

King University

2020-2021

Catalog



TITLE PAGE

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

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

King University is certified to operate in Virginia by the State Council of Higher Education for Virginia. King's primary location in Virginia is Southwest Virginia Community College, 724 Community College Road, Cedar Bluff, Virginia 24609. Each course or degree or certificate program offered by King University in Virginia is approved by King or its Board of Trustees (when applicable).

The teacher education programs are approved by the Tennessee State Board of Education. The School of Nursing programs are fully approved by the Tennessee Board of Nursing and are members of the American Association of Colleges of Nursing. The Baccalaureate degree program in Nursing, Master's degree program in Nursing, and the Doctor of Nursing Practice program at King University are accredited by the Commission on Collegiate Nursing Education, (<http://www.cneaccreditation>). The Bachelor of Social Work program is accredited through the Council on Social Work Education (CSWE). The athletic program is a member of the National Collegiate Athletic Association (NCAA) Division II and Conference Carolinas.

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

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

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

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The Mission and Vision of King University

MISSION

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

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

VISION

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

IDENTITY

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

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

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

PHILOSOPHY OF EDUCATION

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

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

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

King holds that knowledge of self, the world, and God are connected and, therefore, that learning and intellectual inquiry are acts of worship. King seeks to maintain an atmosphere in which learners have the privilege and responsibility of exploring the full range of questions raised in and beyond the classroom. The institution seeks to foster an ethos that stresses the importance of exploration, personal initiative,

The Mission and Vision of King University

character and integrity, collegiality, humane instincts, aesthetic sensitivities, and leadership. The community of learners at the institution seeks to embrace the values of Christian community through lives of scholarship, service, and spiritual formation.

SPIRITUAL FORMATION

“LET THE SAME MIND BE IN YOU THAT WAS IN CHRIST JESUS.” (PHILIPPIANS 2:5)

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

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

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

For a university whose core values are Christian, the process of spiritual formation should shape the character of each student toward the truly good, wise, just, and beneficent, and be reflective of the person and work of Jesus Christ. This will be done best as the institution draws on its vast resources of curricula, extracurricular programs, service and mission projects, administrative policies, and community life in such a way that they promote the process of character formation in the direction of faithful, prudential, paradigms, and domains. Because true education is about the whole person—body, mind, and spirit—the institution facilitates not only study and scholarship, but also reflection and prayer, service and worship, virtue and ethics, honor

and integrity, justice and peace, vocation and calling, and an integrated world and life view.

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

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

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

- Regular academic offerings
- Service and mission projects
- Traditional spiritual disciplines such as worship, service, prayer, and study
- 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

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Christian faith. We require that all trustees be women and men who have excelled in their vocations and who give evidence of their Christian faith upon selection to the board.

CONTEXT

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

Consistent with its historic motto *Ecclesiae et Litteris*, for the church and for learning, the Christian character of the institution is expressed in a program intentionally built on a foundation of the classic Presbyterian tradition, the authority of Scripture, and personal commitment to Jesus and His service. The institution is committed to a regional, national, and international constituency. King strives to enrich the collegiate experience and broaden its service by having an ethnically and geographically diverse student body. Applicants are accepted into the institution upon evidence of academic qualifications and are admitted without regard for ethnic or religious background.

History of King University

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

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

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

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

Reverend James Doak Tadlock, a graduate of Princeton Seminary and a member of Holston Presbytery, was chosen as the founding president of the institution, which matriculated its first male students and began classes in August 1867. A man of faith and dedication, Tadlock believed that a college education should conform to the strict classical

model of the liberal arts set forth by Yale. Course offerings were limited to Latin, Greek, mathematics, and science. Tadlock maintained close personal relationships with his students and encouraged the formation of student-led literary societies in which the students honed their skills in public speaking and debate.

During the 18 years of his presidency, Tadlock produced only 63 graduates, but they were an impressive group. From this number there were 40 ministers, seven of whom were missionaries. Ten became lawyers; another ten were college professors, five becoming college presidents; three were editors of magazines and newspapers; and others went into business. More than seventy percent of Tadlock's alumni had graduate or professional training, and half were recipients of honorary degrees. Eight had national careers of such prominence that they were chosen for inclusion in *Who's Who in America*. One graduate wrote later of his beloved president, "We were proud of him. The sacrifices we knew he was making to remain with the little college endeared him to us, and the fact that we had such a president made every man of us feel that King ranked any college in the land."

Tadlock's successors in the presidency broadened the curriculum and increased the range of course offerings but continued his emphasis upon developing young men who could provide both intellectual and moral leadership to their communities. By the early 20th century, however, King was facing both new challenges and opportunities. Bristol's growth had transformed the rural environment of the campus into an urban setting of city blocks filled with houses and commercial buildings, and the advent of regional accrediting associations mandated uniform standards of quality. King needed to become an accredited institution.

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

History of King University

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

In 1916 Reverend Isaac S. Anderson, a member of the class of 1875 and a grandson of James King, offered a wooded tract of 60 acres east of Bristol as a new campus site. The institution immediately launched a campaign to raise funds for buildings and, with the completion of Bristol Hall in 1917, moved to its new location in the fall term. Over the course of the next decade, six major buildings were erected on the new campus.

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

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

The post-World War II years were a time of remarkable growth and achievement for King. In March 1943, Reverend Robert Todd Lapsley Liston was named president and began a 25-year tenure that would be one of the most significant in King's

history. Liston was determined that King would achieve the academic distinction that had been the goal of its founders. Strong support by the Board of Trustees enabled Liston to make academic quality his top priority. Money was poured into faculty salaries, the library, laboratory equipment, and the college's endowment, while Liston personally recruited bright high school graduates to fill the classrooms. By 1948, King had won accreditation from the Southern Association of Colleges and Schools, and by 1960, leading graduate and professional schools were admitting King's quality alumni.

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

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

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

History of King University

union, Maclellan Hall, an additional residence hall for women, and remodeling of the chapel to increase its seating capacity took place during the 1980s.

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

In 1997, Reverend Gregory D. Jordan began his 17-year tenure as president. Dr. Jordan and the Trustees crafted King's first comprehensive strategic plan. Specific developments under Greg Jordan included the redesign of the Core Curriculum and a year-round academic calendar. The nursing program that began in 1998 launched King into a new educational paradigm that fit well with King's mission of "transformation of culture in Christ." The programs for non-traditional working adults followed.

The Peeke School of Christian Mission, named after King Alumna Catherine Peeke, who was a Wycliffe Bible translator in South America, was opened in the fall of 2001. The Center for Graduate and Professional Studies (now known as Adult and Graduate Studies) opened at this time, and began offering adult-oriented degree programs delivered face-to-face and online—Master of Business Administration, Master of Education, Master of Science in Nursing, RN to Bachelor of Science in Nursing, and Bachelor of Business Administration. Additionally, B.S. degrees were offered in Information Technology, Psychology, Communication, Criminal Justice, Healthcare Administration, Health Informatics, and History. A B.A. degree was offered in English for AGS students.

Significant upgrades to campus computing infrastructure have made a difference in enhancing student learning and communication. Major changes

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

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

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

Campus

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

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

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

Bristol Hall (1917)

Houses faculty offices (the School of Health and Professional Sciences, the School of Business, Economics, and Technology, and the College of Arts and Sciences), the Academic Center for Excellence (ACE), offices for several student support services (Student Success, Kayseean, and Disability Services), and the eSports arena.

Burke Observatory (1962)

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

The Counseling Center (1972)

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

E. W. King Library (1962)

Houses a collection of over 350,000 items in open stacks, an instructional computer lab, and office space for the library staff, and provides display space of pieces in the Caldwell Art collection. The building's lower level houses the President's Office as well as administrative support services offices (Academic Affairs, Registration and Records, Business Office, and Financial Aid).

F. B. Kline Hall (1964)

Is equipped for indoor sports such as badminton, basketball, indoor soccer, and volleyball. The soccer,

baseball, softball, and wrestling teams have their locker rooms in this building. It also houses the band room, classrooms, faculty offices (the School of Education), and coaches' offices.

The Facilities Services Building (1991)

Houses the Maintenance, Grounds, and Housekeeping departments.

Hyde Hall (2000)

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

Liston Hall (1966)

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

Maclellan Hall (1983)

Houses the Dining Hall, Student Affairs, Widener TV Lounge, King's Den, Wager Center for Student Success, the mail room, Career Services, Student Government Association, the Tornado Alley Shoppe, and a computer lab.

Margaret M. Sells Hall (1927)

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

Memorial Chapel (1932)

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

Mitchell Hall (1985)

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

Nicewonder Hall (2011)

Houses classrooms, the One Button Studio, the Exercise Science Laboratory, a conference room, and serves as the headquarters of the Appalachian College Association.

Campus

Parks Field and other athletic facilities (2002)

In addition to the above buildings, the institution has an intercollegiate baseball field, an intercollegiate softball field, an intercollegiate soccer field (Parks Field), and six tennis courts on the west end of campus. There are two intramural fields, one on the east end of campus and another on the west end.

Parks Hall (1962)

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

Pauline Massengill DeFriece Place (1976)

Is the campus welcome center and houses the Admissions Office.

The Snider Honors Center (1949)

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

Student Center Complex (2002)

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

Tadlock Wallace (1921)

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

White Hall (1976)

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

The Women's Auxiliary Building (1918)

Served as the institution's dining hall through

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

ADDITIONAL CAMPUSES

Kingsport Downtown – 104 East Main Street

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

Knoxville – 10950 Spring Bluff Way

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

INSTRUCTIONAL SITE LOCATIONS

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

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

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

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

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

Cedar Bluff, VA, Southwest Virginia Community College, 724 Community College Road

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

Kingsport, TN, Downtown, 104 East Main Street

Knoxville, TN, Hardin Valley, 10950 Spring Bluff Way

Campus

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

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

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

Alumni

King has more than 13,000 alumni in 38 countries around the world. King alumni live out the core mission of exceling as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world.

ALUMNI ENGAGEMENT

Through Service:

- Ambassador – Promote King University to prospective students and the community
- King Family Legacy – Encourage family members to attend King University
- Guest Lecturer or Speaker – Volunteer in the classroom, in chapel or other events
- Event Host – Host an alumni event
- Board Leadership – Serve on the Alumni Council, Advisory Board, or as a Trustee
- Mentor – Provide trusted counseling to one or more students

Through Participation:

- Prayer – Pray for the University, its students and community
- Give Back – Donate to the University
- Alumni Surveys – Participate in shaping our university and alumni programs
- Events – Demonstrate school pride by attending university sponsored events:
 - Dogwood Homecoming
 - Regional Alumni Gatherings
 - Chapel
 - Convocation
 - Commencement
 - Athletics
 - Faith and Culture Speaker Series
 - Performing and Visual Arts

STAY CONNECTED

KING – The official university alumni magazine

King Connection – Our online alumni community is a valuable resource for finding classmates, staying connected, searching upcoming events and job openings, networking, and more. Download the King Connection App on your smart phone or visit KingConnection.org to register.

The E-Tornado – Our alumni electronic newsletter contains campus news, information on upcoming

events, and personal and professional updates on alumni.

Social Media – Our social media sites are avenues where alumni can engage in the conversation with fellow alumni and students regarding current events, university news and announcements.



CONTACT INFORMATION:

Contact the Director of Alumni and Community Engagement by calling 800-621-5464 or emailing alumni@king.edu. Visit the alumni web page at alumni.king.edu.

Policies—Admissions

ACADEMIC PREPARATION

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

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

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

An applicant who has below a 3.0 high school GPA may be reviewed by the Admissions Committee. The Committee may then grant acceptance, grant conditional acceptance, or deny acceptance.

Conditional acceptance means that the student will be limited to a 14 -16 semester-hour course load in the first semester, as well as other requirements determined by the Admissions Committee.

Conditional acceptance does not impose any academic sanction.

A student who has attempted 13 or more semester hours of college coursework after the completion of high school is considered a transfer student. Please visit catalog policy *Applying as a Transfer Student* in the *Academic Policies* section for the admissions criteria for transfer students. A student who is applying for admission to the Associate of Arts or an undergraduate Adult and Graduate Studies program should visit catalog policy *Acceptance Criteria for Undergraduate AGS Programs*, also found in the *Academic Policies* section of the Catalog.

For information regarding academic standards review, please visit the *Academic Standing* policy.

ADMISSIONS

All students who seek admission to King University must complete the *Application for Admission* by visiting apply.king.edu.

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

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

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

All acceptances to King University are offered provisionally, with the understanding that the acceptance offer is contingent on the student successfully meeting all requirements of the enrollment process, including review of any disclosed criminal convictions. Omission or falsification of information on the application for admission may result in the denial of the application or revocation of admission and dismissal from the university.

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

ADVANCED STANDING

The institution encourages well-prepared students to move ahead in their academic programs at a rate commensurate with their aptitude and previous

Policies—Admissions

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.

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 specifics.

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

For information regarding College Level Examination Program (CLEP) of the College Entrance Examination Board, testing, and other Prior Learning Assessment, please reference the *Prior Learning Assessment* policy within the *Academic Policies* section of the catalog.

APPLICATION PACKET REQUIREMENTS FOR GRADUATE PROGRAMS

Professional Master of Business Administration (MBA) Application Packet Requirements

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

- f. Computer applications, including spreadsheet and database applications (recommended)

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

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

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

Traditional Master of Business Administration (MBA) Application Packet Requirements

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

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requirement may be conditionally accepted.

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

Master of Education (M.Ed.) in Curriculum and Instruction (for students seeking initial teacher licensure) Application Packet Requirements

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

M.Ed. students may transfer up to six credits of graduate study with a minimum 3.0 GPA in comparable approved coursework, pending approval of the Program Coordinator of the M.Ed. Program.

Master of Education (M.Ed.) in Curriculum and Instruction (for students who are in a job-embedded

position as the teacher of record in a school) Application Packet Requirements

1. Submit a completed application.
2. Submit evidence of completion of a bachelor's degree from a regionally accredited college/university prior to enrolling.
3. Submit official transcripts from all colleges/universities attended.
 - a. A minimum cumulative grade point average of 3.25 on a 4.00 scale in undergraduate work is required OR a minimum of 3.5 in the academic major for the related teaching endorsement.
4. Submit score on Praxis II: Content Knowledge in the teaching endorsement.
5. Submit names and email address of two professional or academic recommenders for an automated reference request.
6. Receive a passing score on a research-based writing sample in APA format. Topic will be provided.
7. Interview with School of Education Graduate Admissions Committee.
8. An applicant lacking any one of the admission criteria will be reviewed by the Graduate Admissions Committee on an individual basis and may be considered for admission with conditional status.
9. If a candidate is admitted on conditional status, all deficiencies must be rectified by the last day of the first semester for the candidate to remain enrolled in the program.

Master of Science in Nursing (MSN) Application Packet Requirements

1. Submit a completed application.
2. Submit evidence of graduation from an accredited baccalaureate nursing program with a minimum cumulative undergraduate grade point average (GPA) of 3.0 on a 4.0 scale prior to enrolling.
3. Submit evidence of satisfactory completion of the following undergraduate courses: Statistics, Nursing Research/Evidence Based Practice, and Health Assessment (as separate courses or integrated concept) with a course grade of C or better. Pathophysiology is highly recommended for the nurse practitioner

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concentrations and nurse educator concentrations.

4. Submit official transcripts from all prior colleges/universities.
5. Submit a copy of current unencumbered license as a Registered Nurse from the Tennessee Board of Nursing or a compact Multi-State license with privileges to practice in Tennessee. Students must also hold a license for any state where practicum hours will be completed. Applicant should not be on probation and must report any past or current disciplinary action taken by a State Board directly to the Dean of the School of Nursing.
6. Submit a personal essay- prompt provided by admissions
7. Optional Interview.
8. Submit a current curriculum vitae demonstrating professional endeavors and accomplishments, education, career, experience, professional memberships, community service/volunteer/military experience.
9. Submit names and emails of two recommenders. Prefer at least one academic and one professional. (Note: Applicants for guaranteed admission to the MSN program must submit the names and emails of three recommenders. See below for details.)

Students completing a BSN degree from King University may apply for guaranteed admission to a MSN program during the final semester of the BSN program. Students applying for guaranteed admission must meet the following admission criteria in addition to those listed above:

1. a minimum cumulative undergraduate grade point average of 3.5/4.0 or higher
2. application must include two academic and one professional recommendation
3. the student will have received no academic sanctions during the BSN program

Guaranteed admission is contingent on time of application and seats available per semester.

All students should be computer literate with ability to send and download attachments, conduct database searches, and possess competence in word processing,

spreadsheets, presentation software with voice-over or screencasting ability.

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

MSN students may transfer up to **six (6) credits** of graduate study from another accredited institution and program to be credited toward core or elective program requirements at King.

Courses being transferred must have been assigned a grade of B or higher and must have covered content which is required for a particular core course or specialty program concentration. To request transfer credit, the student must obtain the *Authorization for Acceptance of Prior Graduate/Doctoral Work* form from the Office of Registration and Records. This completed form, along with an official transcript verification of the course and course description must be submitted to the Office of Registration and Records, which will be reviewed by School of Nursing faculty. When authorization of acceptance is given, the Office of Registration and Records will be notified.

Doctor of Nursing Practice (DNP) Application Packet Requirements

1. Submit a completed application.
2. Submit official transcripts of all academic work.
 - a. A baccalaureate and master's degree in nursing with a GPA of 3.25 or higher from a program accredited by the Accreditation Commission for Nursing Education (ACNE) or the Commission on Collegiate Nursing Education (CCNE) is required. Other master's degrees from an accredited university to include but not limited to a Master's in Business Administration, a Master's in Public Health, a Master's in Health Education, or a Master's in Healthcare Administration will also be considered.
3. Submit a 300-word essay describing the reason for seeking a DNP completed in current APA format.

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4. Submit a narrative description of past and current clinical practice.
5. Submit a 500-750-word proposal identifying an evidence-based practice problem—this may be a practice improvement issue, a clinical management problem, or an area of clinical research that the applicant will address while in the program. The essay must identify key resources necessary to complete the project and completed in current APA format.
6. Submit a current curriculum vitae demonstrating professional endeavors and accomplishments, education, career, experience, professional memberships, community service/volunteer/military experience and professional scholarly accomplishments.
7. Submit a copy of current unencumbered license as a Registered Nurse from the Tennessee Board of Nursing or a compact Multi-State license with privileges to practice in Tennessee. Applicant should not be on probation and must report any past or current disciplinary action taken by a State Board directly to the Dean of the School of Nursing.
8. Submit a copy of advanced practice nursing license and specialty certification, if applicable.
9. Submit verification of *Post-Baccalaureate Clinical and Practice Hours* document completed by the candidate's graduate nurse program.
10. Admission exam is not required, but GRE scores may be submitted.
11. Provide the names and email addresses of three recommenders. At least one should be from a former dean or academic faculty and one from a current or former supervisor.
12. Participate in a face-to-face or electronic interview with nursing faculty, which will include an impromptu writing sample.
13. It is highly recommended, but not required, to provide evidence of the successful completion of a graduate level statistics course within five (5) years prior to program matriculation.

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

International Students

For international application and F-1 VISA information, please see the *International Students Policy* in the Admissions Policies section of this catalog.

Application Timeline: Applications for admission will be accepted starting January 1 and will continue through *June 1* prior to the desired fall semester start date. Early application is encouraged to qualify for financial aid.

The DNP Admissions Committee will review all complete applications, select the candidates who meet the set criteria and rank them based on their ability to successfully complete the program. After evaluation of the candidates' files, the DNP Admissions Committee will schedule interviews and administer timed writing samples with the candidates. Once interviews and writing samples are complete, the DNP admissions committee will assign an admission status to each applicant. The admission status will be one of the following:

1. **Admitted**

The student meets or exceeds all required admissions criteria and, therefore, is fully admitted to the DNP program without any conditions.

2. **Provisionally Admitted**

The Committee may grant provisional admittance to applicants who do not yet meet all of the admission requirements (anticipated completion of a final semester of a degree program or a single course) but have been able to demonstrate they have been academically successful in the past. The DNP Admissions Committee will work with such students to develop an action plan and timeline for achieving the admitted status.

3. **Conditionally Admitted**

The student does not meet the minimum grade point average admission requirement; however, the DNP Admissions Committee will permit the candidate to enter the program as long as

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the agreed upon conditions are satisfactory met by the student. A signed learning contract is required for this level of acceptance.

