginia Intermont)  
MM (University of Tennessee)  
Senior Lecturer in Music, 2000

WAYNE A. HOLLMAN

BA (San Diego State University)  
MBA (California State University)  
PhD (Walden University)  
Adjunct Professor of Business, 2011

SANDRA G. HOOKER

AS (Northeast State Community College)  
BSN, MSN (King)  
Clinical Lab Instructor, 2012

REBECCA M. HUCKABY

BA (East Tennessee State University)  
MS (University of Tennessee)  
Lecturer in Communication, 2012

SAMANTA R. IRWIN

BSN (King)  
Clinical Lab Instructor, 2012

CATHERINE F. JENNINGS

BA (University of North Carolina-Ashville)  
MA (Appalachian State University)  
Senior Lecturer in Business, 2006

## ADMINISTRATIVE STAFF AND FACULTY

JENNIFER JOHNSON  
BSN (University of Tennessee)  
MSN (Walden University)  
Lecturer in Nursing, 2010

SUSAN K. JOHNSON  
BSN, MSN (East Tennessee State University)  
Lecturer in Nursing, 2011

LORI A. JUNG  
BBA (East Tennessee State University)  
MBA (James Madison University)  
Senior Lecturer in Business, 2006

KATHY J. JUSTUS  
BSN, MSN (East Tennessee State University)  
Lecturer in Nursing, 2011

DOUGLAS E. KEEN  
AAS (Southwest Virginia Community College)  
BSN (King)  
Clinical Lab Instructor, 2010

SHANE K. KEENE  
BS, MSSI (Mountain State University)  
MBA (King)  
DHSc (Nova Southeastern University)  
Adjunct Assistant Professor of Business, 2007

MONICA R. KIMBRELL  
BS (Virginia Polytechnic Institute and State University)  
MBA (King)  
Lecturer in Business, 2009

RICHARD E. LADD, JR.  
BA, JD (University of Tennessee)  
Lecturer in Business, 2007

ROGER L. LEONARD  
BS (University of Tennessee)  
MBA (Wake Forest University)  
Senior Lecturer in Business, 2006

CHERYL LITTLETON  
BS (Carson-Newman College)  
MEd, Ed.S. (Middle Tennessee State University)  
Lecturer in Education, 2007

JOSHUA LOEBNER  
BS, MS (University of Tennessee)  
Lecturer in Communication, 2012

ROGER L. LOWE  
BS (Excelsior College)  
MBA (Baker College Center for Graduate Studies)  
Lecturer in Business, 2009

JAMES W. LUNDY, JR.  
AAS (Wytheville Community College)  
BSN, MSN, MBA (King)  
Lecturer in Nursing, 2011

INGRID LUFFMAN  
BS, MS (University of Ottawa)  
PhDc (University of Tennessee)  
Lecturer in Education, 2001

JUDY T. MARSHALL  
BS, MAcct (East Tennessee State University)  
Senior Lecturer in Business, 2006

BRANDY M. McCARROLL  
BSN (University of Virginia at Wise)  
MSN (King)  
Lecturer in Nursing, 2011

ELIZABETH I. McCOWAN  
BA, BSN, JD (University of Tennessee)  
Adjunct Associate Professor of Business, 2010

KENDRA McREYNOLDS  
BS (Virginia Polytechnic Institute and State University)  
MS, DPT (Virginia Commonwealth University)  
Lecturer in Athletic Training, 2009

GARY S. METCALF  
BS (University of Tennessee)  
MDiv (Southeastern Baptist Theological Seminary)  
DMin (Drew University Theological School)  
Lecturer in Nursing, 2007

JAMES W. MIRABELLA  
BS (United States Air Force Academy)  
MBA (Auburn University)  
DBA (Nova Southeastern University)  
Adjunct Professor of Business, 2011

THOMAS G. MITCHELL  
BS (Bowling Green State University)  
MS (Central Michigan University)  
Lecturer in Business, 2011

JANE D. MORISON  
BM (East Tennessee State University)  
MM (University of North Carolina at Greensboro)  
Lecturer in Applied Music, 2011

RICHARD A. MOYER  
BS (Shorter College)  
PhD (Oregon State University)  
Adjunct Professor of Biology, 1992

## ACADEMIC CATALOGUE, 2012-2013

FONEY MULLINS

BS (Davidson College)