4. Admission Denied

The DNP Admissions Committee believes the applicant is not likely to succeed in the DNP program; therefore, the committee will deny acceptance.

The DNP Admissions Committee typically makes its decision within two weeks after the application submission deadline. The Admissions Office will notify applicants of the status of the DNP Admissions Committee review in writing or by email.

The DNP program is an academically rigorous program developed to prepare nursing leaders who integrate Christian faith, scholarship, service, and career into their daily lives. King University seeks students who desire lifelong learning in a Christian environment. Admission to the DNP program is competitive but does not focus on a single factor to determine the best candidates. Decisions for admission will be based on demonstrated academic achievements, work history and performance, leadership ability, community involvement, writing ability, and the ability to successfully develop, implement and evaluate a translational research project.

Upon acceptance to the DNP program, a student wishing to transfer courses from other institutions for credit may request that completed doctoral course work be considered for transfer. A maximum of six (6) semester credit hours may be transferred in. To be considered for transfer credit, a course must have been taken for doctoral credit and must carry a grade of B or better. Courses considered for transfer credit must be from an accredited college or university program. Clinical coursework and courses graded as pass/fail cannot transfer.

To request transfer credit, the student must obtain the *Authorization for Acceptance of Prior Graduate/Doctoral Work* form from the Office of Registration and Records. This completed form, along with an official transcript verification of the course and course description must be submitted to the Office of Registration and Records, which will be reviewed by School of Nursing faculty. When authorization of

acceptance is given, the Office of Registration and Records will be notified.

APPLICATION PACKET REQUIREMENTS FOR UNDERGRADUATE AGS PROGRAMS

Associate of Arts Application Packet Requirements

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

All undergraduate AGS programs require:

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

Bachelor of Science in Nursing for Registered Nurses Application Packet Requirements

1. Submit a completed application.
2. Submit official transcripts from all prior colleges or diploma programs attended.
 - a. Applicants with less than a cumulative 2.75 undergraduate GPA on a 4.0 scale may be considered on a conditional basis.
3. Submit a copy of current unencumbered license as a Registered Nurse from the Tennessee Board of Nursing or a compact

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Multi-State license with privileges to practice in the state of Tennessee. Applicant should not be on probation and must report any past or current disciplinary action taken by a State Board directly to the Dean of the School of Nursing. If the student is a new graduate from an associate degree or diploma program, the student may be accepted on provisional status for one academic semester to obtain and submit an RN license to the School of Nursing. Students who fail to obtain and submit an RN license to the School of Nursing prior to the start of the second semester will be unable to attend nursing classes but may continue in core courses (TCOM, LIBS, RELG) until an RN license is obtained and submitted to the School of Nursing.

Bachelor of Social Work Application Packet Requirements

1. Submit a completed application.
2. Submit official transcripts from all prior colleges and universities attended.
 - a. Applicants are required to hold a minimum 2.2 cumulative GPA on a 4.0 scale. Students whose cumulative GPA lies below 2.2 may be considered on a conditional basis or accepted as “pre-social work” temporarily until the GPA rises to the required limits. Students are expected to maintain a minimum GPA of 2.2 while in the program.
3. Submit a specific application to the Social Work program. This may be accessed at <http://www.king.edu/admissions/ags/programs/bsw/programapplication.aspx>.
 - a. Complete the required self-assessment form.
 - b. Write and submit a 300-500-word personal statement using the prompt on the *Social Work Application Form*.
4. Participate in an interview with Program Committee (via video conferencing online, by telephone, or in person) should questions arise regarding any part of your application packet.

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

1. Submit a completed application.
2. Submit official transcripts from all prior colleges attended.
 - a. Applicants with less than a cumulative 2.75 undergraduate GPA may be considered on a conditional basis.
3. Complete the Praxis Core Academic Skills Assessment. Applicants with ACT composite scores of 22 or higher or SAT math/verbal scores of 1020 or higher are exempt.

*All students will complete the formal process for admission to Teacher Education in EDUC 2030 *Introduction to Education*. For general program admission requirements, please see *Teacher Education under Academic Programs*.

APPLYING AS A NEW FRESHMAN

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

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

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

APPLYING AS A TRANSFER STUDENT

Admission Requirements

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

1. A completed application
2. Official transcripts from all institutions of higher education previously attended

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3. An official high school transcript (only for any student who has not completed an associate or bachelor's degree)

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

Previously Earned Degree from Another Institution

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

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

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

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

General Education Requirements

To graduate from King University with a baccalaureate degree, all students must have earned a minimum of 30 semester hours of general education at a regionally accredited institution. By graduation, students must have at least one course in each of the following categories.

1. Citizenship
2. English Composition I
3. English Composition II
4. Human Creative Products
5. Human Culture
6. Humanities: History
7. Humanities: Literature
8. Quantitative Literacy
9. Science

In addition to fulfilling each of the categories above as well as the Common Experience, traditional students will complete their General Education requirements by passing a Wellness for Life course.

Specific Majors/Minors Requirements

Some academic programs, both majors and minors, require specific general education courses as prerequisites. If transfer students bring in other general education courses and thereby satisfy general education requirements, they still must take the required prerequisite courses.

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

Evaluation of Prior Coursework

All transfer coursework is evaluated using the following criteria:

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

Only grades of C- or higher will qualify a course as transfer credit. A maximum of 76 semester hours of accepted credit may be applied to a student's King University academic program.

The *Transfer Credit Acceptance* policy explains how previous courses above the level of general education courses may be submitted for review.

Graduation Requirements

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

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

Traditional Candidates

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

An applicant who has below a 2.0 cumulative college GPA may be reviewed by the Admissions Committee. The Committee may then grant acceptance, grant conditional acceptance, or deny acceptance.

Conditional acceptance means that the student will be limited to a 14 -16 semester hour course load in the first semester, as well as other requirements determined by the Admissions Committee.

Conditional acceptance does not impose any academic sanction.

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

All traditional transfer candidates must complete the Common Experience courses listed below:

1. KING 2000 Transfer Year Experience (1 s.h.)
2. KING 3000 Cross-Cultural Experience (0 s.h.)
3. KING 4000 Christian Faith and Social Responsibility (1 s.h.)
4. RELG 1001 Foundations of Christian Thought and Practice (4 s.h.)

Adult and Graduate Studies (AGS) Candidates

AGS Candidates with fewer than 45 semester hours of transferrable college-level coursework may be admitted as degree-seeking under the student's intended program of study. It is highly recommended that these students complete all General Education requirements and elective hours needed before starting their major coursework.

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

Because AGS programs are offered in an accelerated format, candidates for admission to a program must meet the program's minimum cumulative GPA requirements for credits earned at other regionally accredited institutions. See *Application Packet Requirements for Undergraduate GPA Programs* in this catalog for program specific minimum GPA requirements. Students with a GPA that is lower than a program's minimum GPA may be considered for acceptance on a *conditional* basis if they are able to supply a rationale for the possibility of success in a King University AGS program. *Conditional* acceptance means that the student will be limited to a 14 -16 semester hour course load in the first semester, as well as other requirements determined by the Admissions Committee. *Conditional* acceptance does not impose any academic sanction.

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

AGS Program Application Packet Requirements

For specific AGS program application packet requirements, please visit catalog policy *Acceptance Criteria for Undergraduate AGS Programs* and *Acceptance Criteria for Graduate Programs*.

APPLYING FOR READMISSION TO KING

A student who desires to return to King University after not being enrolled for at least one semester may apply for readmission. Applicants must apply for admission by completing the admissions application at apply.king.edu. In addition to completing the application for readmission, the student should submit a letter presenting justification for readmission. Every applicant seeking readmission into King University must submit a statement indicating why they left the institution originally, why they seek to return now, and what factors have improved so that they can be successful in their program of study. This statement should be 300-400 words in length.

A student's account must be clear of all holds from the following offices:

- Academic Affairs / Office of Registration and Records
- Business Office

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- Financial Aid Office
- Security Office
- Student Affairs Office

The student will be notified by the Admissions Office should there be any holds on his or her account preventing readmittance. It is the responsibility of the student to contact the appropriate office to resolve any outstanding issues once notified. All outside transcripts must be supplied to the Office of Registration and Records prior to registration. Students may not register for courses or attend classes if they have any outstanding transcripts. The transcripts must be official and show no coursework as in progress. Students may receive transfer credit for courses that correspond or are equivalent to courses taught at King.

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

Undergraduate

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

Graduate

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

Readmission to a Specific Program

Some academic schools may require additional approvals for readmission to specific programs. For more information on re-admitting to a specific program, please contact the Office of Admissions.

Readmission Following Academic Suspension or Dismissal due to a Student Conduct Violation

A student who has been academically suspended or dismissed due to a student conduct violation may, after one semester, apply for readmission by observing the following procedures:

1. After completing the application for readmission and submitting official transcripts, The Office of Registration and Records will evaluate the student's original records and any course work completed since the suspension.
2. Students who were dismissed due to student conduct must receive approval from the Student Affairs Committee prior to readmission consideration.
3. The student must be cleared to re-admit by the previously listed offices.
4. If there is reason to believe that the student would profit from another opportunity to attend King University, the university will allow the student to enroll with probationary status following at least one semester of suspension.
5. If it is necessary to suspend the student a second time, that student will not be eligible to apply for readmission.

DUAL ENROLLMENT STUDENTS

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

A student interested in participating must:

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

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

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

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semester hours may be taken as a Dual Enrollment student.

Dual Enrollment classes will follow the master class schedule of King University. Dual Enrollment students will be expected to attend classes if King University is in session, even if their high school is not. Any absence should be discussed with the professor, and assistance for extended absences is available through the Office of Student Affairs at 423-652-6310.

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

INTERNATIONAL STUDENTS

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

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

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

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

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

PART-TIME STUDENTS

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

Other part-time students classified as special, auditing, or transient are not required to follow the regular admission process. Non-degree seeking students should contact the Office of Registration and Records for information on registering for classes. Information regarding fees can be found within the Financial Information Policies section of the catalog.

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AGS/ONLINE STUDENT COST STRUCTURE

Tuition by Program

For the 2020-2021 academic year, tuition pricing is available on the King University website for each Adult and Graduate Studies (AGS) program.

Employer Reimbursement

Students receiving employer reimbursement must submit on the student portal a copy of their employer's reimbursement policy, a letter of the student's eligibility on company letterhead, and a *King University Employer Reimbursement* form. This must be submitted on the student portal by the tuition due date **each** semester to be considered "employer reimbursed".

You can access "Employer Reimbursement" via the student portal. Click on the "My Finance" tab on the left side, then click on "Employer Reimbursement".

King Institutional Aid

AGS/Online students are not eligible to receive any form of institutional scholarships or grants. This includes athletic scholarships.

Athletic Participation

Undergraduate students wanting to participate in Intercollegiate Athletics at King University must be enrolled in the Traditional Program. Undergraduate students who wish to enroll in an AGS or online program must get special approval from the Registrar and Financial Aid. If approved, the student will still be classified as a traditional student with the traditional student cost structure.

Graduate AGS or Graduate Traditional students with remaining eligibility may participate in Intercollegiate Athletics at King and be awarded an Athletic Scholarship at the coach's discretion.

ADDITIONAL AND PART-TIME FEES

Part-Time Traditional Degree Seeking Students

Students working towards a degree will be charged \$600 per semester hour for all hours up to but not including 12 hours. Part-time students pay a \$120 comprehensive fee.

Non-Degree Seeking Students

Non-degree enrollment status is designed for students who wish to take courses but do not plan to pursue a degree. Non-degree students do not qualify for financial aid. Non-degree students are part-time students and are expected to enroll in no more than one class per term. If enrolling in more than one class per term, standard rates will apply for all classes.

Enrollment as a non-degree student does not guarantee regular admission to the University. Non-degree enrollment status does not require a formal admission process or formal entrance requirements. Non-degree applicants will complete an online application at <https://studentapp.king.edu>. The University reserves the right to cancel or discontinue any course because of low enrollment or for other reasons deemed necessary. Program Coordinators will be consulted during this process. Faculty and students will be notified if a course is cancelled.

- **Undergraduate Courses:**

Students who are not working toward a degree and who take only one course per semester will be charged \$75 per semester hour.

- **Graduate Courses:**

Students who are not working toward a degree and who take only one course per semester will be charged \$300 per semester hour. Non-degree seeking students are limited to a maximum of two graduate courses. Students completing an additional MBA concentration will be permitted to enroll as non-degree seeking students in the three graduate courses required for the concentration. Those students will be charged the MBA-Online program rate for all courses.

Lifelong Learners

King University offers a select set of collegiate courses for adults aged 60 and over. Adult learners audit non-credit classes at King's main campus in Bristol, Tennessee, free of charge.

Special Fees and Charges

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

- **Audit Fees**

Students auditing a course; that is, attending a class as a listener receiving no credit; will be

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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.

- **Online Tech Fees**

A \$100 fee will be charged for each online course for Adult and Graduate Studies students.

- **Overload Fee**

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

- **Music Fee**

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

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

- **Laboratory Science Breakage Fee**

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

- **Clinical Experience Fee for Teacher Education**

A per-semester fee of \$150 is charged for all students enrolled in semester-long clinical experience. This applies to undergraduate, post-baccalaureate, and graduate programs. It does not apply to practica, internships, and observations which total less than 150 on-site hours per semester.

- **Nursing Fees**

Students in the nursing programs will be charged fees to cover program and/or course supplies and resources. Program fees are outlined in the following chart:

Pre-licensure BSN:	\$1135 <i>Non-refundable</i>	Charged upon admission to clinical courses	Clinical lab supplies, electronic testing, course materials
	\$75	Charged upon admission to clinical courses	School of Nursing documentation fee
	\$300	Charged when entering Capstone course 4200	NCLEX prep
	\$200	Charged upon repeat registration to Capstone course 4200	NCLEX exam fee
	\$50	Charged upon repeat registration to Capstone course 4200	NCLEX prep
RN-BSN	\$12	Charged each semester	Research/library resources
	\$75	Charged upon registration for 3410	Health assessment supplies
	\$75	Charged upon admission	School of Nursing documentation fee
MSN NE, NA, FNP, PNP, PMHNP Post-MSN NE, FNP, PMHNP	\$12	Charged each semester	Research/library resources
	\$75	Charged upon admission	School of Nursing documentation fee
MSN NE, FNP, PNP, PMHNP Post-MSN NE, FNP, PMHNP	\$275	Charged upon registration to 5004	Health assessment kits
MSN FNP, PNP, PMHNP, Post-MSN FNP, PMHNP	\$90	Charged upon admission	Clinical fee
MSN FNP, PNP, Post-MSN, FNP	\$1000	Charged upon entry to 5018, 5019, 5021, 5023, 5024, 5025	Clinical fee
MSN PMHNP, Post-MSN PMHNP	\$2000	Charged upon entry to 5078, 5079	Clinical Fee
DNP	\$12	Charged each semester	Research/library resources
	\$75	Charged upon admission	School of Nursing documentation fee

All students are required to complete a drug screen upon admission to the program and as required per clinical agency protocol. Drug screens must be completed through Castlebranch. Initial drug screens are included

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in the School of Nursing documentation fee.
Each additional drug screen cost \$40.

- **Liability Insurance for Nursing Students**

All nursing students are charged a one-time fee for liability insurance during a student's first semester of enrollment in nursing courses.

Coverage is required of all nursing students.

Liability insurance fees are based on program as listed below:

1. Pre-licensure BSN: included in first semester clinical fees
2. RN-BSN: \$40
3. MSN Nurse Educator and Nurse Administrator: \$40
4. Post-MSN Nurse Educator Certificate \$40
5. MSN Family Nurse Practitioner, Psychiatric Nurse Practitioner, and Pediatric Nurse Practitioner: \$65
6. Post-MSN Family Nurse Practitioner and Post-MSN Psychiatric Mental Health Nurse Practitioner: \$65
7. DNP: \$65

King assumes no responsibility for students' employment or volunteer activities. If a student is employed as a nurse or other health care worker independent of his or her student role, the University has neither insurance nor responsibility. Legal liability is the responsibility of the student.

- **Residence Hall Room Deposit**

When 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. When a room deposit is paid during the Fall semester for the upcoming Spring semester, a refund must be requested by January 1. Otherwise the room deposit is non-refundable.

- **Residence Hall Damage Deposit**

A damage deposit of \$100 must be paid by each resident student. Damages for which the student is held responsible will be charged annually against the student's account. There must always be a \$100 deposit on the account.

Upon final residency at King University the \$100 deposit, less any charges for the year, will be returned.

- **Private Residence Hall Room Fees**

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

- **Graduation Fee**

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

- **Equipment Expense**

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

- **Background Check**

Students majoring in Education, Nursing, and Social Work are required to complete a Background Check to meet the standards of the clinical agencies associated with the field of study. Students are responsible for all fees associated with the background check. There is a \$65 fee for each background check.

Nursing students in the following programs are required to complete a background check upon admission to the program: pre-licensure BSN, MSN, post-MSN certificates and DNP. Students may be required to complete additional background checks per clinical agency protocol.

- **Vehicle Registration**

Students must register their vehicle online via the student portal. Once the registration is complete, a decal will be issued by the Security Department. There is an \$80 fee for the parking decal, which is good for the academic year. For students bringing a vehicle on campus beginning in the Spring semester, the

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registration fee is \$40 for the remainder of the academic year. There is no charge for Adult and Graduate Studies students.

- **Late Fees**

A late fee of \$100 will be charged to all accounts with an outstanding balance greater than \$100 by the first day of the semester. After the fifth day of the semester if the balance is not paid in full or secured by the following arrangements, the student may be purged from classes. The account must be paid in full, have payment arrangements secured with financial aid by submitting all documents to the Financial Aid Office and the aid award finalized, enrolled in the deferred payment plan, or have employer reimbursed documents submitted to the Business Office.

FULL-TIME TRADITIONAL STUDENT COST STRUCTURE

The cost of attending King University includes tuition, a comprehensive fee, the cost of books and course materials, and personal expenses which will vary. A reasonable estimate of such expenses for an academic year would include \$1,560 for books and \$3,590 for comprehensive personal expenses plus transportation costs.

For the 2020-2021 academic year, the cost structure for full-time students carrying a normal load, between 12 and 20 hours, excluding any special course fees, is:

Academic Year 2020-2021

	<u>Semester</u>	<u>Year</u>
Full-Time Tuition	\$15,053	\$30,106
Comprehensive Fee	\$867	\$1,734
Add for Boarding Student:		
Room*	\$2,357	\$4,714
Board	<u>\$2,336</u>	<u>\$4,672</u>
Total	\$20,613	\$41,226

*Plus a one-time \$100.00 damage deposit

NOTE: Room in Hyde Hall: \$2,457/semester

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

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

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

GENERAL FINANCIAL INFORMATION

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

Students are responsible for all charges on the student account. The institution reserves the right to refer uncollected account balances to a collection agency. If a period of 60 days passes without any activity on an account with an unpaid balance, a 30-day notice letter is sent to the student. If no payment is received within the next 30 days, the account is placed in collections. The student will be responsible for paying the collection fee, which may be based on a maximum percentage or up to 40% of the delinquent balance, together with all costs and expenses, including attorney fees for the collection of the unpaid balance. A delinquent account may be reported to major credit bureaus.

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

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

Student Accident Insurance Policy

All full-time traditional undergraduate students attending King University are automatically enrolled in the *Student Accident Insurance Plan*. The fee for this coverage will be charged to the student's account and

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may NOT be waived. For additional information regarding the plan, please visit www.king.edu.

Traditional Boarding Fees and Meals

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

Commuter and AGS Meal Plans

There are Meal Plans available and each plan includes “Dining Dollars” which can be used in the *King’s Den*. Information on these plans can be obtained in the Dining Hall. Spring semester meal plans do not transfer to a future semester. All commuter plans, if not used, are not refundable.

Payment Online

King University offers online services for your convenience in making payments on your student account. There is a 2.9% fee applied to all credit card payments. You may access the system at <https://payments.king.edu>. A student will enter his/her last name and birthdate. The student will then enter credit card information, including expiration date and security code. Once a student clicks “submit,” the payment will be credited to the student account the following business day.

Payment by Check

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

If a student’s check is returned for insufficient funds, it is handled through *Check Velocity* and is converted into an ACH item, which is electronically represented to the account on which the check is drawn. *Check Velocity* will charge the check writer’s account the state-regulated NSF fee to cover the cost of collection. If the ACH item does not clear the account as presented by *Check Velocity*, the check will be returned to King University. The institution

reserves the right to charge a collection fee of \$25 on any returned check. Repeated returned checks will result in the loss of check cashing privileges in the Business Office.

Deferred Payment Plan

The institution offers as a service to students and their parents a deferred payment plan that is administered by a third party. The plan allows families to budget educational expenses in convenient monthly payments. There is no interest charged since this is not a loan. There is a non-refundable enrollment fee per semester charged by the payment plan provider. Monthly payments will be automatically debited from the designated bank account or charged to the designated credit card. Refer to the student portal for more information. You can access the payment plan via the student portal.

MILITARY MOBILIZATION

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

- **Academic**
The student withdrawing because of military mobilization shall be withdrawn without penalty (grade of W) and the reason for withdrawal shall be documented in the student’s academic record. Individuals withdrawing close to the end of the term at the discretion of the Provost and the course instructor may be permitted to complete the course.
- **Financial**
The student shall incur no personal out of pocket financial liability to King University as a result of being called to active military duty.

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

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- **Readmission**

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

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

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

Loan Issues

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

If a borrower's loans are in an in-school status, an in-school deferment status, or in a grace period status when the borrower is ordered to active duty or reassigned, the lender must maintain the loans in that status during the period of the borrower's active duty service or reassignment, plus the time necessary for the borrower to resume enrollment in the next regular enrollment period that is reasonably available to the borrower, if the borrower wishes to go back to school.

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

Additionally, if the loan was in a grace period status at the time the borrower was ordered to active duty, the period of time during which

the borrower was serving on active duty is excluded and the borrower would receive his/her full grace period in the future.

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

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

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

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

- **Institutional Charges and Refunds**

The Department of Education strongly encourages schools to provide a full refund of required tuition, fees, and other institutional charges, or to provide a credit in a comparable

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amount against future charges for students who are forced to withdraw from school as a result of the military mobilization. In addition, we urge schools to consider providing easy and flexible re-enrollment options to affected students.

- **Return of Title IV Funds Treatment**

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

NOTE: For information on refund and repayment policies at King University, see catalog section entitled, *Refunds*.

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.** Payments are accepted in the form of cash, checks, credit card, wire, payment plan, or online payments at <https://payments.king.edu>. There is a 2.9% fee for all credit card payments. **All student accounts must either be paid in full by the designated due date, or have payment arrangements made by secured financial aid, or be enrolled in the payment plan.**

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

aid award package for the aid to be reflected on the account.

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

Book Vouchers

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

REFUNDS

Refunds of Room and Board

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

Refund of Credit Balances

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

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

When a credit balance exists on a student account, as the result of an overpayment or from financial aid funds, a refund may be available to the student after the 10th day of classes. Accounts are only eligible for refund after all grant or loan funds have been received and processed by the Financial Aid Office and the Business Office. An automatic refund will be issued if the credit balance is a Title IV credit balance.

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

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

In cases where there is a conflict in policies and procedures, the following shall be the order of compliance: Federal regulations, state regulations, and lastly, King policies and procedures. For example, Section N of 8VAC40-31-160 (SCHEVE POPE Regulations) takes precedence over the University's refund policy unless the regulation conflicts with Federal regulations.

Withdrawal as a Degree Seeking Student

When a student registers, the University assumes full-year enrollment, provides facilities, and executes contracts to provide for the student for the entire year. If a student ceases attendance from all courses registered for the semester, then a withdrawal calculation must be done. Fifteen-week courses can be dropped within the two-week verification period and have charges adjusted accordingly. If a student has been marked "Present" in a modular course or accepts the *Course Expectations Agreement* (CEA) online, that constitutes as attendance, and the course will be charged. A modular is a course that is shorter than full-term and does not span the entire payment period or period of enrollment.

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

Upon completion of the withdrawal calculation, a copy will be sent to the student with either a bill or a check, depending on the outcome of the calculation of the student account.

There are two formulas which may be applied:

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

i. **Return of Title IV Funds**

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 five days in length. Beyond 60%, there will be no recalculation of charges or refunds and the student will be charged for the entire semester.

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

Determine the amount of earned Title IV aid by applying the earned percentage to the total Title IV aid that was or could have been disbursed to the student.
 $(\% \text{ of period completed}) \times (\text{Title IV aid that was or could have been disbursed}) = \text{Earned Aid}$

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

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

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

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of the loan as specified in the promissory note.)

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

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

ii. Return of Institutional, Outside and State Grant Funds

Determine the percentage of the period that the student completed

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

Determine the total charges for the payment period by multiplying the percentage of period completed by the total amount of institutional charges (i.e. tuition, fees, and room and board) ($\% \text{ of period completed}) \times (\text{institutional charges}) = \text{Pro-rated charge for period completed}$

- 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.

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

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

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

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

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

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

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

VETERANS AFFAIRS (VA) EDUCATIONAL BENEFITS

Applying for VA Educational Benefits

The admissions process and enrolling in classes must be completed before the University can certify enrollment; however, a student can apply for VA benefits before admittance to the University or enrolling in classes. The average processing time for education claims with the VA is 30 days.

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

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

Policies—Financial Information

Certifying Process

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

King University is only responsible for forwarding the student's claim for benefits and certification of enrollment to the Department of Veterans Affairs, and that further processing on a claim of benefits is controlled solely by the Department of Veterans Affairs. The chapter and percentage of benefits are based on the time of service and other factors evaluated by Veteran Affairs, which is noted on the student's Certification of Eligibility (COE).

The School's Certifying Official (SCO) will process certification of enrollment when the following documents have been submitted.

- Certificate of Eligibility (COE)
- DD214 or Notice of Eligibility (NOBE)
- King University Veteran Enrollment Agreement
- King University VA Certification Request Form (*submitted every academic year*)

Students receiving TN Strong will need to submit the following:

- Copy of TN Strong application that has been submitted
- King University TN Strong Deferment request
- King University Veteran Enrollment Agreement
- King University VA Certification Request Form (*submitted every semester*)

Enrollment certifications will be processed no earlier than ten days before the start of a semester or module, and no later than 30 days after the semester or module starts.

Submission of Required Documents

To ensure that your information is submitted in a safe and secure format, King University has created a

link within the student portal to upload any documents. The online submission will guarantee that your information is submitted in a safe and secure format. Therefore, **do not** email or fax copies of documents. Please make sure all information is complete and correct. Missing information will delay the certification process.

All required documents are submitted through the following link:
<https://my.king.edu/DocumentManagementSystem/Upload?docid=69>

Financial Information

Tuition and eligible fees are submitted to the VA and are based on the start, and end date of each Module registered. Tuition and fees charged to the student after deducting any amount paid with Federal Funds, excluding Federal Financial Aid Programs (Title IV).

Examples of fees that are not allowed include, but are not limited to:

- Penalty fees (i.e., late registration, late course changes, returned checks, repeated courses)
- Add/drop course fees
- Fees for any food or lodging expenses, meal ticket fees
- Parking fees that are not required of every student
- Overload fees for course loads that require special permission
- Transportation/transit system fees that are not required of every student

An identifier hold will be placed on the student's account to show what chapter and percent of benefits the student is set to receive towards tuition and fees. No students will be monetarily or academically penalized due to late VA payments, according to PL-115-407 Section 103. VA payments are defined as money received at the institution to be paid toward tuition and eligible fees.

All VA students with the exception of Chapter 33-100% (Post 9/11), Chapter 31 (Vocational Rehabilitation), Tuition Assistance (GoArmy), and TN Strong, must pay the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement

Policies—Financial Information

before the first day of the semester. A late fee of \$100 will be charged to all accounts with an outstanding balance greater than \$100 by the first day of the semester.

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

Chapter 30: Montgomery GI Bill®

(Prior Active Duty)

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

Chapter 31: Vocational Rehabilitation

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

Chapter 33: Post 9/11 GI Bill® (Dependent)

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

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

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

- Chapter 33 Fiscal Issues: Generally, overpayments of VA benefits are the responsibility of the student. However, there are instances under the Post-9/11 GI Bill® (Chapter 33) when an overpayment is created on a school, and funds need to be refunded to VA.

A debt is established at a school when:

- The student never attended any classes for which he or she was certified regardless of the reason for non-attendance.
- The student completely withdraws on or before the First Day of the Term (FDOT).
- The school received payment for the wrong student.
- The school received a duplicate payment.
- The school submitted an amended enrollment certification, or an amendment in VA-ONCE, and reported reduced tuition and fee charges, reduced "Yellow Ribbon" amount, or reduced both.
- The student died during the term, or before the start of the term.
- VA issued payment above the amount certified on the enrollment certification that was used to process the payment (VA data entry error).

A debt is established on the student Tuition/Fees/Yellow Ribbon when:

- The student withdraws after the first day of the term.
- The student reduces hours whether the reduction occurred before or during the term.
- The school submitted a change in enrollment (on VA Form 22-1999b, or ad adjustment through VA-ONCE) and reported a reduction in tuition, fees, and/or "Yellow Ribbon" due to student action reducing or terminating training.
- If a student drops a course and adds a course so that there is no net change in training time, any change to tuition, fees, and/or "Yellow Ribbon" is student debt.

Schools must refund tuition and fee payments to students in accordance with their established refund policies so that the students can resolve any overpayments.

If a school debt has been established and your school believes that it is not appropriate, please notify VA through the *Internet Inquiry System* or by letter to the RPO (not the Agent Cashier).

Policies—Financial Information

Chapter 35: Survivors and Dependents

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

Chapter 1606: Montgomery Selected Reserve/National Guard

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

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

TN Strong Act

This is a tuition assistance program that provides reimbursement to an educational institution on behalf of eligible members of the Tennessee National Guard. The reimbursement will be in the amount equal to 100% of the maximum resident undergraduate In-State tuition charged by the post-secondary institution member attends. Since this program pays 100% of your tuition, students who are awarded through this program are not eligible for any institutional scholarships or grants at King University.

This program will fund no more than 120 credit hours or 8 full-time semesters or equivalent towards an associate's or first bachelor's degree TN National Guard members can apply for this program but must have not missed a ship date to successfully complete basic military training prior to course start date.

Must maintain satisfactory academic progress with a 2.0 GPA minimum for the academic term for which STRONG Act tuition reimbursement is being sought. A failing grade 'F' will not be paid if only one course is taken. Application packets are required to be completed within (90) days of course completion.

Application packets consist of several items; once prepared, the initial application packet is submitted for Commander's Review and Recommendation. Course/ degree plans from the chosen post-secondary institution will be required as part of the application

packet after the completion of nine (9) credit hours or equivalent using the STRONG Act tuition reimbursement.

Members will sign a released statement to authorize communication between State TA Managers and chosen postsecondary institution on members' behalf. Students are responsible for ensuring final grades are forwarded to the State TA Manager.

This constitutes a complete application packet. Only complete packets will be considered for TN STRONG Act tuition reimbursement.

Payments will be made directly to post-secondary institutions on behalf of the member.

To apply for TN Strong visit the link below:
https://www.tn.gov/content/dam/tn/military/documents/EDU_STRONG_application_packet_july19.pdf

Student Responsibility: Once the application packet is complete, upload as one document and email to either Air or Army mailboxes relevant to your branch of service. The student will also send a copy of the final application to VeteranBenefits@king.edu for their VA File.

Tuition Assistance

Tuition Assistance (TA) is a benefit offered to service members to assist with the cost of tuition. TA typically covers 100% of tuition, up to the \$250 cap per credit hour. Our AGS undergraduate tuition rate is reduced to \$250 per credit hour. For additional information on amounts covered by TA and who is eligible, according to a branch of service, please visit the Military Branch Tuition Assistance Program website below.

- Army - visit www.GoArmyEd.com.
- Air Force - visit <https://www.my.af.mil/>. There are six steps to completing the AFVEC online TA process.
- Navy - visit <https://www.navycollege.navy.mil>, and click on *Secure Tuition Assistance & Other Funding*.
- Coast Guard - <https://www.forcecom.uscg.mil/Our-Organization/FORCECOM-UNITS/ETQC/>

Policies—Financial Information

Refunds for Tuition Assistance

For a student who receives Tuition Assistance (TA) funding, the following outlines the return of unearned TA funds.

- For a student who withdraws from a 5-wk course of 33 days, King University will return unearned TA funds up to the 60% point (20 days). Therefore, no funds will be returned on day 21 or later.
- For a student who withdraws from a 7-wk course of 47 days, King University will return unearned TA funds up to the 60% point (28 days). Therefore, no funds will be returned on day 29 or later.
- For a student who withdraws from an 8-wk course of 54 days, King University will return unearned TA funds up to the 60% point (32 days). Therefore, no funds will be returned on day 33 or later.
- For a student who withdraws from a 15-wk course of 103 days, King University will return unearned TA funds up to the 60% point (62 days). Therefore, no funds will be returned on day 63 or later.

WITHDRAWAL FROM A COURSE OR DROP A COURSE

Overview

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

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

Verifying for Class

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

course within every module for verification purposes only.

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

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

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

Fifteen-Week Courses

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

A 15-week course that is dropped after the add/drop period has ended is considered a “Withdrawal”. The student will receive a grade of W, WP, or F for the course dependent upon the withdrawal date for that term as listed in the Academic Calendar. However, the student will not be eligible for a tuition refund and must still pay any outstanding balances owed to the university.

Policies—Financial Information

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

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

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

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

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

WITHDRAWAL FROM THE INSTITUTION

Official Withdrawal

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

A student withdrawing from the institution will receive a grade of W in all courses not completed for the term. Students will need to refer to the *Withdrawal from a Course* policy to see what grade will be assigned for courses that are currently in session. No student will be allowed to withdraw from the

institution later than the last day to withdraw from a course.

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

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

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

Unofficial Withdrawal

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

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

- Five-Week Module: student stops attending after week 3

Policies—Financial Information

- Seven-Week or Eight-Week Modules: student stops attending after week 4
- Fifteen-Week Modules: student stops attending after week 7

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

Policies—Financial Aid

APPLICATION FOR FINANCIAL AID

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

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

SOURCES OF FINANCIAL AID

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

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

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

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

scholarships in the community. The King University Financial Aid Office also has a website of "Outside Scholarships" for which students may qualify.

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

If the student has a credit balance and plans to use the 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. For refund information, please reference the *Financial Information Refunds* policy within the *Financial Information* section of the catalog.

Students should inquire about possible eligibility in the Financial Aid Office. Institutional grants and scholarships are not available in the Summer term.

GENERAL FACTS

1. Students who are residents of Tennessee and are eligible for the Pell Grant may also be eligible for the Tennessee Student Assistance Award. It is imperative that Tennessee students who wish to be considered for the state grant complete the FAFSA, listing King as the first school choice, as soon as possible after October 1st. Early submission should ensure that the student's data is processed before state funds are exhausted. Lost state funding is not replaced by the institution.
2. The FAFSA is processed using a federal formula which determines the family's ability to pay. This is called an *Expected Family Contribution* (EFC). Eligibility for Federal Pell Grant, State Grant, other federal financial aid programs, and King institutional need-based grants is determined by processing this form. The processed results provide the institution with information needed to distribute institutional sources of financial aid funding.
3. When the FAFSA is processed, students will receive a confirmation from the Central Processing System. This will come to them electronically in the form of a *Student Aid Report*. Students should keep a copy for reference.

Policies—Financial Aid

4. In most cases, financial assistance will consist of a combination of grants, scholarships, and loans. The amount allocated to the student in either of these categories may vary from year to year. Some changes in financial aid may be based on changes to a student's EFC, calculated annually from filing the FAFSA.
5. Copies of student and parent tax transcripts (obtained from the IRS) may be requested for verification of data by the Financial Aid Office. Students or parents may also be asked to use the IRS DRT (*IRS Data Retrieval Tool*) within the FAFSA to verify tax data information.
6. Unique financial circumstances should be reported to the Financial Aid Office in writing using the *King Financial Aid Request for Special Consideration* form. These will be considered on an individual basis.

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

FINANCIAL AID GENERAL POLICIES

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

Loss of scholarship when demonstrated need is present may result in the replacement of the scholarship in part with a need-based grant. Academic scholarship can be regained the next semester after achieving the required cumulative GPA and notifying the Financial Aid Office.
5. If a student is selected for verification by King or by the federal processor, personal and financial data will need to be submitted by the applicants to receive financial aid assistance. Included in the required verification documentation is a verification worksheet and income tax transcripts from all dependent students and their parents, and from all independent students and their spouses.

Other documents such as W-2s or schedules may also be requested. Refusal to submit required verification documentation will result in the cancellation of financial aid. All forms must be signed and returned before financial aid funds can be awarded or disbursed to a student's account as a credit.
6. Financial Aid Awards must be accepted by the students on the King University Financial Aid Portal. Once all paperwork has been received, accepted Financial Aid Awards are disbursed to the student's account after the funds have been received by King. Funds from outside sources are credited to the student account when received. Money earned through student employment is paid monthly, directly to the student. The amount of money earned depends upon the number of hours worked by the student.
7. All financial aid must be accepted. A student awarded and accepting student loans as part of a financial aid package must complete other steps before the loan can be received as credit on account. These include but are not limited to

Policies—Financial Aid

completion of loan entrance counseling, completing the master promissory note, accepting student loans on the financial aid portal to accept loan eligibility, and others.

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

TITLE IV FEDERAL AND KING INSTITUTIONAL SATISFACTORY ACADEMIC PROGRESS

Enrollment Status

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

FINANCIAL AID QUALITATIVE STANDARDS

Traditional Undergraduate Programs

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 & above	88-graduation	2.0

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

Professional Studies Programs

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

Graduate Programs

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

Financial Aid Quantitative Standards

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

Traditional Undergraduate Programs

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

Policies—Financial Aid

Maximum Time Frame:

186 attempted semester hours/6 years

Measuring Pace:

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

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

Professional Studies Programs

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

Maximum Time Frame:

186 attempted semester hours/6 years

Measuring Pace:

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

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

Graduate Programs

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

Maximum time Frame:

54 attempted semester hours/6 semesters

Measuring Pace:

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

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

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

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

Maximum Time Frame:

67 attempted semester hours/7 semesters

Measuring Pace:

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

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

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

Hours Use in SAP Calculation

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

Policies—Financial Aid

Satisfactory Academic Progress Evaluation Process

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

Failure to meet either the quantitative/pace standard or the qualitative academic standard will result in the next semester of enrollment being considered either a “Warning Period”, a “Probation Period”, or a “Suspension Period” depending on the number of times a student has not achieved Satisfactory Academic Progress. Transfer students who come to King with a cumulative Grade Point Average (GPA) that falls below the required standard will enter the first semester in a “Warning Period” and will be evaluated at the end of the first term. Failure to meet the required GPA will result in the loss of financial aid after one term.

Financial Aid Warning

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

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

Financial Aid Suspension

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

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

Financial Aid Probation

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

The financial aid committee *may* determine an academic plan for a student submitting an appeal. When Satisfactory Academic Progress is reviewed at the end of each semester of enrollment, that student will be allowed to continue probationally if the standards of the plan are met.

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 can receive financial aid again once they fully meet the SAP standards. Students who have met the standards are eligible for financial assistance for the next enrollment period. Satisfactory Academic Progress will be reviewed and evaluated at the end of each semester of enrollment. When a student is placed on “Financial Aid Warning”, “Financial Aid Probation”, or “Financial Aid Suspension”, the Financial Aid Office sends written notification to the student’s King email address.

Financial Aid Appeals

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

Appeals, which are reviewed by the Financial Aid Committee of the Faculty, must be made in writing to the Financial Aid Office using the *King Financial Aid Satisfactory Academic Progress Appeal* form, and the student should also submit any available supporting documentation. A student’s formal appeal letter should be well presented with attention to spelling

Policies—Financial Aid

and grammar, and it should outline the extenuating circumstances that contributed to the student's inability to meet SAP standards and what has changed that will allow the student to meet SAP at the next evaluation.

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

Financial Aid Appeal Deadline for Submission

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

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

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

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 compliant 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. A student's formal appeal letter should be well presented with attention to spelling and grammar, and it should outline the extenuating circumstances

that contributed to the student's inability to meet SAP standards and what has changed that will allow the student to meet SAP at the next evaluation. The maximum number of appeals a student may submit is two (2).

APPEAL DEADLINE FOR SUBMISSION

The student will receive 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.

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

ADDITIONAL INFORMATION

It is the student's responsibility to be aware of the *Satisfactory Academic Progress* policy. This policy is available for review in the catalog, 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 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.