MEd (University of Virginia)

EdD (Virginia Polytechnic Institute and State University)

Lecturer in Education, 2008

PEGGY E. MURRELL

BS (King)

BSN, MSN (East Tennessee State University)

Senior Lecturer in Nursing, 2005

REKEK NEGGA

BS (King)

Anatomy and Physiology Lab Instructor, 2011

SHERI L. NELSON

BA (King)

MEd (East Tennessee State University)

Lecturer in Spanish, 2011

TERESA A. NELSON

BS (East Tennessee State University)

JD (University of Tennessee)

Lecturer in Business and Criminal Justice, 2010

WAYNE J. OBERFEITINGER

BSM (Duquesne University)

MA (University of Phoenix)

Lecturer in Applied Music, 2011

AMY L. OBLINGER

BA (King)

MMus (University of Edinburgh)

Lecturer in Applied Music, 2011

KENNETH D. OSTER

BA, MA (East Tennessee State University)

Lecturer in Spanish, 2008

ASHLEY B. OWENS

BS (Alice Lloyd College)

DC (Sherman College of Chiropractic)

Lecturer in Biology, 2011

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)

MM (University of Wollongong)

MEd (King)

Lecturer in Education and Mathematics, 2009

GAIL PERRY

BSN (King)

Clinical Lab Instructor, 2011

STEPHEN L. PLAYL

BM (Western Kentucky University)

MDiv (Southern Baptist Theological Seminary)

Lecturer in Nursing, 2008

SANDRA POE

BS, MA (East Tennessee State University)

Student Teacher Supervisor, 2010

BROOKE C. QUIGG

BS (Philadelphia University)

MBA (Lehigh University)

DBA (Argosy University)

Adjunct Professor of Business, 2011

JODI W. RAMEY

BA, MBA (King)

Lecturer in Business, 2007

JOHN S. RASNAKE, II

BS, MA, EdS (East Tennessee State University)

Lecturer in English, 2012

HOLLY E. RATCLIFF

BA (King)

MA (University of Tennessee)

Lecturer in Liberal Studies, 2011

SANDRA C. RICHARDSON

BSN (King)

Clinical Lab Instructor, 2012

GARY S. RINGLEY

BA (Emory and Henry College)

MA (Appalachian State University)

Lecturer in Geography, 2012

CHRISTINA M. RUSS

BSN (Mountain State University)

Clinical Lab Instructor, 2012

JANET A. SECREST

BSN (North Carolina Central University)

MSN (Medical College of Georgia)

PhD (University of Tennessee)

Adjunct Professor of Nursing, 2011

RACHEL SELLARS

BA (Flagler College)

MA (East Tennessee State University)

Lecturer in English and Liberal Studies, 2008

## ADMINISTRATIVE STAFF AND FACULTY

ADRIEL SLAUGHTER  
BA (Belmont University)  
MA (St. John's College)  
MA (University of Tennessee)  
Lecturer in Liberal Studies and Philosophy, 2007

RHONDA F. SMITH  
BS, MAcc, JD (University of Tennessee)  
Associate Professor of Business, 2011

DAGMAR E. SPROLL  
BA (Queens College)  
MA (Hunter College)  
Senior Lecturer in Fine Art, 2002

KETRON J. STOCKTON  
BS (Tennessee Technological University)  
MS (Georgia Southwestern State University)  
Adjunct Associate Professor of Business, 2010

LINDA B. STOLLINGS  
BS (Virginia Polytechnic Institute and State University)  
Lecturer in Physical Education, 2005

CECILY STRANG  
BSN (University of Tennessee)  
MSN (King)  
Lecturer in Nursing, 2010

JAMES TALBERT  
BS, MHRM (University of South Carolina)  
Lecturer in Business, 2011

CONNIE M. TATGENHORST  
BS (Union University)  
BSN (Emory University)  
MSN (University of Tennessee)  
Lecturer in Nursing, 2009

JAMES W. THORNTON  
BA, MDiv (Columbia International University)  
MAcc (East Tennessee State University)  
Senior Lecturer in Business, 2006

ANNETTE M. TUDOR  
BA (Emory and Henry College)  
MEd (Old Dominion University)  
EdD (East Tennessee State University)  
Lecturer in Education, 2010