Policies—Financial Aid

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

Regaining Eligibility for Financial Aid

When placed in "Financial Aid Suspension" (lose aid) status, eligibility may be regained by resolving all deficiencies (quantitative and qualitative). The student may 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 & above	88-graduation	2.0

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

AGS (Adult and Graduate Studies) Undergraduate 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.

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

AGS (Adult and Graduate Studies) Undergraduate Programs

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

Maximum Time Frame:

186 attempted semester hours/6 years

Measuring Pace:

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

NOTE: We recommend students make every attempt to complete all hours required each semester in the accelerated degree completion programs 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:

Policies—Financial Aid

Traditional MBA, Professional MBA, M.Ed.,
M.Ed./Teacher Licensure Option, and MSN.

Maximum Time Frame:

54 attempted semester hours/6 semesters

Measuring Pace:

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

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

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

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

Maximum Time Frame:

67 attempted semester hours/7 semesters

Measuring Pace:

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

Policies—Student Life

STUDENT AFFAIRS

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

Counseling Center

The services offered in the Counseling Center are an attempt to bring the best of Christian care and professional practice of psychotherapy to those seeking help in times of need.

Learning and Disability Services

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

Regional Director of Student Affairs—Knoxville

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

Residence Life

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

Security

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

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

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

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

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

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

Student Activities

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

The official student programming board is known as SLACK (*Student Life Activities Committee @ King*). SLACK sponsors events during the week and on

Policies—Student Life

weekends throughout the semester; most SLACK events are free or of minimal cost to participating students. SLACK Sports, a division within SLACK, provides intramural athletic competition opportunities throughout the semester.

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

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

Student Engagement

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

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

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

Student Success

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

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

Career Services

The purpose of Career Services is to teach, advise, and equip all King students and alumni to successfully navigate the path from university to career.

To achieve this purpose, we aim to fulfill our vision for all students to:

- Gain clarity and confidence about their post-university career direction and goals
- Acquire and master core career competencies: self-knowledge; developing effective mentoring relationships; leadership and professional development; innovation, creativity, and entrepreneurship; obtaining meaningful internships, post-university careers, or acceptance to graduate schools
- Be inspired and supported by a university-to-career community who provide sound advice and mentoring to empower students to achieve their professional goals.

Immunization

Refer to the King University *Student Handbook* for information on immunizations and the King University website at www.king.edu.

King University *Student Handbook*

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

Policies—Student Life

Vehicle Registration

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

HONOR CODE

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

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

COMPLAINT PROCEDURE

STUDENTS ENROLLED AT TENNESSEE INSTRUCTIONAL LOCATIONS

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

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

The King University *Grievance Policy* can be found in the King University *Student Handbook* and on the website at www.king.edu.

STUDENTS ENROLLED AT OUT-OF-STATE INSTRUCTIONAL LOCATIONS—VIRGINIA

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

State Council of Higher Education for Virginia
101 N. 14th St. 10th FL James Monroe Building
Richmond, VA 23219
Telephone: (804) 225-2600

STUDENTS ENROLLED IN DISTANCE EDUCATION PROGRAMS

Student complaints relating to consumer protection laws that involve distance learning education offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with the institution to seek resolution.

Complainants not satisfied with the outcome of the Institution's internal process may appeal, within two years of the incident about which the complaint is made, to the Tennessee Higher Education Commission:
<https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html>

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES (SACSCOC)

Complaints regarding accreditation standards, policies, and procedures can also be made by contacting the Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033-4097, phone 404-679-4500. The Commission's complaint policy, procedure and the complaint form may be found on their website:
<http://sacscoc.org/app/uploads/2020/01/ComplaintPolicy-1.pdf>

Policies—Student Life

INCLEMENT WEATHER AND EMERGENCY CLOSURE

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

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

ANNUAL SECURITY REPORT

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

TITLE IX

Title IX of the education amendments of 1972 prohibits sex discrimination in education programs

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

Confidential and Anonymous Reporting

The *Campus Conduct Hotline* system is available for use 24 hours a day, seven days a week. Because the Hotline is operated by an independent organization, any calls made through the Hotline are completely confidential and anonymous. Possible policy violations can be reported anonymously by calling toll-free, 866-943-5787.

Policies—Academic

ADULT AND GRADUATE STUDIES (AGS) COURSES FOR TRADITIONAL STUDENTS

Traditional undergraduate students generally take courses scheduled in a traditional timeframe (e.g., 15-week courses that meet face-to-face or online). There may be circumstances when a Traditional undergraduate student, in consultation with his or her academic advisor, may be permitted to take an AGS course (e.g., a face-to-face or online course that is specific to an AGS program or a course that is delivered in a compressed format). Traditional undergraduate students may seek permission to take AGS courses by completing the *Authorization for a Traditional Student to Register for AGS Course*, available through the Office of Registration and Records. A Grade Point Average (GPA) of 2.0 with good academic standing is required.

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

ACADEMIC AMNESTY

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

To fulfill the academic amnesty requirements, a student must complete 12 simultaneous semester hours with at least a 3.0 GPA. There is a limit of two (2) semesters/terms for which a student may seek academic amnesty.

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

1. Acquire the *Academic Amnesty* form, available from the Office of Registration and Records as an email attachment.
2. Discuss the semester(s) for which amnesty is sought with the student's academic advisor or

Student Success Specialist. If the advisor or Success Specialist supports the request for academic amnesty, the advisor or Success Specialist should sign the *Academic Amnesty* form.

3. Return the signed form to the Office of Registration and Records for final approval by the Provost, who may request an interview with the student before authorizing the amnesty request.

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

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

ACADEMIC APPEALS

After following the appeal process outlined within this section, students who wish to appeal matters related to grades, course policies, and pertinent academic procedure may submit a written letter of appeal and supporting documents to the Office of Academic Affairs.

The Provost or designee of 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 act, such appeals may then be forwarded by the Office of Academic Affairs to the

Policies—Academic

Academic Standards Committee (ASC) for review. It is the duty of this committee to “receive and act on petitions from students regarding normal academic procedure and disputes with faculty over grades or course policies.”

Process and guidelines of appeals:

- Students must address the concern with the professor of the course in question (if applicable), the chair of the department or program coordinator (if applicable), and the dean of the school before pursuing any appeal with the Office of Academic Affairs. A formal resolution from the Dean must be deemed unsatisfactory by the student before pursuing the appeal to the Provost and the Office of Academic Affairs.
- Appeals of final course grades must be made within six (6) weeks of the conclusion of the term in which the grade was received (see Change of Grades Policy.) Appeals received after six weeks (6) will only be heard with the approval of the Provost
- Should the Provost defer the decision to the Academic Standards Committee (ASC), the ASC conducts its reviews based on the documents received. Therefore, any letter or documentation of appeal should specifically detail the reasons for which the student believes the committee should overturn, modify, or amend decisions of the professor, department chair/program coordinator, and 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 regarding school or departmental policies and procedures when it is determined that the appeal relates to unfair or inconsistent application of a policy or procedure. Upon receipt of a written appeal, the Office of Academic Affairs will offer to the professor, department chair/program coordinator, and 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 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. If 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.

ACADEMIC STANDING

King University expects students to maintain satisfactory academic progress toward degree completion. At the conclusion of each semester, grade point averages are calculated, and academic standings are determined for all students. All GPA references, including cumulative GPA's, are, based only on King University coursework.

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. Any student who is certified part-time degree seeking on the census date of the semester must maintain the GPA minimum but does not need to meet the 6 s.h. rule for any of the academic sanctions.

Students may request in writing to the Registrar's Office, on an individual basis, to have their academic standing recalculated due to a change of grade in the immediately preceding term. In cases where the grade change occurs due to faculty error, no action is required on the student's part; the recalculation will take place automatically in the Office of Registration and Records.

NOTE: Until an incomplete (I) or no grade (NG) 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

Policies—Academic

removed the Registrar will reevaluate the student's status.

Undergraduate Academic Standing

Academic Concern

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

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

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

Academic Probation

A student may be placed on *Academic Probation* if the student fails to meet satisfactory progress requirements as defined by the institution, or if the student 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 the first semester at King will not normally be placed on *Academic Probation* for cumulative GPA. Students on probation will not remain in good academic standing. Students on probation normally may not take more than 16 semester hours in a regular semester and may be asked to comply with requirements intended to assist academic progress, such as but not limited to consultations with the Academic Center for Excellence or development of an academic plan in consultation with his/her advisor or Student Success Specialist.

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

Academic Suspension

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

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

Policies—Academic

A student who receives notice of an Academic Suspension may submit a written appeal to the Academic Standards Committee to request that the student be allowed to continue at King. Approved appeals will place the student back on Academic Probation for the following semester. A student who chooses not to appeal or whose appeal is denied may apply for readmission after one regular semester. Upon readmission the student will be placed on Academic Probation following their one semester of suspension.

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.

Graduate Academic Standing

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

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

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.

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

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

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

Courses that are exempt from the policy above are:

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

AWARDING POSTHUMOUS DEGREES

A family member of a deceased student, who had not completed all degree requirements at the time of his or her death, may request a posthumous degree for such student. Such a request shall be made in writing to the Provost. Upon receipt of such request, the Provost, the President, and the Registrar (the "Panel") will review the student's academic record and consider many other factors, including, but not limited to, whether the deceased student was in compliance with the policies set forth and described in the *King University Catalog* and the *King University Student Handbook*. Following such review

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and consideration, the Panel will decide whether to award a posthumous degree. In no event shall the Panel award a posthumous degree unless at least 75% of the program requirements were satisfied at the time of death. The decision of the Panel is final and not appealable.

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

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

CHANGE OF GRADES

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

Changes with a written rationale must be made by email to the Registrar once grades have been posted through the faculty portal. Any such changes must be made within six (6) weeks of the submission of the final grade. After six (6) weeks, grades will be considered sealed and any changes will be made only with the approval of the Provost.

CHAPEL, CONVOCATION, AND SERVICE (CCS) CREDIT—TRADITIONAL

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

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

experience, and being involved through dance, drama, and other artistic expressions.

Convocation, which normally meets on Mondays from 9:15 to 10:00 a.m., provides an intellectual forum for the presentation of ideas that should challenge our ways of thinking about and perceiving the major issues of our culture and the world. Speakers for Chapel and Convocation include campus personalities and outstanding guests from around the world.

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

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

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

Expectations

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

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

CLASS ATTENDANCE

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

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

CLASSIFICATION OF STUDENTS

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

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

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

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

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

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

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

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

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

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

COMPLETING AN ADDITIONAL MAJOR OR ADDITIONAL DEGREE AFTER EARNING A BACHELOR'S DEGREE

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

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

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

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

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

COMPREHENSIVE ASSESSMENT OF GENERAL EDUCATION

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

COMPREHENSIVE ASSESSMENT OF MAJOR

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

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

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

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

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

COUNTING COURSES FOR MORE THAN ONE REQUIREMENT

MAXIMUM FOR DOUBLE COUNTING

A maximum of 16 hours may be counted more than once within the parameters outlined below.

Although courses may be used to satisfy more than one requirement, no student shall receive credit for a course more than once unless otherwise stated. All undergraduate students at King University must complete 124 semester hours to graduate with a bachelor's degree.

Should any student exceed the limitations set by this policy during their course of study, the student must meet with their Program Coordinator and Office of Registration and Records to find an alternative course for substitution.

Double Counting between General Education Requirements and a Major

When there is overlap between requirements for the General Education and requirements for a major, King University will allow eight (8) semester hours to

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be counted in both the General Education and Major.

Double Counting between Majors, between Majors and Minors, and between Tracks

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

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

When there is overlap between track requirements, King University will allow eight (8) semester hours to be counted in both tracks.

Triple Counting Never Allowed

When there is overlap among requirements for General Education (Core Curriculum), a major, and a minor, a course that could satisfy all can only be used to satisfy two (2) of the three (3).

COURSE SUBSTITUTION

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

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

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

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

DECLARATION OF MAJOR

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

DECLARATION OF MINOR, TRACK, OR CONCENTRATION

A student's minor, track, or concentration must be declared under the same catalog as the student's major, unless otherwise approved by the Office of Registration and Records. Detailed requirements for minors, tracks, and concentrations are found in the *Academic Programs* section of the catalog.

Minors

A minor is a declared secondary baccalaureate field of study. It is usually at least 20 semester hours in length and is typically outside one's major area of study. A minor generally consists of a prescribed program of study.

Tracks

A track is a collection of courses within a baccalaureate field of study that focuses on a specific subject area. A track is usually at least 12 hours in length and consists of a prescribed program of study.

Concentrations*

A concentration is a collection of courses within a graduate program that focuses on a specific subject area. A concentration is at least nine (9) hours in length and consists of a prescribed program of study.

*Previously, *concentrations* were referred to as *specializations* in select fields of study.

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At least one-third of each minor and concentration must be completed at King.

DEFINITION OF CREDIT HOUR AND EQUIVALENCIES

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

King offers courses and programs in a variety of formats using the following designations: face-to-face, online, blended, and hybrid. Hybrid courses are defined as courses that combine face-to-face meetings and online instruction where most of the instruction is delivered online and the face-to-face component is mandatory and scheduled. Blended programs combine face-to-face meetings and online instruction where most of the instruction is completed in face-to-face venues. Some courses within the program may be totally online (specialization courses) and some blended programs may have additional requirements such as orientations that may be offered face-to-face or online.

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

1. One hour of classroom or direct faculty instruction and a minimum of two (2) hours out of class student work each week for approximately 15 weeks for one semester, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required in item #1 above for other academic activities including laboratory work, internships, experiential learning, and other academic work leading to the awarding of credit hours.

King University defines a credit hour as a reasonable approximation of the student learning outcome equivalency of, at a minimum, a Carnegie Unit. The credit hour at King University is based on the traditional 50-minute Carnegie instructional hour in a traditional 15-week semester. Therefore, under the

50-minute Carnegie hour, a one-credit-hour course should have approximately 12.5 hours of instructor-led activities in a 15-week semester (in an on-ground, classroom course).

$$50 \text{ minutes} \times 15 \text{ weeks} = 750 \text{ minutes}$$

$$750 \text{ minutes} / 60 \text{ minutes} = 12.5 \text{ hours}$$

When added to the two (2) hours per week that students are expected to engage in research, assignments, and other independent learning activities beyond participation in instructor-led activities (totaling 25 hours in a 15-week semester), students are expected to allocate a minimum of 37.5 hours of academic work per term to earn one credit hour at King University. For completely online courses, students will complete the 37.5 hours of academic work through all learning activities and assignments associated with the course.

For example, for a three-credit-hour course, students are expected to allocate a minimum of 112.5 hours of academic work ($37.5 \times 3 = 112.5$). For a 4-credit hour course, students are expected to allocate a minimum of 150 hours of academic work ($37.5 \times 4 = 150$). These standards apply to all on-ground, online, and hybrid courses with the following exceptions:

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

DEGREES OFFERED

King University confers 10 degrees:

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

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DIRECTED STUDIES

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

Definition

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

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

Eligibility and Expectations

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

- A student may not complete more than one course by directed study in any term and may not complete more than 12 semester hours of total coursework by directed study.
- Traditional undergraduate students must be junior or senior status.
- Students requesting a directed studies course must be degree-seeking.
- The requested directed study must be a required course in the student's declared major or minor.
- No directed studies will be approved for the purpose of repeating a course in which the student has previously obtained a passing grade, as defined by the major or minor program.

- The instructor and the student must complete and agree to a learning contract for the directed study experience which includes a syllabus, details of the teaching-learning process, and a proposed schedule of face-to-face or virtual meeting times. This learning contract is intended to ensure comparability of the student experience to a regularly offered course.

Requests and Approvals

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

- Department Chair/Program Coordinator
- School Dean
- Provost

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

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

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

Any exceptional cases must be reviewed and approved by the Provost.

FINAL EXAMINATIONS

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

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(campus location and room) specified by Registration and Records.

Final Exam Policies for Traditional 15-week Courses

Traditional courses end seven (7) days prior to the end of each semester. There is a day following the last day of classes, designated as Reading Day for the purpose of concentrated study, when no classes are held. The six-day period following Reading Day is set apart for final examinations. The schedule for examinations is determined by the Office of Registration and Records. **No exams will be taken nor can a take-home exam be due on Reading Day.** Instructors in Traditional courses are encouraged not to give major exams in the seven (7) class days prior to Reading Day, and **no final comprehensive exams should be given during that seven-day period.**

If a Traditional student taking several courses in a semester has more than two (2) final exams scheduled on one day, that student may request to reschedule one exam through the Office of Academic Affairs.

Final Exam Policies for Online Courses

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

GRADE REQUIREMENTS IN THE MAJOR AND MINOR

No student may be permitted to count toward the completion of the requirements in his or her major, minor, or concentration any grades below C-, including those courses in the major or minor field which are part of the general education requirements. The program coordinator for a student's major, minor, or concentration, ordinarily in consultation with the professor of the course in which a student has earned a grade below C-, may authorize the substitution of another course or a special examination for any courses in which a D has been earned.

Some programs may have more stringent requirements.

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:

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

Grades of P, W, WP, NG, or CP are not used in the computation of the official GPA and do not carry quality points.

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

Failing Due to Non-Attendance

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

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

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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. The length of time granted for continuation after a course ends must be specified by the course instructor and shall not exceed six (6) 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 (6) weeks after the last day of the course in which it was assigned will automatically become a failing grade.

No Grades

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

The student will have six (6) weeks from the end of the course to complete the work. An NG counts as an F in the calculation of the student's grade point average. An NG not removed by the deadline becomes a failing grade.

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

Credit Pending Grades

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

GRADUATION REQUIREMENTS

Associate Degree

To graduate with an Associate of Arts degree, a student must complete all requirements as outlined in the Academic Catalog to earn a total of 60 hours and have a minimum cumulative grade point average of 2.00. A total of 24 semester hours must be earned at King including the 18 semester hours of courses specified in the description of the AA Program in the *Academic Programs—Undergraduate* section:

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

Bachelor's Degree

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

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

Graduate Degrees

To graduate with a master's or doctoral degree, a student must complete all requirements as outlined for his/her program in the Academic Catalog and have a minimum cumulative grade point average of 3.00. At least one-third of the credit hours required for a graduate or post-baccalaureate professional degree are earned through instruction offered by King University. Course credit is counted in hours. Credit

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hours and equivalencies are defined in the *Academic Policies* section of the catalog.

HONORS IN INDEPENDENT STUDY

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

Outstanding work in independent study may be cited for “Honors in Independent Study.” Such recognition is based on the excellence of a special project and is considered independent of a student’s academic average or other qualifying factors. To be considered for this recognition, two (2) members of the King University faculty must recommend the project, and the completed project, essay, or thesis is deposited in the E. W. King library.

The final project must be submitted to the supervising faculty no later than two (2) weeks prior to the Reading Day prior to the candidate’s graduation, and the recommendation for Honors in Independent Study must be received by the Honors and Honorary Degrees committee no later than one week prior to Reading Day.

INTENT TO GRADUATE

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

- **The deadline for completing the ‘Intent to Graduate’ application for spring commencement is February 1st.**
- **The deadline for completing the ‘Intent to Graduate’ application for summer graduates is June 1st.**
- **The deadline for completing the ‘Intent to Graduate’ application for fall commencement is September 1st.**

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

INTERNATIONAL BACCALAUREATE (IB) 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.

INTERNSHIPS AND COOPERATIVE EDUCATION (CO-OP)

INTERNSHIPS

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 (2). In addition, students develop an understanding of the post-college world and learn how one must function to live responsibly in contemporary society.

Internships integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply discipline-related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors/preceptors.

Internships may be developed in a variety of situations, including local churches, business, industry, social agencies, professional offices, and government. All supervised internships must take place within an approved National Council for State Authorization Reciprocity Agreements (NC SARA) member state. Verification of state membership is completed by the Office of Academic Affairs. All interns are required to have completed their freshman year, have declared a major, and have a 2.0 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 course, a student will be awarded one semester hour of credit per 50

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hours of work at the placement site. A maximum of six (6) hours of internship credit can be applied toward graduation. Grades are recorded on a Pass/Fail basis.

Semester credit hours earned in courses identified as field or clinical experiences in the Education, Social Work, and Nursing programs are based on outcome expectations established by those academic programs. Please see the requirements for those specific programs.

Additional information and the necessary forms are available in the Career Services Office in the lower level of Maclellan Hall or from the Program Coordinator of the major in which the internship will be completed. Internship inquiries must be made to the Director of Career Services or the Program Coordinator 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, cooperative education (co-op) allows students to test career choices and to earn money to apply toward the cost of their college education.

All co-op students are required to have completed their freshman year, have declared a major, and have a 2.50 minimum grade point average. A faculty member and a practicing professional at the placement site provide supervision. In a learning contract the student, faculty supervisor, and work supervisor design a learning plan with objectives, strategies (including reading and writing assignments), and progress assessment. All work assignments are directly related to the student's chosen field of study—challenging to the student and increasing in complexity as the student progresses in school and at work.

A student can earn one semester credit hour per 50 hours of work at the work site. A maximum of 12 hours of credit can be awarded cooperative education

as either major or minor elective credit. Grades are recorded on a Pass or Fail basis.

Additional information and the necessary forms are available in the Career Services Office in the lower level of Maclellan Hall or from the Program Coordinator of the major in which the co-op will be completed. Co-op inquiries must be made to the Director of Career Services or the Program Coordinator by the first week of the term before the planned co-op.

Three (3) calendar options are available:

1. *Alternating Placement*: students work full-time for at least two (2), and preferably three (3), 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 (4) 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 (3) four-month periods and must plan to complete their undergraduate degree in five (5) years.

INTERNATIONAL STUDENTS

International students must consult with the International Student Advisor before seeking an internship or co-operative education experience.

LAST DAY TO ADD AN INTERNSHIP/CO-OP

The last day to add a 15-week internship or co-op will be the fifth day of the semester. The last day to add a 5-week, 7-week, or 8-week internship or co-op is 5:00 p.m. the Friday before the start of the module.

PLACEMENT FOLLOWING DEGREE CONFERRAL

During the year following graduation, any King graduate may choose to elect status as a non-degree seeking student for purposes of pursuing internship or co-operative education opportunities. Such student may register for a 0.5 semester hour internship or co-op, pay the appropriate fees, and complete the proper documentation.

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KING COURSES

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

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

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

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

All King University undergraduate degree-seeking students enrolled in either the Associate of Arts Degree program or any bachelor’s degree program will be enrolled by the university in KING 1010 ACORN. The test is the mandatory Pre-Test for the Quality Enhancement Plan. The ACORN is a test that students take through Canvas in their first semester at King University. Any student who does not take the exam will not be able to register for the next semester.

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

LAST DAY TO ADD A COURSE

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

The last day to add a 15-week course will be the fifth day of the semester. The last day to add a 5-week, 7-week, or 8-week course is 5:00 p.m. the Friday before the start of the module.

A student wishing to add a course after this date must have the approval of the Office of Registration and Records. Student athletes must also receive written approval from their coach.

A change to a student’s schedule may impact their tuition and financial aid status.

LATE ARRIVAL

All students are expected to begin classes on the date published in the Academic Calendar. However, should circumstances prohibit a student from arriving on the date published, students must notify the Office of Registration and Records prior to the beginning of classes. This notification must be made in writing to registrar@king.edu. Students who fail to verify their courses may have their registration dropped. Please reference *Withdrawal from a Course or Drop a Course* within the *Financial Information* section of the catalog.

LEAVE OF ABSENCE

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

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

- Students requesting a leave of absence are responsible for first checking with the King University Financial Aid Office to be aware of

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any possible impact of a leave of absence on financial aid eligibility, loan repayment, etc.

- A leave of absence request must be completed, submitted, and approved prior to the first day of the semester for which the leave is being requested.
- To be considered for a leave of absence, the student must be enrolled at the institution at the end of the semester prior to the requested semester of leave *and* must be in good standing with the institution.
- A leave of absence may only be granted for one full semester and may not exceed 180 days in any 12-month period.
- At the conclusion of the one-semester leave of absence, the student may return to the institution without need for readmittance.

LIMITATION OF HOURS

All Undergraduate Students

Full-time undergraduate students must take a minimum of 12 hours each semester. Students are strongly discouraged from attempting more than 20 hours in any given semester, including courses being taken at another institution. In no instance will any undergraduate student be allowed to register for more than 24 hours in any semester. Details regarding additional fees can be found in the Financial Information Policies section of the catalog.

Graduate Students

Full-time graduate students must take a minimum of nine (9) hours each semester. Graduate student enrollment expectations and limits are determined by the approved plans of study for each program. Requests to exceed the hours designated by the plans of study by three (3) or more semester hours must be approved by the graduate program coordinator. Any additions over 13 s.h. must be approved by the Office of Academic Affairs.

LIMITATION OF PHYSICAL EDUCATION ACTIVITY COURSES

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

Physical activity courses will be graded on a pass/fail basis.

ONLINE AND DISTANCE EDUCATION— STUDENT PRIVACY

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

King University Online Student Policy

King University policies concerning the privacy of student records and all state and federal laws and regulations shall apply with equal force and effect to student records regardless of mode of course delivery. Access to online courses and live or recorded webcasts shall only be granted via secure password to properly enrolled students and University faculty and staff.

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

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

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

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

ONLINE EDUCATION

King offers online courses in a variety of subjects for both Traditional, and Adult and Graduate Studies (AGS) students. Online courses resemble face-to-face courses in content, requirements, and rigor. Instructors develop courses that define learning outcomes for online courses that are in keeping with

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intended outcomes for comparable courses and programs delivered via other modes at the institution.

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

ORIENTATION AND ADVISING

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

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

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

PARTICIPATION IN COMMENCEMENT EXERCISES

The commencement exercises of the institution are held twice annually in spring and fall, although

degrees are also conferred in summer. To participate in the commencement exercises, students are required to attend the graduation rehearsal. Undergraduate students needing 12 s.h. or less may petition to march if they are registered for the deficiencies in the subsequent semester. The petition process is an email explaining the situation and requesting to march to registrar@king.edu.

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

PASS/FAIL - UNDERGRADUATE COURSES

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

A passing grade (P) will be awarded if the student achieves a C- or higher (as would have normally been awarded for that course); otherwise, a failing grade (F) will be awarded. Students may enroll in up to four (4) credit hours per semester on a Pass/Fail basis. The total number of semester credit hours awarded on a Pass/Fail basis shall not exceed 12 for any student's entire undergraduate program.

For 15-week courses, a student shall have the option of declaring Pass/Fail until two (2) weeks after mid-semester. For modular courses (a course that is shorter than full term), students shall have the option of declaring Pass/Fail until the end of third week for a course. Once a student completes the Pass/Fail paperwork, the student may not revoke this decision.

No courses required for a student's major and only four (4) credit hours from a student's minor shall be taken on a Pass/Fail basis by a student who has already declared that major or minor.

Instructors shall not be informed who has declared the Pass/Fail option in their courses and will submit grades for everyone. The Registrar will keep a record of all grades until a student's graduation, even though

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the student's transcript will show only P or F. A student who has taken a course Pass/Fail required for a major or minor and then declares in that major or minor will receive the grade awarded.

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

PLACEMENT FOR COMPOSITION COURSES

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

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

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

To be placed in ENGC 1180 *Honors Composition*, students must be accepted into the Snider Honors Program.

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

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

PRIOR LEARNING ASSESSMENT (PLA)

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

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

Types of Prior Learning Assessment

1. Credit by Examination

- a. **Advanced Placement**—Course credit for successful completion of Advanced Placement examinations administered by the College Entrance Examination Board to high school students will be granted to students presenting Advanced Placement examination grades of four (4) or higher. A letter grade of P will be assigned for credit granted. Because no grade is assigned other than P, no Quality Points will be awarded to count toward GPA. A grade of three (3) will exempt a student from the course.
- b. **College Level Exam Program (CLEP)**—Students may earn college credit for certain examinations administered by the College Level Exam Program. To receive credit for a CLEP test, a minimum score must be earned (Contact the Registrar for information on scores required for credit for specific courses). CLEP credit will be transcribed as course-specific credit with a

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grade of P. Because no grade is assigned other than P, no Quality Points will be awarded to count toward GPA. CLEP credit will be identified as transfer credit from the College Level Exam Program.

- c. **DANTES Subject Standardized Test (DSST)**—Students may earn college credit for acceptable scores on the DANTES Subject Standardized Test based on the credit recommendations and minimum scores recommended by the American Council on Education. Students should submit an official DANTES transcript for review. A letter grade of P will be assigned for credit granted. Because no grade is assigned other than P, no Quality Points will be awarded to count toward GPA.
- d. **International Baccalaureate Program**—King recognizes the IB diploma and King will grant a maximum of eight (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.

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

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

assigned other than P, no Quality Points will be awarded to count toward GPA.

3. Proficiency Validation by Licensure

a. RN-BSN Advanced Placement

Credits—Upon successful completion of 12 or more semester hours of academic coursework in nursing at King University with a grade of C+ or better, the student may be awarded up to 30 semester hours of advanced placement credit. For RN advanced placement, a **maximum of 30 credits** may be awarded. To be eligible to apply, students must meet the following criteria:

- i. Hold an associate degree or diploma in nursing
- ii. Hold an active, unrestricted license as an RN
- iii. Successful completion of 12 or more semester hours of NURS coursework at King University

b. LPN Advanced Placement

Credits—Upon successful completion of academic coursework in nursing at King University with a grade of B- or better, the student may be awarded up to 20 semester hours of advanced placement credit. For LPN advanced placement, a **maximum of 20 credits** may be awarded. To be eligible to apply, students must meet the following criteria:

- i. Hold an active, unrestrictive license as an LPN
- ii. Successful completion of 12 or more semester hours of NURS coursework at King University
- iii. Successful completion of NURS 3115

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Students should contact Student Success Specialist for further information.

PROGRAM LENGTH

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

Graduation requirements for specific programs may be found in this catalog in the *Academic Programs* section.

RECORDS AND TRANSCRIPTS

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

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

REGISTRATION AND CHANGES IN CLASS OR SCHEDULE

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

During the latter part of the fall and spring semesters, Traditional students who plan to be enrolled for the next semester will register themselves online via the Student Portal. Financial obligations must be met in the Business Office before the registration procedure can be finalized (i.e., any student with a hold from the Business Office or Financial Aid will not be registered until the hold is removed).

AGS and Online students are registered for courses by Student Success Specialists in the following Adult and Graduate Studies (AGS)/Online programs:

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

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

King University course enrollment expectations represent a strategic balancing of best practices in teaching and learning, faculty availability and workload, and available fiscal and physical resources.

The university reserves the right to cancel or discontinue any course because of low enrollment or for other reasons deemed necessary. Program Coordinators will be consulted during this process. Faculty and students will be notified if a course is cancelled. When canceling or discontinuing a course, every effort will be made to accommodate the needs of students, faculty, and staff.

To assure quality instruction, the university also reserves the right to close registration for a course when maximum enrollment has been reached. The university reserves the right to make changes in schedule or faculty when necessary. When implementing changes in class and schedule, King University shall maintain compliance with the SACSCOC Principles of Accreditation. The institution shall also maintain compliance with programmatic accreditation requirements, as applicable.

Policies—Academic

REPEAT COURSEWORK

Students repeat courses for several reasons:

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

A student may repeat a course, provided that the grade earned is below a C (C- or below) in the course to be repeated. Students are permitted to repeat a course twice for a total of three (3) attempts. The grade in the final attempt will be used to calculate the student's cumulative GPA.

Specific program requirements regarding course repeats and grades for a course will take precedence over this policy.

NOTE: Financial Aid/Veterans Benefits

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

SPECIAL TOPICS COURSES

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

Definition

Special Topics courses provide faculty an opportunity to teach a certain topic not otherwise offered, broadening the student's experience within their major coursework. Special Topics courses are developed to cover emerging issues or specialized content not represented in the main curriculum.

- Special Topics courses are not existing courses within the Academic Catalog.
- Most Special Topics courses can be repeated by students for additional credit provided that the

course sections attempted cover varying material.

- Special Topics courses will be available for each department. They will be offered and transcribed with the designation of X900 (ex. BUSA 3900). The course level (X) will be determined by the department when submitting a course for the offering.

STUDENT COURSE EVALUATIONS

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

SUMMER TERM—TRADITIONAL

King offers a voluntary summer term with three (3) 5-week sessions during which Core Curriculum courses, academically related job and work experiences, opportunities for off-campus travel/study programs, and Special Topics courses are offered. Financial aid for the summer term is usually limited to loans and the TN HOPE Scholarship for residents of Tennessee.

TAKING COURSES AT OTHER INSTITUTIONS

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

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

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

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

Authorization to take courses at another institution must be submitted at least 10 days prior to the beginning of the course at the other institution. Taking courses at another institution is not advised in the graduation semester and may cause a delay of one semester in the conferral of the degree. Students taking courses from another institution within their graduation semester need to be aware that grades for such courses are due on the Wednesday prior to the end of the term by 5:00 pm. Failure to meet this deadline could not only hold up conferral of the degree but also the release of transcripts. Students are responsible for making arrangements with professors at other institutions to complete course requirements early if that is necessary in order to meet the King University deadline.

Bachelor's Degree students must complete one-third of coursework in their major at King, and a minimum of 48 of the 124 semester hours required for graduation must be earned at King University. Associate of Arts students must complete at least 24 semester hours, including the five (5) required courses, at King.

TIME LIMIT FOR COMPLETION OF DEGREE REQUIREMENTS

Academic catalogs are generally in effect for six (6) years. This time frame is congruent with the amount of time (150%) allowed by the Department of Education for a student to get a bachelor's degree and for Title IV financial aid purposes. Bachelor's Degree students are allowed 12 semesters of full-time enrollment. For Title IV aid purposes, all time and all hours earned at prior institutions count toward the 150% of the total program.

Candidates for graduation who do not complete the work for their degrees within 12 full-time semesters of continuous enrollment from the time of matriculation must consult with the pertinent program coordinator for their major discipline. This

meeting will result in a plan of study that includes at least 30 semester hours of specified general education courses and the desired major, as well as sufficient credits to reach 124 semester hours, the minimum total for graduation. Transfer students who come to King University with earned semester hours will have a pro-rated version of the 12 full-time semesters based on the number of earned hours they bring.

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

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

Time limits for King University graduate programs are specified in the *Academic Programs* section of this catalog.

TRANSFER CREDIT ACCEPTANCE

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

Students wishing to request the transfer of credits designated as "not designed for transfer" from a regionally accredited community college may be required to submit a *Petition for Acceptance of Transfer Credit* after a review of the transcript by the Registrar. All transfer coursework is evaluated based on the educational quality of the coursework; the

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comparability of the nature, content, and level to King University coursework; and the appropriateness and applicability of the coursework to programs at King University.

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

TRANSFER OF KING UNIVERSITY CREDITS TO OTHER INSTITUTIONS

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

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

UNDERGRADUATE ACADEMIC HONORS

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

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

- GPA meeting or exceeding 3.500: *cum laude*
- GPA meeting or exceeding 3.700: *magna cum laude*

- GPA meeting or exceeding 3.900: *summa cum laude*

Students who have completed 48-61 hours of graded coursework at King with an institutional grade point average of 3.70 or higher will graduate *With Distinction* in their designated field of study. King University students who have earned an A.A. degree are not eligible for Latin honors, but may be awarded *With Distinction*.

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

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

UNIVERSITY PRESIDENT'S AND PROVOST'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 Provost's List. Those students who attain a semester average of 4.00 are placed on the President's List.

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

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

Policies—Programs and Services

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

This award honors the important contributions of the thirteenth president of King, Robert Todd Lapsley Liston, who served for 25 years and led the institution into a new era of academic excellence. Since 1986, this award has been and will continue to be presented each year to a traditional undergraduate major graduating with the highest grade-point average. In the case of a tie, more than one award is given. The award is made on a strictly quantitative basis without consideration for a specific degree (B.S., B.A., B.S.N., 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. 75% 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 summer graduate who attains a grade point average equal to or greater than the Liston award recipient of the previous spring graduation will become a recipient of the Liston award as well. The graduate will have his or her name inscribed on the R.T.L. Liston award plaque and will receive a medallion comparable to any other Liston award recipient. Such a graduate will not walk across the stage to receive the award. However, the graduate may elect to delay his or her graduation until the following spring 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.

Fall graduates will be competing for the award with the cohort that graduates the following spring.

ADULT AND GRADUATE STUDIES (AGS)

Adult and Graduate Studies (AGS) programs differ from traditional programs in the following respects:

Adult-Oriented Programming

The King AGS programs are adult-oriented degree programs that are designed to eliminate some of the challenges facing adult learners.

Accelerated Pace

Students are generally enrolled in only one or two (2) courses at a time in their major. Students in the face-to-face programs attend only one or two (2) class sessions per week. Many courses are completed in five (5) to eight (8) weeks.

AGS programs are year-round (Fall, Spring, and Summer semesters). Students are expected to maintain continuous enrollment until their program is complete. Should a student wish to take a semester off, they must request a Leave of Absence. If an international student on an F-1 Visa requests a Leave of Absence, they must speak with the International Student Advisor; international students on an F-1 Visa in AGS programs are required to maintain continuous enrollment to maintain status.

Although class meeting time is less, students are expected to be engaged with their coursework for the same number of hours regardless of delivery mode, be it traditional, AGS, or online. Please refer to the *Academic Policies* section of the catalog for the *Credit Hour Definition and Equivalencies* policy.

Three (3) factors make it possible for the accelerated programs to function effectively:

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

Applied Learning

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

Participative Methodology

The primary role of the instructor in the AGS and Online Masters and Bachelor programs is that of facilitator. The lecture method is used only in a

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limited way. Students are expected to commit considerable time to acquiring information from textbooks, web-enhanced activities, and work-related assignments. Class time is given over, largely, to the processing of information. The teacher functions as a facilitator in a learner-centered, rather than a teacher-centered, environment.

ACADEMIC CENTER FOR EXCELLENCE (ACE)

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

Writing Center

The Writing Center is committed to facilitating learning and scholarship by providing King University students with resources and instruction in producing quality academic writing. Supervised and supported by King University faculty, 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 30- or 60-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 posted in the Academic Center for Excellence and 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). Staffed by King University faculty, the OWL is a 24-hour service available to the King Community. Online tutors provide feedback via email between 24 and 72 hours of receipt.

Speaking Center

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

Tutors work with students in 30- or 60-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 posted in the Academic Center for Excellence and 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 reasoning skills. Tutors work with students in 30-and 60-minute conferences in which areas of improvement are identified and discussed. Hours vary by semester and usually are posted in the Academic Center for Excellence and announced via email.

Online Tutoring

In addition to the ACE tutoring, the ACE has a 24-hour online tutoring service available to King University students. Tutors in a variety of subjects are available 24 hours a day, seven (7) days a week. Services include one-on-one online tutoring, asynchronous online tutoring, and scheduled virtual appointments. There is a link to the online tutoring site in every Canvas course.

KING UNIVERSITY LIBRARIES

Guided by King University's mission and vision, King University Libraries prepares students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world by:

1. encouraging exploration, discovery, and critical thinking through information literacy instruction and reference services, and

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2. providing access to adequate library collections and services and to other learning/information resources consistent with the degrees offered at King University.

King University Libraries has three (3) physical locations: the E.W. King Library in Bristol, the Kingsport Campus Library, and the Knoxville Campus Library. King University Libraries' comprehensive physical and electronic collections are distributed across these three (3) campus libraries, allowing King University Libraries to deliver resources and services to King University students, faculty, and staff, regardless of location. King University Libraries provides access to all library resources through the **library website**.

Each of the three (3) campus libraries houses books, periodicals, and audiovisual materials to support the degree programs offered by King University. Students have access to interlibrary loan, course reserves, and reference and instructional services on site.

Additionally, each library houses computers, printers, and a photocopier for use by students and faculty and there is space available for students to collaborate and study.

The E.W. King Library is staffed by professional librarians with American Library Association (ALA)-accredited degrees, paraprofessionals, and student workers. The E.W. King Library is open 78.5 hours per week during the regular academic terms with extended hours during exams and modified hours during summer term, academic recess, and holidays. An Assistant Librarian with an ALA-accredited degree is based at the Kingsport Campus and staffs the library approximately 31 hours per week. A full-time Outreach Services Librarian with an ALA-accredited degree is based at the Knoxville Campus and staffs the library approximately 40 hours per week. The Kingsport and Knoxville Outreach Services Librarians' hours are based on the flow of the student body and the scheduling of classes; however, the Kingsport Campus Library and the Knoxville Campus Library are open whenever the campuses are open. Hours for each campus library are listed on the front page of the **library website**.