AMANDA D. UNDERWOOD  
AAS (Roane State Community College)  
BSN, MSN (King)  
Lecturer in Nursing, 2011

CATHY J. VANCE  
AS (Walters State Community College)  
BSN (East Tennessee State University)  
MSN (King)  
Lecturer in Nursing, 2012

CHARLES D. VANCE, JR.  
BA (King)  
JD (Regent University)  
Lecturer in Business, 2010

CHRISTINA "ALASKA" VANCE  
BA (East Tennessee State University)  
MFA (Regent University)  
Lecturer in Theatre, 2011

CAMILLA A. VARNEY  
BS (Virginia Polytechnic Institute and State University)  
MS (East Tennessee State University)  
Lecturer in Physical Education, 2011

LINDA J. VITALE  
BS, MBA (Western Kentucky University)  
PhD (University of Kentucky)  
Adjunct Professor of Computer Information Systems,  
2010

AMBER K. WARHURST  
BA (Moody Bible Institute)  
MA (Regent College)  
PhD (St. Mary's College, University of St. Andrews)  
Lecturer in Biblical Studies, 2012

PAUL C. WARHURST  
BS (University of West Georgia)  
MA (Reformed Theological Seminary)  
PhD (University of St. Andrews)  
Lecturer in Religion, 2011

REGINALD D. WEEMS  
MA, MDiv, STM (Liberty University)  
BBE (Graham Bible College)  
Lecturer in Liberal Studies, 2010

KAREN M. WHITE  
BA (Virginia Intermont College)  
MBA (Averett University)  
DBA (Argosy University)  
Lecturer in Business, 2007

JAMES A. WILDER  
BBA (Eastern Kentucky University)  
MBA (King)  
Lecturer in Business, 2007

## ACADEMIC CATALOGUE, 2012-2013

MARY LEE WILLIAMS  
BA, MBA (King)  
Senior Lecturer in Business, 2004

MARGERY A. WILSON  
BSN (University of South Alabama)  
MSN (East Tennessee State University)  
Senior Lecturer in Nursing, 2004

JERRY WOLFE  
BA (King)  
JD (Wake Forest University)  
Senior Lecturer in Business and Economics, 2004

GREGORY WRIGHT  
BS, MS, MM (University of Tennessee)  
Lecturer in Mathematics, 2012

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

GEORGE WILLIAM BAXTER, JR  
BA (Emory University)  
MDiv (Yale University)  
MA, PhD (George Peabody College)  
Professor of Psychology, Emeritus, 1969

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

BETTY KUHNERT  
BM, MM (University of Wisconsin)  
Senior Lecturer of Music, Emerita, 1979

MARY LANDRUM  
BM (Vassar College)  
MM (Eastman School of Music, University of Rochester)  
Instructor of Music, Emerita

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)  
MS, PhD (Virginia Polytechnic Institute and State  
University)  
Professor of Biology, Emeritus, 1970

THOMAS RHEA PEAKE  
BA (King)  
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  
Dean, School of Nursing

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

THOMAS R. SCHRODER  
BA, MA (University of Chicago)  
PhD (University of California at Riverside)  
Professor of Political Science, Emeritus, 1979

WILLIAM JUNIUS WADE  
BA (Southwestern at Memphis)  
MA, PhD (University of North Carolina)  
Professor of History, Emeritus, 1952



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# ALUMNI ASSOCIATION

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## MEMBERSHIP

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

## PURPOSE

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

## PUBLICATIONS

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

The *Electronic Tornado (ET)*—a free-of-charge electronic newsletter that contains campus news, information on upcoming events, and personal and professional updates on alumni. The *ET* is issued to approximately 2,000 subscribers.

The *King's 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](mailto:alumni@king.edu). Visit the alumni web page at [www.king.edu/alumni](http://www.king.edu/alumni).