King University Libraries offers information literacy instruction in the face-to-face and online learning environments. Information literacy instruction is planned through collaboration between librarians and faculty and is offered in specified courses in the Core Curriculum as well as in major programs of study.

King University Libraries' comprehensive physical and electronic collections support all major academic programs as well as the Core Curriculum, and the physical collections are distributed across the three (3) campus libraries. The full collection contains the following:

- 72,195 print books
- 212,113 e-books
- 126 current print journal titles
- 19,452 volumes of journals and government documents
- 3,729 CDs
- 2,375 DVDs
- 95 databases with 25,000 electronic journal titles and 48,700 streaming videos
- 15 e-book databases
- Equipment such as cameras, projectors, anatomy models

All students and faculty, regardless of location, have 24-hour access to electronic databases that support all programs in all delivery platforms and provide full text access to thousands of journal titles, streaming videos, and reference materials covering a wide variety of academic disciplines.

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

King University Libraries is a member of the Holston Associated Libraries (HAL) which also includes the Emory and Henry College Library, the Tazewell County Public Library in Virginia, and the Washington County Public Library in Virginia. HAL shares a web-based library catalog which points users to the location of the more than 1.1 million items in this consortium. King students, faculty, and staff can access most of these resources through the following methods: in person at any HAL library, delivery via courier, or through the mail. Users can request any

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item be sent via courier or through the mail by clicking “Request” in the shared library catalog.

King University Libraries makes provisions for students to obtain needed library resources that may not be immediately available in the libraries’ collections. In addition to sharing resources with the other HAL libraries, King students, faculty, and staff have access to libraries throughout the Appalachian region through King University Libraries’ reciprocal agreements with other universities. Furthermore, King University Libraries participates in OCLC’s international service, WorldShare Interlibrary Loan, which permits students, faculty, and staff to obtain nearly any book or journal article that King University Libraries does not own.

For more information about King University Libraries, please visit library.king.edu or call 1-855-KINGLIB.

INFORMATION TECHNOLOGY

As an institution of higher learning that seeks to prepare men and women to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world, King recognizes the importance of the appropriate use of technology in the educational experience. The institution seeks to ensure that graduates obtain the information, technological skills, and competencies that they will need to succeed after graduation.

All campus buildings are linked via a high-speed backbone to King’s campus-wide computer network. Network and Internet access is available in every room on campus, including all residence hall rooms. All King students receive an email account. Additionally, King offers computer labs in Bristol, Kingsport, and Knoxville Hardin Valley.

THE JACK E. SNIDER HONORS PROGRAM—TRADITIONAL

A former president of King, Dr. R. T. L. Liston, once described King as “a place of the mind.” The mind is, however, more than an isolated component of the human being. It helps to shape and is itself shaped by both the spiritual and physical worlds. The Jack E. Snider Honors Program challenges participants to think deeply so they can live fully.

Although students accepted into the Honors Program will be expected to participate fully in the life of the campus, the Program offers special opportunities to develop the life of the mind:

- To meet and study under members of the faculty and outside guests, who themselves demonstrate a passionate commitment to the life of the mind
- To participate in seminars that will examine ideas from a variety of academic disciplines
- To take selected courses that stimulate thinking and allow for creative response
- To engage in independent research
- To serve both the campus and the larger community

To be invited to join the Honors Program, students must have a 3.5 GPA in high school or at another college or university and have achieved a score of 1260 on the SAT or a 28 on the ACT. Students who do not meet these criteria may still apply to join the Program through the Admissions Office. By an interview or formal essay such students must demonstrate intellectual curiosity, a collegial spirit, and a desire to learn and grow.

KING INSTITUTE FOR FAITH AND CULTURE

Inaugurated in 2008 and dedicated to the work and example of Frederick Buechner, the Buechner Institute at King University explored the relationship between faith and culture. In 2015, the Buechner Institute became the King Institute for Faith and Culture. The King Institute for Faith and Culture is a continuation of conversations between faith, art, and culture started by Dr. Dale Brown.

The King Institute for Faith and Culture sponsors on-campus convocations (generally on Mondays at 9:15 a.m.), as well as evening lectures either on campus or in community venues, that feature speakers from a variety of backgrounds. Lectures examine the ways in which faith informs art and public life and help cultivate conversations about what faith has to do with books, politics, social discourse, music, visual arts, and more.

Located between shrill sectarianism and abject secularism, the Institute aims to cultivate a

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conversation that is both artful and substantial on issues of faith and culture. The Institute seeks to come at the central issues of our time from as many directions as possible—honestly, clearly, and faithfully. In honor of Frederick Buechner, and in appreciation of his work and legacy, the Institute is honored to host The Frederick Buechner keynote lecture once a year.

ARMY RESERVE OFFICER TRAINING CORPS (ROTC) MILITARY SCIENCE

Overview

Army Reserve Officer Training Corps program, while not offered on the King University campus, is available through a program offered at East Tennessee State University (ETSU). King University, in cooperation with ETSU and the United States Army, offer Reserve Officer Training Corps (ROTC) opportunity for King students to enroll in the Military Science program at ETSU. The program is designed to develop the students' managerial and leadership abilities, introduce students to the mission and organization of the United States Army and prepare advanced-course students for service as commissioned officers in the Active Army, Army Reserve, or Army National Guard.

An academic major is not offered at King University. However, upon completion of the reserve officer training programs and the undergraduate degree at King University, a student will receive a commission as a second lieutenant in the United States Army.

King undergraduate students may participate in the program and are eligible for all the benefits associated at ETSU. The ETSU courses in the ROTC program are noted on the students' King transcript. King, however, reserves the right to determine which courses are appropriate and consonant with its educational objectives. These courses are listed in the academic catalog under *Military Science* for the Army Program.

Military Science (MSCI) Courses

These courses are offered at East Tennessee State University and are only available to students enrolled in the Army ROTC program. Courses are counted as general electives towards graduation.

Scholarships

Participating students are eligible for Army ROTC scholarships. These scholarships pay annual tuition costs and a textbook allowance. Scholarship cadets also receive a tax-free subsistence allowance of \$300-\$500 a month for up to 10 months each academic year in which the scholarship is in effect. Students who receive a ROTC Scholarship can receive their ROTC funds and King University institutional aid up to the cost of tuition and fees. Please be advised, not all fees are covered. If you have any questions regarding your financial aid award as a ROTC scholar, please contact the Financial Aid Office.

ROTC Advanced Course

Advanced military science Cadets continue their studies in leadership and tactics with the scope of instruction expanded to include subjects such as military law, battle simulations, group dynamics, organizational management, and decision making. Advanced course contract students receive from \$450 to \$500 per month up to a maximum of 20 months (equivalent to two academic years) and an appointment upon graduation as a Second Lieutenant. Contracted students incur a military obligation to the Active Army, the Reserve, or the National Guard. This obligation can consist of as little as three (3) months active duty, with the remainder spent on Reserve, or National Guard status. Students who prefer Reserve or National Guard duty may be guaranteed that they will not be assigned to active duty except for the short period needed to complete a branch basic officer course (three to six months depending on the branch selected). Students interested in enrolling as a contract Cadet must contact the Department of Military Science for specific program requirements, guarantees, benefits, and military information.

Cadet Advance Course

Advanced course Cadets are required to attend the four-week advance course at Ft. Knox, Kentucky, upon completion of the junior year of military science. Attendance is a prerequisite to commissioning but may be delayed until completion of the senior year with the approval of the United States Army and the professor of Military Science at ETSU.

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Withdrawal of Students

The Government or the ROTC Department may, at its option and at any time, withdraw financial support for any student in the program. This information will be provided to the student and the institution in writing within a reasonable time after publication. The institution may request withdrawal by the Government of any student for academic or disciplinary reasons.

ROTC students will be required to verify for all courses registered. If withdrawal occurs after the add/drop period and before the end of a term, the Government will pay any tuition and fees due for the current term. The institution shall refund any eligible charges under the institution's standard procedures for any student in effect on the date of withdrawal. Withdrawal of students by the Government will not be the basis for any special charge or claim by the institution other than charges under the institution's standard procedures.

Contact Information

A.J. Cox, GS
Recruiting Operations Officer
Department of Military Science
East Tennessee State University
423.439.5291
coxa01@etsu.edu
etsu.edu/cbat/rotc

DUAL ENROLLMENT

Eligibility – High school juniors and seniors with a minimum 3.0 cumulative GPA and a recommendation from their school or parent if home schooled.

Enrollment Requirements – The Dual Enrollment Application

- Recommendation from a high school principal, guidance counselor, or parent if home schooled. A signature on the application form is required.
- High school transcripts are required for enrollment.
- Parent release form must be signed by the parent and student. Applicants over the age of 18 are not required to have a parent signature.

- Applications with missing signatures, missing class numbers, etc., will not be processed until completed. The student will be contacted by the Admissions Representative.
- A new application and Dual Enrollment Grant form must be submitted each semester.
- The Dual Enrollment Grant must be completed online.

Deadlines for Registration – Registration opens on Friday the week of registration for King students. Please refer to the academic calendar for specific dates. Students can apply until the Friday before the first day of the semester, but the program is available as space in the courses permit.

Limitations – First time Dual Enrollment students are limited to one course their first semester. In the following semesters, students may take two classes if they have received a 2.75 or better in their previous course.

Cost – Students are charged \$110 per semester hour payable at the time of application. Books and supplies are not included in this charge and are the responsibility of the student. After a Dual Enrollment student has completed 16 credit hours at King University, the student will be charged the non-degree seeking rate for one class. Summer classes are charged at the standard summer rate and the student is enrolled as a non-degree seeking student.

Payment – Payment for the full amount of the course is expected within 24-48 hours of application submittal. If a student is a non-resident of TN or does not qualify for the TN Dual Enrollment grant, the student should submit a receipt of payment to the Office of Admissions within 24-48 hours of application. If the student expects to use the TN Dual Enrollment Grant, the student must have a completed grant application before the admissions application will be accepted. Students will not be registered unless payment has been made in full or a grant application has been completed. Payment for a remaining balance must be made by the first day of classes or a \$100 late fee will be applied if the balance is greater than \$100. If the balance is not paid in full by the 5th day of the semester, the student may be removed from class.

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TN Dual Enrollment Grant - Dual Enrollment Grant money is available to Tennessee residents with a cumulative college grade point average of at least a 2.75. If this is the applicant's first college course, then eligibility for the King University Dual Enrollment Program will also qualify the applicant for the TN Lottery Dual Enrollment Grant money. Students receiving the grant money can receive the following:

- Up to \$500 for the first course
- Up to \$500 for the second course
- Up to \$200 for the third course
- No award for the fourth course

The maximum award is not to exceed \$1200 per year. The TN Lottery Dual Enrollment Grant can affect a student's TN HOPE Lottery funds eligibility if more than \$1,200 or four courses are used during Dual Enrollment. Please check out the TSAC (Tennessee Student Assistance Corporation) website for additional information on the TN Lottery Dual Enrollment Grant at

http://state.tn.us/collegepays/mon_college/dual_enroll_grant_rules.htm.

Absences - Dual Enrollment students are expected to be present in class when the college is in session. Absences and any special circumstances should be discussed with the professor.

Refund Policy - If a student drops a course before the first day of class, a full refund will be issued. If a student ceases attendance from all courses registered for the semester, then a withdrawal calculation must be done. Withdrawal calculations will be done in accordance with Department of Education guidelines regardless of whether the student is receiving any aid. For more specifications, please refer to the King University Catalog.

Student Access - Dual Enrollment students may access all library services and computer labs on campus. In addition, each Dual Enrollment student will have an email account at King. Dual Enrollment students are also issued a King University Student ID card and are entitled to any appropriate privilege that card entails where reasonable.

Parking - Dual Enrollment students are required to register vehicles to park on campus but are not

required to pay the vehicle registration fee. However, parking fines are not waived. Dual Enrollment students are limited to parking only in designated commuter lots.

Honor Code - Violations will be handled through the Student Conduct Process as described in the King University Student Handbook. King University may notify the appropriate officials at the student's school and/or the student's parent or guardian of violations.

AU SABLE INSTITUTE OF ENVIRONMENTAL STUDIES

OVERVIEW

King University offers students the opportunity to study off-campus at the Au Sable Institute. The Au Sable Institute of Environmental studies and environmental science at campuses in Costa Rica, India, Michigan's Great Lakes Region and Washington State on the Puget Sound.

Au Sable Institute of Environmental Studies offers over 20 different field-based, university-level courses in environmental studies and environmental science at campuses in the Great Lakes region (Mancelona, MI) and on Puget Sound (Whidbey Island, WA), in addition to courses in South India (Tiruchirappalli, Tamil Nadu) and Latin America (Vara Blanca, Costa Rica). Courses feature extensive field learning to elucidate concepts and teach hands-on skills and techniques for sustainability, ecosystem management and restoration, conservation, and research. Courses take place during May and two summer session terms.

Au Sable attracts students from 60 different Christian colleges and universities around North America, forming a Christian community that cares about preserving, restoring, and sustaining God's creation. Au Sable's international opportunities include two May session courses "Conservation and Development in the Indian Tropics," taught in partnership with Bishop Heber College (Tamil Nadu, India). The class travels to South India to learn about its unique tropical ecosystems and culture. In Costa Rica, the "Tropical Agriculture and Missions" courses teach

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proven, hands-on skills and techniques for helping farmers improve their livelihoods in developing countries, and how these can be used to share the Gospel.

RICH EDUCATIONAL EXPERIENCE

More than 50 Christian colleges and universities partner to offer field courses in May and Summer I and II, in northern Michigan, Whidbey Island in Puget Sound (Washington State), Costa Rica, and India. Examples of Au Sable courses include Aquatic Biology, Alpine Ecology, Marine Biology, Marine Mammals, Conservation Biology, Tropical Agriculture and Missions, Ecological Agriculture, and International Development and Environmental Sustainability.

PROFESSIONAL CERTIFICATIONS

The Au Sable Institute offers professional certifications in several areas, based on certain courses are taken at home institutions and Au Sable.

TUITION AND FEES

Tuition is paid by students to their home institution for all courses taken at the Au Sable Institute. Au Sable charges a uniform tuition rate of \$2,720 per 4-credit course, regardless of credit granted by King.

In addition to tuition, there are the following site's fees. Site fees are charged for the room, board, transportation, and site-specific costs associated with each program location and session.

- Application Fee: US \$25 (non-refundable, not applied to tuition)
- Tuition Deposit: US \$400 (per academic session, applied to tuition)
- Site Fees (room, board, course transportation, and site-specific costs):
- May Session - Great Lakes: US \$275 per week (\$825 total)
- May Session - Costa Rica: US \$590 per week (\$1,770 total)
- May Session - India: US \$590 per week (\$1,770 total)
- Summer Session I - Great Lakes: US \$345 per week (\$1,725 total)
- Summer Session II - Great Lakes: US \$345 per week (\$1,725 total)

- Summer Session II - Pacific Rim: US \$610 per week (\$3,050 total)

Other Expenses

Students should plan on approximately US \$170-180 per course for textbooks and supplies. Travel to the session site in North American or International session site is the financial responsibility of the student.

REFUNDS/WITHDRAWALS

After 30 business days, tuition deposits are non-refundable unless the applicant is rejected. If a student withdraws within 30 days of application, deposits will be refunded within 30 days of withdrawal. Deposits more than 30 days after registration are not refundable. Withdrawals or drops after the start of class will be refunded as follows. After one day (i.e., 10% of class time), 50% tuition we will be refunded; after two days (20% of class time), 25% of tuition will be refunded. After the second day of class, no refunds will be made. Scholarship and grant amounts will be adjusted on a prorated basis for drop and withdrawals. Withdrawals for health reasons will be handled on a case by case basis.

AU SABLE COURSES

These courses are offered at the Au Sable Institute and are only available to students enrolled in the program. Students can take up to two Au Sable courses as general electives towards graduation.

See the Au Sable Institute (<http://ausable.org>) website for additional information and course offerings.

FINANCIAL AID AND SCHOLARSHIPS

Students are eligible to apply for financial aid from Au Sable after they have completed the registration process and have completed enrollment in their Au Sable courses, including payment of the tuition deposit. Au Sable provides generous financial aid options to students taking our courses because we want to assist in making an Au Sable education possible for every interested student. Financial Aid is available until all funds are disbursed or until May 1st, whichever comes first.

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See the Au Sable Institute website (<http://ausable.org>) for additional information on fellowships, grants, and scholarships.

Contact Information:

Josh Rudd
Instructor of Biology King University
jarudd@king.edu

AU SABLE INSTITUTE OF ENVIRONMENTAL STUDIES COURSE DESCRIPTIONS

These courses are offered at the Au Sable Institute of Environmental Studies and are only available to students enrolled in the program. Students can take up to two Au Sable courses as general electives towards graduation.

BIOL/GEOL/GEOG 301 Land Resources.

A systems-level perspective on landforms and ecosystems. Includes analysis and interpretation of field data, remote-sensing data derived from satellites and aircraft and geographic information systems (GIS), including field trips to and analysis of forests, wetlands, lakeshores, and rivers. Includes application to policy and land use planning..... 4 s.h.
Prerequisite: One year of introductory science

BIOL 302 Lake Ecology and Management. A field study of lakes and other freshwater systems with applications to planning and management. Includes an introduction to limnology and investigation of representative lakes, streams, and wetlands of the region and compares the North American Great Lakes with the other great lakes of the world and their stewardship..... 4 s.h.
Prerequisite: One year of general biology and one year of general chemistry

BIOL/AGRIC/GEOG 303 Ecological Agriculture. Ecological Agriculture focuses on how agricultural systems can be developed to better resemble natural ecosystems to achieve multiple outcomes: food for communities, vibrant economies, and healthy ecosystems. The focus is on learning agricultural principles that can be applied in rural, urban, temperate, and tropical

settings. Issues of justice and public policy are also discussed. This course employs a discussion format both in classroom and field settings. It grapples with difficult practical and ethical problems and issues that require interdisciplinary analysis 4 s.h.

BIOL/GEOG 304 International Development & Environmental Sustainability. Principles of sustainable development, examining ecological sustainability and sustainable society in the context of various factors that are bringing environmental degradation and impoverishment to people and cultures. The course addresses problems associated with tropical agriculture, hunger, poverty, international debt, appropriate technology, relief programs, missionary earth-keeping, conservation of wild nature, land tenure, and land stewardship and the resolution of practical and ethical issues associated with these problems, employing a discussion format both in classroom and field settings..... 4 s.h.

ENVST 310 Environmental Law and Policy.

Analysis of the policy-making process at local, national, and international scales with an examination of environmental policy challenges including climate change, resource management, and energy development. Students will interact with regional policy-makers and land managers in the field to consider linkages between policy and science and ways for science to inform the policy-making process. Environmental ethics, environmental justice, and environmental advocacy will also be considered 4 s.h.

BIOL 311 Field Botany. Field and lab identification, systematics, natural history, and ecology of vascular plants as components of natural communities and their relationships to ecological features, including stratification, history, plant zonation, adaptation, and animal interactions are examined. Taxonomic relationships of plant families and higher groups are covered. Projector plant collection required..... 4 s.h.
Prerequisite: One year of general biology or one semester of botany

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BIOL 318 Marine Biology. Biology of marine plants and animals in the field. The focus of the course is on intertidal life and marine ecology in oceanic and geophysical context. Includes trophic dynamic relationships of eelgrass communities and the intertidal zone, workings of the island systems of Puget Sound, ecological roles of sea birds and fishes, population and community structure dynamics, exploitation and oceanic microbialization, and biogeochemical processes and their linkages with the biosphere. Marine stewardship and the effects of human activity on the marine environment are examined in all course components4 s.h.

BIOL 321 Animal Ecology. Interrelationships between animals and their biotic and physical environments, emphasizing animal population dynamics in old growth pine forests and bogs. This field-intensive course centers on the ecology of northern Michigan fauna from a stewardship perspective. Included are individual student projects4 s.h.
Prerequisite: One year of introductory science

BIOL 322 Aquatic Biology. Ecology, identification, systematics, culture, and care of aquatic plants and animals, and adaptations to freshwater environments as determined by a direct investigation in lakes, ponds, bogs, marshes, streams, and in the laboratory. The course assesses human impacts on aquatic species and ecosystems, presents procedures for the stewardship of aquatic habitats, and introduces aquatic restoration ecology 4 s.h.
Prerequisite: One year of general biology or one semester each of general zoology and general botany

CHEM 332 Environmental Chemistry. Principles analysis and impact of chemical movement and distribution—both natural and human-induced—in natural environments focusing primarily on the hydrosphere and atmosphere. Sampling and analytical methods are included for water, soil, and air. Work is conducted both on-site in natural habitats and the laboratory..... 4 s.h.
Prerequisite: One year of general chemistry and one semester of either biochemistry

or organic chemistry, BIOL/ENVST
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BIOL 342 Fish Ecology and Management. Introduction to the relation of freshwater fish species and their environments in lakes and streams with concurrent examination of techniques and technologies employed to manage populations and species for conservation, recreational use, and commercial harvest. This course will provide understanding of freshwater fish taxonomy and phylogenetic relationships, habitat requirements of major fish species by life stages, stream habitat assessment, population measuring and monitoring, and strategies for management of recreational and commercial species and conservation of threatened and endangered species.4 s.h.

BIOL/AGRIC/GEOG 343 Sustainability, Tropical Agriculture, and Missions. An introduction to sustainability and tropical agriculture with applications for working with resource-poor farmers. Topics include the scientific basis of low-cost techniques, tropical crops, and their requirements, and on-site work. Issues in Christian missions and development, urban gardening and small animal techniques are also covered in the context of agricultural employment and economy. This course includes several trips to different ecosystem regions of Costa Rica4 s.h.

BIOL 345 Wildlife Ecology. Ecology, conservation, and stewardship of wildlife and their habitats. Includes examination of growth and structure of populations, environmental and human social factors affecting wildlife communities, and theories and applications of wildlife conservation. Set in the context of the historical development of the field from management to ecology to the land ethic of Leopold. Includes management and stewardship of non-game and endangered species, and long-term prospects of wildlife in changing environmental, climatic, and social contexts4 s.h.
Prerequisite: One course in biology, or permission of professor

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BIOL 358 Field Techniques in Wetlands. A comprehensive overview of wetland ecosystem processes, values, legislation, and quantification. Students will learn to evaluate and quantify soils, hydrologic status, and vegetation in a variety of wetland ecosystems including bogs, emergent marshes, forested wetlands, and wetlands converted for agriculture, and to apply standard tools developed by the US Army Corps of Engineers and Michigan Department of Environmental Quality to assess wetland extent and habitat quality 4 s.h.
Prerequisite: One year of general biology or one semester of general ecology

BIOL 359 Marine Mammals. Biology, behavior, ecology, identification, and conservation of the marine mammals of the Pacific Northwest. This course examines habitats of marine mammals in Puget Sound and the Salish Sea, with special attention to diving physiology, social behavior, and communications of whales and seals. The course aims to develop a stewardship perspective rooted in biological principles and directed at the global conservation of marine mammals and their ecosystems. Special attention is given to their use by cultures of the region and the relation of such use to current controversies in the management of marine mammals 4 s.h.
Prerequisite: One year of general biology or one semester of zoology (a course in anatomy and/or physiology is recommended)

BIOL 361 Field Biology in Spring. A field-based introduction to the natural history of northern Michigan and its plants and animals, including their field identification, field biology, behavior and landscape context, with a focus on spring activity of biological communities. This course provides prospective teachers and naturalists with an opportunity to investigate the natural history in this very active time of year 4 s.h.

BIOL/ENVST/GEOG 362 Environmental Applications for Geographic Information Systems (GIS). Introduction to the theory and application of spatial analysis for environmental conservation and planning using geographic information system (GIS) technology in the

context of real-world conservation problems. This course combines instruction in AGS field data collection; ArcGIS use for storage, analysis, interpretation, and presentation of spatial data; and remote sensing techniques and their integration with GIS applications. Examines theories of environmental planning at regional and landscape levels and their importance for conservation. Instruction in these skills will be integrated around an environmental project applying GIS techniques to actual conservation problems associated with protecting or restoring degraded environments 4 s.h.

BIOL 365 Insect Ecology of Streams, Forests, and Fields. Life history, behavior, and ecology of terrestrial and aquatic insects and their roles in pollination, herbivory, predation, agroecosystems, disease and vector epidemiology, invasion ecology, soil ecology, biodiversity, and freshwater ecology. Practical applications include the study of Integrated Pest Management (IPM) approaches to reduce negative impacts of pest species in agricultural, structural, and medical settings while preserving biodiversity and ecosystem functionality 4 s.h.

BIOL 367 Conservation and Development in the Indian Tropics. An introduction to the conservation, historical and ongoing development, and comparative analysis of coastal ecosystems, the plains and montane tropical ecosystems of the Western Ghats, an internationally recognized biodiversity hotspot containing multiple ecosystems stratified by altitudinal zonation. The course is taught on-site at a variety of ecosystem preserves and national parks. Topics include tropical ecosystem structure and function, adaptations of flora and fauna, biodiversity surveys, past and present human interactions with the landscape, and autecology of selected plant and animal species. Students from North America and India will interact in this cross-cultural course. Minibuses will transport the group in each site with extensive hiking at each location. Food and lodging will be provided at nearby hostels and hotels 4 s.h.
Prerequisite: Upper-division standing and at least one ecology course (preferably completed at Au Sable) or

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permission of the Au Sable
Representative

BIOL 368 Forest Ecology. The Pacific Northwest is home to towering lowland temperate rain forests, montane forests on the slopes of the Cascades, and subalpine parkland near tree line in the Olympics. Join us as we study the abiotic environment, species interactions, and ecosystem processes in these contrasting forest ecosystems. Research approaches relevant to forest systems will be introduced. Quantitative skills including data collection, management, and basic analysis will be emphasized4 s.h.
Prerequisite: One year of biology

BIOL 371 Forest Management. Introduction to site-level, landscape, and multi-stakeholder approaches to forest management, including strategies of climate change adaptation and mitigation. Theory, application, and techniques of forest management for specified values and objectives including instrumental (economic/utilitarian and life support such as wood production, habitat and watershed protection and climate moderation) and non-instrumental values (such as aesthetic, oral/spiritual values e.g. recreation). The course will address the evolution of forest management practice and some specific practices, methods and techniques of growing trees and the development and care of forests (silviculture) as applied to natural forests managed for various objectives.....4 s.h.

BIOL 381 Urban Wildlife Ecology. Rapidly expanding human populations and the heavy dependence on technology have intensified the human impact on ecosystems. Urban areas have expanded and are increasingly altering environmental conditions. It is important to understand the conditions present in these human-altered environments and the impact on wildlife. This course focuses on issues relating to the vertebrates that have chosen to live in urban areas. Using Chicago as a resource, we will explore real issues and concepts including the impact of habitat fragmentation and modification, synanthropy, and issues such as the predator paradox and population management. Site visits frame opportunities for active engagement4 s.h.

CHEM 382 Urban Environmental Chemistry. A survey of the distribution and reactions of natural and anthropogenic chemicals in the landscape with emphasis on the urban environment. This includes the chemistry of the atmosphere, waterways, and soil, with specific focus given to urban environments. The ethical and moral responsibilities of humans to the environment are also discussed with specific attention to the urban landscape. Field work component includes on site sampling and laboratory analysis. Modern analytical techniques are presented..... 4 s.h.
Prerequisite: One year of general chemistry

ENVST 385 Urban Environmental Justice. Introduction to environmental justice theory, practice, and history as a movement that bridges scholarship, action, science, and ethics. Grounded in a case study of Chicago, students learn about how urban ecologies are formed around matters of race, class, food politics, health, industry, waste, energy, markets, and history. Through assigned readings, classroom discussion, field visits and research with activists, churches, community organizations, and city officials, students are equipped with skills and framework to conceive of the city, the environment, and justice in relation to a biblical vision of human flourishing in and with natural and built environments4 s.h.

BIOL/CHEM/GEOG 390 Directed Individual Study. Field or laboratory study of a problem selected by the student in consultation with a professor, and presented as a written proposal in advance of the session in which the study is to be conducted..... 1-4 s.h.
Prerequisite: A study proposal including goals and objectives, methods, protocols for evaluation to be signed by the professor and program director

BIOL/ENVST 391 Research Methods I. A course designed to prepare natural science majors to conduct scientific field research at levels appropriate for a senior capstone or competitive off-campus programs. Research Methods I introduces students to experimental design and statistical analysis relevant to scientific research. Students prepare a research proposal

Policies—Programs and Services

and initiate their investigation, typically focused on a biodiversity survey of a selected taxonomic group2 s.h.

Prerequisite: Selection to the Summer Undergraduate Preparation in Environmental Research program

BIOL/ENGCST 392 Research Methods II. This course follows Research Methods I with the completion of data collection and analysis, and the reporting of results through scientific writing and oral/poster presentation2 s.h.

BIOL/GEOG 471 Conservation Biology.

Principles of conservation biology with applications to sustainable human society and biospheric integrity. An integrative approach to biology and society that interrelates population biology, ecological principles, biogeochemical cycles, ecosystem functions, and human society in the context of biosphere degradation. The course develops a stewardship perspective rooted in biological principles and directed at conservation of plant and animal species, biotic communities, ecosystems, and human society, including topics in human development, poverty, and economic growth..... 4 s.h.

Prerequisite: One year in biology, one course in ecology, or permission of professor

BIOL 478 Alpine Ecology. Ecology of the mountains of the Pacific Northwest, with particular attention to the adaptation of plant and animal life to montane climates and altitudes, and analysis and interpretation of altitudinal zonation of biotic communities with applications to latitudinal biogeography. The course also examines physiological responses of organisms to reduced oxygen levels, low temperatures, and high-altitude radiation regimes. Fieldwork includes on-site studies in the Olympic Mountains of the Olympic Peninsula4 s.h.

BIOL 482 Restoration Ecology. Ecological principles for ecosystem restoration and applications for restoring degraded and endangered species. Field studies include analysis of restoration and rehabilitation work with the Kirtland's warbler, an officially designated wild river, coastal dunes, kettle-hole bogs, deforested

lands, degraded residential and farming sites, and abandoned oil wells. A practical field lab is included in which techniques are applied to a specific site4 s.h.

Prerequisite: One year of biology and one course in ecology or field biology, or permission of professor

BIOL/CHEM/GEOG 499 Research.

Participation in an ongoing research project of the Institute 1-6 s.h.

Prerequisite: A research proposal including goals and objectives, methods, protocols for evaluation; to be signed by the professor and program director

Preparation for Pre-Professional Programs

PRE-PROFESSIONAL PROGRAMS

Law

Law schools have traditionally recommended for those seeking preparation for legal studies precisely the sort of broadly-based, high-quality liberal arts education that King offers. While most law schools tend to avoid suggesting any specific major program or set of “pre-law” courses, the Association of American Law Schools stresses a pre-law education which emphasizes “comprehension and expression in words; critical understanding of human institutions and values with which the law deals; [and] creative power in thinking” (*Association of American Law Schools and the Law School Admission Council, Inc., Pre-Law Handbook*).

King’s basic requirements can be relied upon to develop the student in these areas; a major program and carefully selected elective courses serve to permit diversity as well as comprehensiveness in pre-law study. In recent years, King students seeking legal careers have tended to major in Political Science/History and have met with considerable success in gaining admission to law schools, but other King students have found other major programs suitable for pre-law training as well.

Pre-law students should work closely with King’s pre-law faculty advisor, Professor David Robinson, 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.

Medicine and Health Sciences

The Health Sciences Advisory Committee (HSAC) assists students interested in attending health professions graduate programs in medicine, pharmacy, physical therapy, veterinary medicine, dentistry, physician assistant, chiropractic, and other healthcare-related disciplines. The committee provides information, resources, and insight to assist students in exploring the various health professions, learning how to become a competitive applicant, and navigating obstacles along the way.

Ministry

While many majors offered in the institution are acceptable for admission into seminary, students are

encouraged to prepare for seminary by having a solid foundation in Religious Studies, Philosophy, Literature, Foreign Language, and the Social Sciences.

Upon completion of the King degree, students may be admitted to seminary where, after three (3) years of study, they receive the degree of Master of Divinity (M.Div.).

Pharmacy

Students interested in attending pharmacy school can choose from three (3) options. One is to complete pre-pharmacy requirements in two (2) academic years.

Another option is to complete in four (4) 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 B.S. degree in Biology after completing three (3) academic years at King and the first academic year of an accredited professional school of pharmacy. A description of the dual degree curriculum is listed under Biology in the *Academic Programs* section of this catalog.

Teacher Education

The School of Education offers educator preparation programs designed to prepare qualified candidates for careers in the teaching profession. Programs are available leading to Tennessee licensure in 10 secondary subject areas (Grade 6-12), Elementary Education (Grade K-5), K-12 Music (Vocal or Instrumental), and English as a Second Language.

Grades 6-12 Education Tracks are available within the Biology, Chemistry, English, History, Political Science/History, Mathematics, Physics, and Spanish majors and will lead to secondary licensure (Grade 6-12) when accompanied by the secondary education minor and successful completion of licensure examinations.

Students seeking elementary licensure (Grades K-5) complete an interdisciplinary studies program, the elementary education minor, and required licensure examinations. Students seeking K-12 licensure in Music Education Vocal/General or Music Education Instrumental/General complete a major matched to state standards, the K-12 education minor, and required licensure examinations.

Preparation for Pre-Professional Programs

An English as a Second Language endorsement may be added to any other teaching license.

The M.Ed. in Curriculum and Instruction is a graduate program for those who already possess a bachelor's degree. The M.Ed. offers Initial Licensure in all approved subject areas.

Subsequent licensure in Virginia or other states may require additional testing.

Consult with the Program Coordinator of Teacher Education for details on teacher licensure.

General Education

THE CORE CURRICULUM—TRADITIONAL

The King Core Curriculum is the academic foundation for the King experience. It gives Traditional students the skills, ideas, and knowledge they need to pursue their major and minor programs with confidence and good judgment. The Core, expressing King's values through exploration of the Arts and Sciences and a cross-cultural experience, helps students understand their responsibilities to learn and to serve their fellow human beings throughout their lives.

The Core's global emphasis and the fact that senior faculty teach many courses translate to advantages for King students in the job market and in graduate school admissions processes. The required 42 hours of general education represent one-third of the hours necessary for graduation and frame all academic work with a balanced Christian perspective.

King's Core is structured by five (5) Core Competencies in these broad areas: Citizenship, Intellectual and Practical Skills, Human Culture, Human Creative Products, and Natural and Physical World. 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. The Comprehensive Assessment for general education is OAK (Outcomes Assessment at King), a test that students take in their graduation semester.

Overview of Core Requirements

The Core Curriculum is composed of two (2) parts: Common Experience and 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 assures students obtain the academic foundation needed to be successful in King University degree programs.

Common Experience

KING 1000/2000
First/Transfer Year Seminar 1 s.h.

KING 1010
ACORN..... 0 s.h.
KING 3000
Cross-Cultural Experience 0 s.h.
KING 4000
Christian Faith and Social
Responsibility 1 s.h.
KING 4020
OAK..... 0 s.h.
RELG 1001
Foundations of Christian Thought and
Practice..... 4 s.h.

General Education Experience

Citizenship 4 s.h.
English Composition I 4 s.h.
English Composition II 2 s.h.
Human Creative Products 4 s.h.
Human Culture 4 s.h.
Humanities (Literature and History)..... 8 s.h.
Quantitative Literacy 4 s.h.
Science..... 4 s.h.
Wellness for Life 2 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 specific courses from the menus listed for specific categories. Students should consult their academic advisors as they schedule their classes. For specific questions related to transferring coursework from another institution into the core requirements, please see *Applying as a Transfer Student* in the *Admissions Policies* section.

Common Experience

All students must take the following four (4) courses and meet the Cross-Cultural Experience requirement while enrolled at King. Students must also pass the OAK exam prior to graduation. Courses from other institutions will not satisfy these Common Experience requirements.

KING 1000/2000
First/Transfer Year Seminar 1 s.h.
KING 1010
ACORN..... 0 s.h.
All students on all delivery platforms must take the ACORN. The test is the mandatory Pre-Test for

General Education

the Quality Enhancement Plan. The ACORN is a test that students take through Canvas in their first semester at King University. Any student who does not take the exam will not be able to register for classes in their next semester.

KING 3000
Cross-Cultural Experience.....0 s.h.

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 and Social
Responsibility.....1 s.h.

KING 4020
OAK.....0 s.h.

Students must take the OAK (Outcomes Assessment at King) basic subjects test on general education in their graduation semester. Any student who does not meet the comprehensive assessment of general education requirement will not graduate until the requirement has been met.

RELG 1001
Foundations of Christian Thought and
Practice.....4 s.h.

General Education Experience

Students must take the prescribed amount of coursework in each of the eight (8) categories listed below. Three (3) of these categories have specified common courses; the other five (5) categories offer choices from a menu of courses.

Citizenship

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

ECON 2000
Introduction to Economic Principles (4 s.h.)
HIST 2110
Twentieth Century Global History (4 s.h.)
ICST 2200
Cultural Identity (4 s.h.)

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

PSCI 2010
United States Government (4 s.h.)

PSCI 2020
World Politics (4 s.h.)

SAIS 2310
Espionage and Intelligence (4 s.h.)

SAIS 2330
International Terrorism (4 s.h.)

English Composition I

Every student must earn a grade of C- or higher to pass ENGC 1110. A grade below a C- is equivalent to a grade of F.

ENGC 1110
English Composition: Writing and
Speech.....4 s.h.

English Composition II

ENGC 2010
English Composition: Research and
Writing.....2 s.h.

Human Creative Products

Choose from the following courses4 s.h.

ENGL 2450
Appalachia in Literature and Film (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 2181
History of Jazz (4 s.h.)

MUSC 2300
American Folk Music (4 s.h.)

PHOT 1010
Photographic Foundations (4 s.h.)

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

THTR 2000
Introduction to Theatre (4 s.h.)

THTR 2012
Theatre History I (4 s.h.)

General Education

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 (3) or higher on a placement exam for Spanish along with writing and oral samples that score at the ACTFL Scale Intermediate Level or higher. The writing and oral samples will be administered and scored by a faculty member in the Department of Languages and Literatures.
- A placement level of semester three (3) or higher on a competency exam for Latin.
- A score of Intermediate Low or higher on the ACTFL proficiency scale as determined by an Oral Proficiency Interview administered by Language Testing International. Students will incur the cost for the interview. Interviews are available in a variety of modern languages.
- A grade of C or better in a course conducted in English for students whose first language is not English.
- Successful translation of a New Testament passage from Greek done in a controlled setting. The passage will be assigned and success in translation will be determined by a faculty member in the Department of Bible and Religion.

Successful completion of one of the following courses: GREK 2000 Ancient Greek II, HEBR 2000 Ancient Hebrew II, LATN 2000 Intermediate Latin, SPAN 2000 Intermediate Spanish, SPAN 2210 Spanish for Healthcare Workers, SPAN 2100 Spanish Study Abroad, or SPAN 2220 Business Spanish. Intermediate language courses from other institutions will be reviewed during the transfer evaluation process and credit for language courses will be granted on a case-by-case basis.

Students must *first* demonstrate second language proficiency to elect ICST 2120, PSYC 1520, RELG 2800, or RELG 2430 to fulfill the Human Culture requirement.

Choose from the following courses 4 s.h.

GREK 2000

Ancient Greek II (4 s.h.)

HEBR 2000

Ancient Hebrew II (4 s.h.)

ICST 2120

Cultural Diversity in America (4 s.h.)

LATN 2000

Intermediate Latin (4 s.h.)

PSYC 1520

Introductory Psychology (4 s.h.)

RELG 2430

Understanding the World's Religions (4 s.h.)

RELG 2800

Death and Dying (4 s.h.)

SPAN 2000

Intermediate Spanish (4 s.h.)

SPAN 2100

Intermediate Spanish Study Abroad (4 s.h.)

SPAN 2210

Spanish for Healthcare Workers (4 s.h.)

SPAN 2220

Business Spanish (4 s.h.)

Humanities: Literature and History

Students must take *The Quest for a Meaningful Life* course sequence, which is comprised of two (2) interdisciplinary courses that combine the political/social history of an historic time and the literature of the same period. If students transfer in one history *and* one literature course from another institution, they are exempt from the humanities requirement. If students transfer in one history *or* one literature course from another institution, they should complete the Literature and History requirement by taking HUMN 2171.

HUMN 2171

The Quest for a Meaningful Life I 4 s.h.

HUMN 2172

The Quest for a Meaningful Life II 4 s.h.