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**SUMMARY OF ENROLLMENT, 2011-2012**  
**BY CLASS, STATES, AND COUNTRIES**

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<b>CLASS</b>	<b>MEN</b>	<b>WOMEN</b>	<b>TOTAL</b>
Seniors	106	163	269
Juniors	78	133	211
Sophomores	99	101	200
Freshmen	102	122	224
Special	40	89	129
Professional	229	540	769
Graduate	<u>122</u>	<u>203</u>	<u>325</u>
Total Enrollment	776	1,351	2,127

<b>STATES</b>		<b>COUNTRIES</b>	
Alabama	6	Afghanistan	1
Alaska	1	Argentina	1
Arkansas	1	Australia	1
California	8	Bahamas	4
Colorado	3	Bosnia	1
Connecticut	1	Burma	1
Florida	30	Brazil	5
Georgia	14	Canada	5
Hawaii	1	China	1
Illinois	2	England	9
Indiana	4	France	1
Kentucky	6	Gambia	1
Maine	1	Germany	1
Maryland	1	Grand Cayman	4
Massachusetts	1	Ireland	1
Michigan	1	India	2
Missouri	1	Iran	1
Nevada	2	Israel	1
New Jersey	8	Japan	1
New Mexico	1	Kenya	1
New York	10	Liberia	1
North Carolina	23	Malaysia	1
Ohio	9	Mexico	2
Oklahoma	1	Pakistan	1
Pennsylvania	5	South Korea	11
Rhode Island	2	Spain	2
South Carolina	9	Ukraine	1
Tennessee	1,337	United Arab Em.	1
Texas	8	United States	2,064
Vermont	2		
Virginia	558		
West Virginia	7		

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## ACADEMIC CALENDAR

	2012-13	2013-14	2014-15	2015-16
<b>FALL SEMESTER</b>				
Billing begins for Fall	6/25 (M)	6/24 (M)	6/23 (M)	6/22 (M)
Tuition and fees due	8/6 (M)	8/5 (M)	8/4 (M)	8/3 (M)
Graduate and Professional Studies early orientation	8/4 (S)	8/3 (S)	8/2 (S)	8/1 (S)
New Faculty/Staff Orientation	8/13 (M)	8/12 (M)	8/11 (M)	8/10 (M)
Faculty/Staff Workshop	8/14-16	8/13-14	8/12-13	8/11-12
Residence halls open at 8 AM for new students	9/1 (S)	8/31 (S)	8/30 (S)	8/29 (S)
Traditional Undergraduate Orientation and check in	9/1 (S)	8/31 (S)	8/30 (S)	8/29 (S)
Residence halls open at 9 AM for returning students	9/3 (M)	9/2 (M)	9/1 (M)	8/31 (M)
Classes begin for all students at 5 PM	9/3 (M)	9/2 (M)	9/1 (M)	8/31 (M)
Last day to add a class	9/7 (F)	9/6 (F)	9/5 (F)	9/4 (F)
Last day to drop a class without a grade of "W"	9/14 (F)	9/13 (F)	9/12 (F)	9/11 (F)
Constitution Day and Citizenship Day	9/17 (M)	9/16 (M)	9/15 (M)	9/19 (M)
Experience D.C.	9/20-22	9/26-28	9/25-27	9/24-26
King for a Day	9/29 (M)	TBD	TBD	TBD
Family Weekend	9/28-30	TBD	TBD	TBD
Mid-point of semester	10/19 (F)	10/18 (F)	10/17 (F)	10/16 (F)
Fall Break	10/19 (F)	10/18 (F)	10/17 (F)	10/16 (F)
Spring class offering available on the website	10/22 (M)	10/21 (M)	10/20 (M)	10/19 (M)
Mid-semester grades due at Noon	10/22 (M)	10/21 (M)	10/20 (M)	10/19 (M)
Advising Week	10/29-11/2	10/28-11/1	10/27-31	10/26-30
Last day to withdraw from a course with a grade of W; WP/F recorded thereafter	10/31 (W)	10/30 (W)	10/29 (W)	10/28 (W)
Last day to change a course to Pass/Fail status	11/2 (F)	11/1(F)	10/31 (F)	10/30 (F)
Registration begins for spring semester	11/5 (M)	11/4 (M)	11/3 (M)	11/2 (M)
Billing begins for Spring	11/12-16	11/18-22	11/17-21	11/16 (M)
Last day to withdraw from a course	11/26 (M)	11/20 (W)	11/19 (W)	11/18 (W)
Fall/Thanksgiving Break begins at 8 AM	11/17 (S)	11/23 (S)	11/22 (S)	11/21 (S)
Thanksgiving Day	11/22 (Th)	11/28 (Th)	11/27 (Th)	11/26 (Th)
Classes resume at 8 AM	11/26 (M)	12/2 (M)	12/1 (M)	11/30 (M)
Graduate and Professional Studies early orientation	12/1 (S)	12/7 (S)	12/6 (S)	12/5 (S)
Classes end for Traditional undergraduates	12/12 (W)	12/11 (W)	12/10 (W)	12/9 (W)
Reading Day	12/13 (Th)	12/12 (Th)	12/11 (Th)	12/10 (Th)
Examinations begin	12/14 (F)	12/13 (F)	12/12 (F)	12/11 (F)
Examinations end	12/19 (W)	12/18 (W)	12/17 (W)	12/16 (W)
Graduate grades due by Noon	12/20 (Th)	12/19 (Th)	12/18 (Th)	12/17 (Th)
Residence halls close at 9 AM	12/20 (Th)	12/19 (Th)	12/18 (Th)	12/17 (Th)
Tuition and fees due for spring	12/17 (M)	12/16 (M)	12/15 (M)	12/14 (M)
Classes end for students in GPS programs	12/21 (F)	12/20 (F)	12/19 (F)	12/18 (F)
Grades due at 5:00 PM	12/21 (F)	12/20 (F)	12/19 (F)	12/18 (F)

**ACADEMIC CALENDAR**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Fall Commencement	12/21 (F)	12/20 (F)	12/19 (F)	12/18 (F)
Residence hall will close for graduating seniors	12/22 (S)	12/21 (S)	12/20 (S)	12/19 (S)
Christmas Day	12/25 (T)	12/25 (W)	12/25 (Th)	12/25 (F)

<b>SPRING SEMESTER</b>				
Residence halls will open at 12 PM for January-Term residents	1/6 (Su)	1/5 (Su)	1/4 (Su)	1/3 (Su)
January Term (J-Term)	1/7-1/18	1/6-1/17	1/5-1/16	1/4-1/15
Orientation-New Students	1/19 (S)	1/18 (S)	1/17 (S)	1/16 (S)
Residence halls will open at 12 PM for Spring Term residents	1/20 (Su)	1/19 (Su)	1/18 (Su)	1/17 (Su)
Classes begin for all students at 8 AM	1/21 (M)	1/20 (M)	1/19 (M)	1/18 (M)
King for a Day	1/21 (M)	1/20 (M)	1/19 (M)	1/18 (M)
Last day to add a class	1/25 (F)	1/24 (F)	1/23 (F)	1/22 (F)
Last day to drop a class without a grade of "W"	2/1 (F)	1/31 (F)	1/30 (F)	1/29 (F)
Mid-point of semester	3/8 (F)	3/7 (F)	3/6 (F)	3/4 (F)
Mid-semester grades due at Noon	3/11 (M)	3/10 (M)	3/9 (M)	3/7 (M)
Spring recess begins at 8 AM	3/16 (S)	3/15 (S)	3/14 (S)	3/12 (S)
Fall and Summer course offerings available on the website	3/18 (M)	3/17 (M)	3/16 (M)	3/14 (M)
Classes resume at 8 AM	3/25 (M)	3/24 (M)	3/23 (M)	3/21 (M)
Advising week	3/25-29	3/24-28	3/23-27	3/21-25
Registration begins for fall; room deposits due	4/1 (M)	3/31 (M)	3/30 (M)	3/28 (M)
Registration begins for summer term	4/1 (M)	3/31 (M)	3/30 (M)	3/28 (M)
Last day to withdraw from a course with a grade of W; WP/F recorded thereafter	4/3 (W)	4/2 (W)	4/1 (W)	3/30 (W)
Last day to change to Pass/Fail status	4/3 (W)	4/2 (W)	4/1 (W)	3/30 (W)
Billing begins for Summer	4/8 (M)	4/7 (M)	4/6 (M)	4/11 (M)
Good Friday-no classes	3/29 (F)	4/18 (F)	4/3 (F)	3/25 (F)
Easter	3/31 (Su)	4/20 (Su)	4/5 (Su)	3/27 (Su)
Last day to withdraw from a class	4/17 (W)	4/16 (W)	4/15 (W)	4/13 (W)
Dogwood Weekend	4/19-21	4/11-13	4/17-19	4/15-17
ACCESS King Day	4/20 (S)	4/12 (S)	4/18 (S)	4/16 (S)
Summer tuition and fees due for Graduate and Professional Studies students	4/29 (M)	4/28 (M)	4/27 (M)	4/25 (M)
Classes end for traditional undergraduates	5/1 (W)	4/30 (W)	4/29 (W)	4/27 (W)
Reading Day	5/2 (Th)	5/1 (Th)	4/30 (Th)	4/28 (Th)
Examinations begin	5/3 (F)	5/2 (F)	5/1 (F)	4/29 (F)
Orientation-Graduate and Professional Studies	5/4 (S)	5/3 (S)	5/2 (S)	4/30 (S)
Examinations end	5/8 (W)	5/7 (W)	5/6 (W)	5/4 (W)
Residence hall will close at 9 AM	5/9 (Th)	5/8 (Th)	5/7 (Th)	5/5 (Th)
Graduate grades due at Noon	5/9 (Th)	5/8 (Th)	5/7 (Th)	5/5 (Th)
Classes end for students in the GPS programs	5/10 (F)	5/9 (F)	5/8 (F)	5/6 (F)
Grades due at 5 PM	5/10 (F)	5/9 (F)	5/8 (F)	5/6 (F)
Residence hall will close for graduating seniors	5/11 (S)	5/10 (S)	5/9 (S)	5/7 (S)

## ACADEMIC CATALOGUE, 2012-2013

	2012-13	2013-14	2014-15	2015-16
Spring commencement	5/11 (S)	5/10 (S)	5/9 (S)	5/7 (S)
ACCESS King Day	6/14-15	6/21-22	6/19-20	6/17-18

<b>SUMMER TERM</b>				
Classes begin for students in Graduate and Professional Studies programs	5/13 (M)	5/12 (M)	5/11 (M)	5/9 (M)
Summer Session Term A begins; tuition and fees due	5/13 (M)	5/12 (M)	5/11 (M)	5/9 (M)
Last day to Add/Drop Term A (no refund after this date)	5/14 (T)	5/13 (T)	5/12 (T)	5/10 (T)
Last day to withdraw from a course with a grade of W; WP/F recorded thereafter—Term A	5/24 (F)	5/23 (F)	5/22 (F)	5/20 (F)
Last day to withdraw from a class—Term A	5/31 (F)	5/30 (F)	5/29 (F)	5/27 (F)
Summer Term A ends	6/7 (F)	6/6 (F)	6/5 (F)	6/3 (F)
Summer Session Term B and C begin; tuition and fees due	6/10 (M)	6/9 (M)	6/8 (M)	6/6 (M)
Grades due for Summer Session A by 5 PM	6/10 (M)	6/9 (M)	6/8 (F)	6/6 (M)
Last day to Add/Drop Term B (no refund after this date)	6/11 (T)	6/10 (T)	6/9 (T)	6/7 (T)
Last day to Add/Drop Term C (no refund after this date)	6/14 (F)	6/13 (F)	6/12 (F)	6/10 (F)
Last day to withdraw from a course with a grade of W; WP/F recorded thereafter—Term B	6/21 (F)	6/20 (F)	6/19 (F)	6/17 (F)
Last day to withdraw from a class—Term B	6/28 (F)	6/27 (F)	6/26 (F)	6/24 (F)
Last day to withdraw from a course with a grade of W; WP/F recorded thereafter—Term C	7/12 (F)	7/11 (F)	7/10 (F)	7/8 (F)
Summer Term B ends	7/12 (F)	7/11 (F)	7/10 (F)	7/1 (F)
Summer recess begins	6/29 (S)	6/28 (S)	6/27 (S)	7/2 (S)
Grades due for Summer Session B by 5 PM	7/15 (M)	7/14 (M)	7/13 (M)	7/11 (M)
Classes resume	7/8 (M)	7/7 (M)	7/6 (M)	7/11 (M)
Last day to withdraw from a class—Term C	8/2 (F)	8/1 (F)	7/31 (F)	7/29 (F)
Summer Term C ends	8/9 (F)	8/8 (F)	8/7 (F)	8/5 (F)
Grades due for Summer Session C by 5 PM	8/12 (M)	8/11 (M)	8/10 (M)	8/8 (M)
Classes end for students in the GPS programs	8/30 (F)	8/29 (F)	8/28 (F)	8/26 (F)
Grades due for Graduate and Professional Studies at 12 Noon	9/3 (T)	9/2 (T)	9/1 (T)	8/30 (T)

\*Please refer to the King 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.