Quantitative Literacy

Choose from the following courses 4 s.h.

MATH 1500

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

MATH 1560

Introduction to Statistics (4 s.h.)

General Education

MATH 2350
Calculus I (4 s.h.)

Science

Choose from the following courses4 s.h.

BIOL 1010
Human Anatomy and Physiology I (4 s.h.)
BIOL 1110
Principles of Biology (4 s.h.)
CHEM 1010
Introduction to Chemistry (4 s.h.)
CHEM 1110
General Chemistry I (4 s.h.)
PHYS 2010
Physical Science (4 s.h.)
PHYS 2030
Survey of Astronomy (4 s.h.)

Wellness for Life

PHED 1110
Wellness for Life 2 s.h.

GENERAL EDUCATION—ADULT AND GRADUATE STUDIES (AGS)

General Education courses in the Arts and Sciences, called the Core Curriculum at King University, have served King’s Traditional student population for decades and are the academic foundation for the King experience. Many of the courses found in the Core Curriculum equip AGS students with the skills, ideas, and knowledge they need to pursue their major coursework with confidence. In addition to their academic major, General Education courses are what distinguish college graduates from others who have not had the opportunity to complete a bachelor’s degree at King University. Many students transfer coursework from community colleges or other higher educational institutions, while others choose to complete all coursework, including their General Education courses, at King University.

General Education courses fulfill requirements across the five (5) Core Competencies: Citizenship, Intellectual and Practical Skills, Human Culture, Human Creative Products, and the Natural and Physical World. These are the same competencies that exist for Traditional students but have been packaged for AGS or Online delivery. King University also employs a Comprehensive Assessment

for general education: the OAK (Outcomes Assessment at King). The OAK is a test given during a student’s final semester before they graduate.

Overview of General Education Requirements

The Adult and Graduate Studies General Education Curriculum is composed of two (2) parts: Common Experience and 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 assures students obtain the academic foundation needed to be successful in King University degree programs.

Common Experience

KING 1010
ACORN..... 0 s.h.
KING 4020
OAK..... 0 s.h.
RELG 1001
Foundations of Christian Thought and
Practice..... 4 s.h.

General Education Experience

Citizenship 4 s.h.
English Composition..... 4 s.h.
English Composition II 2 s.h.
Human Creative Products..... 4 s.h.
Human Culture 4 s.h.
History..... 4 s.h.
Literature..... 4 s.h.
Quantitative Literacy 4 s.h.
Science..... 4 s.h.
Total..... 38 s.h.

AGS General Education Curriculum Course Options

The following list of courses is not in sequential order. Some programs of study recommend specific courses to fulfill specific requirements. Your Student Success Specialist will assist you with scheduling and registering you for appropriate coursework in your program. An AGS Student’s Transfer Evaluation showing which credits from a previous institution will transfer to King and what General Education categories those courses would satisfy is completed by the Office of Registration and Records within the

General Education

student's first semester at King. Please visit *Applying as a Transfer Student* in the *Admissions Policies* section for further information regarding the evaluation of transfer credits.

Common Experience

The Common Experience consists of three (3) specific requirements which all students must complete while enrolled at King University. Students must complete the Human Culture specific course, Foundations of Christian Thought and Practice, and must also pass the OAK exam prior to graduation. Additionally, students must take the ACORN exam during their first semester at King. Courses from other institutions will not satisfy these Common Experience requirements.

KING 1010
ACORN0 s.h.
All students on all delivery platforms must take the ACORN. The test is the mandatory Pre-Test for the Quality Enhancement Plan. The ACORN is a test that students take through Canvas in their first semester at King University. Any student who does not take the exam will not be able to register for classes in their next semester.

KING 4020
OAK0 s.h.
Students must take the OAK (Outcomes Assessment at King) basic subjects test on general education in their graduation semester. Any student who does not meet the comprehensive assessment of general education requirement will not graduate until the requirement has been met.

RELG 1001
Foundations of Christian Thought and
Practice4 s.h.

General Education Experience

Students must take the prescribed amount of coursework in each of the categories listed below. General education courses must be taken as soon as possible after matriculation.

Citizenship

Choose from the following courses4 s.h.
HIST 2150
Appalachian History (4 s.h.)

ECON 2000
Economic and Social Systems:
Principles of Economics (4 s.h.)
HIST 2110
20th Century Global History (4 s.h.)
LIBS 3400
The Quest for Community and
an Ordered Society (4 s.h.)
PSCI 2010
United States Government (4 s.h.)
PSCI 2020
World Politics (4 s.h.)
PSCI 2200
The Future of Citizenship (4 s.h.)

English Composition I

Students must complete a composition course within their first 24 s.h. of coursework or before they enter major courses. Every student must earn a grade of C- or higher to pass ENGC 1110. A grade below a C- is equivalent to a grade of F.

ENGC 1110
English Composition: Writing and
Speech.....4 s.h.

English Composition II

ENGC 2010
English Composition: Research and
Writing2 s.h.

Human Creative Products

Choose from the following courses4 s.h.
ENGL 2120
Introduction to Appalachian
Literature (4 s.h.)
DMAD 2000
History of Photography (4 s.h.)
DMAD 2200
The Arts in Historical Context (4 s.h.)
ENGL 2450
Appalachia in Literature and Film (4 s.h.)
LIBS 3000
Quest for Self-Knowledge (4 s.h.)
PHOT 1010
Photographic Foundations (4 s.h.)
THTR 1110
Acting I: Fundamentals of Acting and
Play Analysis (4 s.h.)

General Education

Human Culture

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

- ICST 2120
Cultural Diversity in America (4 s.h.)
- LATN 2000
Intermediate Latin (4 s.h.)
- PSYC 1520
Introductory Psychology (4 s.h.)
- RELG 2430
Understanding the World's
Religions (4 s.h.)
- SPAN 2000
Intermediate Spanish (4 s.h.)

History

Choose 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 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.)

Literature

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

- ENGL 2110
20th and 21st Century World
Literature (4 s.h.)
- ENGL 2160
Literature and the American
Identity (4 s.h.)

Quantitative Literacy

Students must complete a college-level mathematics course within their first 24 s.h. of coursework and/or before they enter major courses.

- MATH 1560
Introduction to Statistics 4 s.h.

Science

- BIOL 1110
Principles of Biology..... 4 s.h.

Undergraduate Courses that Build Skills for AGS Students

In addition to the general education requirements, there are courses offered every semester for Adult and Graduate Students that enhance academic skills and therefore improve performance in all subsequent courses.

Many students opt to begin their academic career at King University with the Introduction to College Semester. These three (3) courses are designed and strategically placed to provide students with the optimal path to success both in the AGS General Education and when they transition to their major coursework. These courses are not designed for transfer credit.

- MATH 1000
Principles of Mathematics 4 s.h.
- KING 1610
Preparing for College Level Work 4 s.h.
- ENGC 1010
English Composition: Basic Composition 4 s.h.

Undergraduate Courses that Explore AGS Disciplines

Some general education courses also serve as introductions to AGS majors. ENGL 2110 20th and 21st Century World Literature or ENGL 2160 Literature and the American Identity presents students with examples of the English Online major. HIST 2110 20th and 21st Century Global History, HIST 2161 U.S. to 1877, or HIST 2162 U.S. 1877 to the Present introduce History Online. RELG 1001 Foundations of Christian Faith and Practice introduces Religious Studies Online. PSYC 1520 Introductory Psychology familiarizes students with the Psychology program.

In addition, other introductory courses give students experience in specific disciplines to help them choose a major, minor, or concentration.

Business Administration

- BUSA 1700
Introduction to Business (4 s.h.)
- BUSA 2010
Digital Skills for 21st Century
Workplaces (4 s.h.)

General Education

BUSA 3010

Personal Financial Planning (4 s.h.)

Criminal Justice

(required of all CRJU majors)

CRJU 1500

Introduction to Criminal Justice (4 s.h.)

Information Technology

ITEC 2700

Foundations of Information
Technology (4 s.h.)

Social Work

SOWK 3410

Historical Foundations and
Contemporary Issues (4 s.h.)

Academic Programs—Majors and Minors

MAJORS (DEGREES AWARDED)

- Applied Science and Mathematics (BS)
(This is a 3-year + 2-year program with the College of Engineering at the University of Tennessee, Knoxville)
 - Biomedical Engineering Track
 - Chemical Engineering Track
 - Civil Engineering Track
 - Industrial Engineering Track
- Biochemistry (BS)
- Biology (BA, BS)
 - Bioinformatics Track (BS)
 - Cell and Molecular Biology Track (BS)
 - General Biology Track (BA, BS)
 - Human Biology Track (BA)
 - Grades 6-12 Education Track (BA)
 - Pharmacy Dual Degree (BS)
- Business (BA)
 - Accounting Track
 - Business Administration Track
 - Economics Track
 - Finance Track
 - Healthcare Administration Track
 - Management Track
 - Marketing Track
- Business Administration (BBA)
- Business Administration (PMBA, TMBA)
 - Healthcare Administration Concentration
 - Human Resource Management Concentration
 - Management Concentration
 - Marketing Concentration
 - Project Management Concentration
 - Small Business Management and Social Entrepreneurship
- Chemistry (BS)
 - General Chemistry Track
 - Health Sciences Track
 - Grades 6-12 Education Track
- Communication (BS)
- Criminal Justice (BS)
- Digital Media Art and Design (BA)
- Education (MEd)
 - Curriculum and Instruction
- Education: English as a Second Language (Grades PreK-12) –*post-baccalaureate program*
- Education: Interdisciplinary Studies (BA)
 - Grades K-5 Education Track
- English (BA)
 - Applied English Track
 - General English Track
 - Literature Track
 - Writing Track
 - Grades 6-12 Education Track
- English Online (BA)
- Exercise Science (BS)
 - Health and Fitness Track
 - Kinesiology Track
 - Grades K-12 Education Track
- Forensic Science (BS)
- General Studies (AA)
- Health Informatics (BS)
- Healthcare Administration (BS)
- History (BA)
 - Integrative Track
 - Standard Track
 - Grades 6-12 Education Track
- History (BS)
- Information Technology (BS)
 - Cloud Computing and Systems Administration Track
 - Cybersecurity Management Track
 - Digital Business and Game Development Track
 - Information Systems Track
- Mathematics (BS)
 - General Mathematics Track
 - Research Track
 - Grades 6-12 Education Track
- Multidisciplinary Studies (BA, BS)
- Music (BA)
 - Applied Music Track
 - Music Education Vocal/General Track
 - with Grades K-12 Education Track
 - Music Education Instrumental/General Track
 - with Grades K-12 Education Track
- Nursing (BSN)
 - Bachelor of Science in Nursing
 - Bachelor of Science in Nursing for Registered Nurses
- Nursing (MSN)
 - Nursing Administration Concentration
 - Nurse Education Concentration
 - Family Nurse Practitioner Concentration
 - Pediatric Nurse Practitioner Concentration
 - Psychiatric Mental Health Concentration

Academic Programs—Majors and Minors

- Nursing Practice (DNP)
- Physics (BS)
 - Grades 6-12 Education Track
- Political Science/History (BA)
 - Grades 6-12 Education Track
- Psychology (BS)
- Religious Studies (BA)
 - Biblical Studies Track
 - Philosophy Track
 - Theory and Method in Religious Studies Religious Studies Track
 - Youth Ministry Track
- Religious Studies (BS)
- Security and Intelligence Studies (BA)
- Social Work (BSW)
- Spanish (BA)
 - Grades 6-12 Education Track
- Sport Management (BS)
- Theatre (BA)
- Psychology
- Religious Studies
- Secondary Education
- Secondary Education with English as a Second Language
- Security and Intelligence Studies
- Spanish
- Sport Management
- Theatre
- Youth Ministry

MINORS

- Biblical Studies
- Biology
- Business Administration
- Chemistry
- Coaching
- Communication
- Criminal Justice
- Digital Media Art and Design
- Economics
- Elementary Education
- Elementary Education with English as a Second Language
- Elementary Education with Special Education
- English
- English as a Second Language (Non-Licensure)
- Exercise Science
- Health Humanities
- Healthcare Administration
- History
- Intercultural Studies
- K-12 Education
- Leadership
- Mathematics
- Music
- Philosophy
- Physics
- Political Science

Academic Programs—Undergraduate

ASSOCIATE OF ARTS

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: TBD

The Associate of Arts degree offered online at King University is both an academic foundation and an introduction to the King experience. It gives students the skills, ideas, and knowledge they need to pursue additional education with confidence and critical thinking. Similar to King's traditional Core Curriculum, the Associate of Arts courses express King's values through exploration of the Arts and Sciences and help students understand their responsibilities to learn and to serve their fellow human beings throughout their lives as part of a global community.

Students must complete 60 semester hours of required coursework to earn the Associate of Arts Degree.

Admission to the Program

For specific AGS program application packet requirements, please visit *Acceptance Criteria for Undergraduate AGS Programs* located within the *Admissions Policies* section of the catalog.

Applying for Admission as a Transfer

For this information, please visit *Applying as a Transfer Student* located within the *Admissions Policies* section of the catalog.

Academic Preparation

The Admissions Committee of the Faculty may conditionally accept students who do not present this preparation along with a minimum 2.0 academic grade point average on a 4.0 scale and a minimum ACT or SAT I composite score of 19 or 890. Students who receive conditional acceptance may take up to 14 semester hours and may not hold academic sanction regarding academic standards during their first semester in attendance at the University.

Introduction to College Semester

Most Associate of Arts students will complete 12 semester hours of coursework that comprise the Introduction to College Semester. These courses have been created to introduce students to the college

experience and enrich their skills in analytical reading, writing, and mathematics.

The following students will not be required to complete the Introduction to College Semester:

- Students who have graduated from high school in the last 5 years with a GPA of 3.0 or higher.
- Students who have passed college-level mathematics or English composition courses in the last 5 years with a grade of C- or higher.

Students who have already taken the SAT, ACT, ACT Compass, or ACCUPLACER tests in the last five years and have shown proficiency in Math, Reading, and Writing will take 12 s.h. of electives instead of the three Introduction to College courses to complete the 60 s.h. for the Associate of Arts Degree.

Introduction to College Semester Grade Requirement

Students enrolled in the Introduction to College Semester must pass all three courses to proceed in the Associate of Arts Program. If a failing grade is earned in one or more courses, students must petition to repeat the failed course(s). With approval from the Program Coordinator, a student may repeat a failed Introduction to College Semester course once. A second failure will result in dismissal from the program.

Every student must earn a grade of C- or higher in KING 1610 and ENGC 1010. A grade below a C- in either course is equivalent to a grade of F.

Minimum Residency Requirements

Students completing the Associate of Arts at King University must earn at least 24 s.h. (of the 60 s.h. total) at King University.

The following courses which total 18 s.h. *must* be completed at King:

- ENGC 2010
English Composition: Research and Writing (2 s.h.)
- KING 1500
Introduction to Higher Education (4 s.h.)
- DMAD 2200
The Arts in Historical Context (4 s.h.)

Academic Programs—Undergraduate

PSCI 2200	The Future of Citizenship (4 s.h.)
RELG 1001	Foundations of Christian Thought and Practice (4 s.h.)

A student must have a course in every category represented by the King Associate of Arts Curriculum. Courses from other institutions can be transferred in for categories not listed above. Students who are not required to complete the Introduction to College Semester will take elective courses to bring their total number of semester hours to 60.

Grade Requirement for ENGC 1110

Every student must earn a grade of C- or higher in ENGC 1110. A grade below a C- is equivalent to a grade of F. A student with a failing grade must repeat ENGC 1110. Should a student transfer in English composition from another institution, the student must have a C- or higher in that course.

Technology Requirements

Students must have access to a computer with minimum of Microsoft Office 2010 or later with wireless capability and a webcam. Students must also be able to record and upload video to course websites.

Introduction to College Semester

MATH 1000 (Not Designed for Transfer)	Principles of Mathematics 4 s.h.
KING 1610 (Not Designed for Transfer)	Preparing for College Level Work 4 s.h.
ENGC 1010 (Not Designed for Transfer)	English Composition: Basic Communication 4 s.h.

Associate of Arts Core Curriculum

Courses are grouped three or four to a semester for a total of 12 s.h. Semesters are offered in strict rotation, but incoming students may begin the AA courses in any of the four semesters. Courses indicated with an asterisk (*) must be taken at King.

Traditions Semester

KING 1500* (Not Designed for Transfer)	Introduction to Higher Education..... 4 s.h.
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RELG 1001*	Foundations of Christian Thought and Practice..... 4 s.h.
DMAD 2200*	The Arts in Historical Context..... 4 s.h.

Preparation for Citizenship Semester

ENGC 1110	English Composition: Writing and Speech 4 s.h.
PSCI 2200*	The Future of Citizenship..... 4 s.h.
ENGC 2010*	English Composition: Research and Writing..... 2 s.h.
PHED 1110	Wellness for Life..... 2 s.h.

Nature and Culture Semester

MATH 1560	Introduction to Statistics..... 4 s.h.
BIOL 1110	Principles of Biology and Lab 4 s.h.
SPAN 1010	Spanish Language and Culture..... 4 s.h.

Global Community Semester

HIST 2110	Twentieth Century Global History..... 4 s.h.
ENGL 2110	20 th and 21 st Century World Literature 4 s.h.
TCOM 1010	Speech Communication..... 4 s.h.

Total..... 48 s.h.

*Course must be taken at King.

APPLIED SCIENCE AND MATHEMATICS, BS

TRADITIONAL

PROGRAM COORDINATOR: W. LINDERMAN

The B.S. in Applied Science and Mathematics is a degree conferred by King University as part of a 3+2 articulation agreement in collaboration with the Tickle College of Engineering at the University of Tennessee. Students majoring in Applied Science and Mathematics will take courses according to prescribed curricula for tracks in Biomedical Engineering,

Academic Programs—Undergraduate

Chemical Engineering, Civil Engineering, or Industrial Engineering.

After three years at King, students in this program will transfer to the University of Tennessee to complete engineering courses for two years to earn a B.S. in Engineering at the University of Tennessee. After an approved transfer credit review by King of their engineering-related courses from the University of Tennessee, students will be recommended for conferral of a B.S. in Applied Science and Mathematics from King. As part of an articulation agreement with the University of Tennessee, the B.S. in Applied Science and Mathematics cannot be earned solely at King.

Core Curriculum Requirements

Applied Science and Mathematics majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the *Core Curriculum* section of the catalog for additional details.

Quantitative Literacy

MATH 2350
Calculus I 4 s.h.

Science

CHEM 1110
General Chemistry I 4 s.h.

Major Common Requirements

The following courses are required for all Applied Science and Mathematics majors.

CHEM 1120
General Chemistry II 4 s.h.
MATH 2360
Calculus II 4 s.h.
MATH 2370
Vector Calculus 4 s.h.
MATH 2450
Linear Algebra 4 s.h.
MATH 3430
Differential Equations 4 s.h.
PHYS 2210
General Physics I 4 s.h.
PHYS 2220
General Physics II 4 s.h.
PHYS 3030
Electricity and Magnetism 4 s.h.

PHYS 3500
Computational Physics 4 s.h.

Track Requirements

Students will choose a track in Biomedical Engineering, Chemical Engineering, Civil Engineering, or Industrial Engineering.

Biomedical Engineering Track

BIOL 1010
Human Anatomy and Physiology I 4 s.h.
BIOL 1020
Human Anatomy and Physiology II 4 s.h.
ITEC 2010
Programming for STEM 4 s.h.
PHYS 3060
Introduction to Modern Physics 4 s.h.

Summary of Total Credits

Core Curriculum 42 s.h.
Major Requirements 52 s.h.
Engineering Courses from
University of Tennessee 30 s.h.
Minimum to Earn BS 124 s.h.

Chemical Engineering Track

BIOL 2110
General Biology I 4 s.h.
BIOL 2120
General Biology II 4 s.h.
BIOL 3300
Cell Biology 4 s.h.
CHEM 2110
Organic Chemistry I 4 s.h.
CHEM 2120
Organic Chemistry II 4 s.h.
CHEM 3000
Analytical Chemistry I 4 s.h.

Summary of Total Credits

Core Curriculum 42 s.h.
Major Requirements 60 s.h.
Engineering Courses from
University of Tennessee 22 s.h.
Minimum to Earn BS 124 s.h.

Civil Engineering Track

BIOL 2110
General Biology I 4 s.h.
ITEC 2010
Programming for STEM 4 s.h.

Academic Programs—Undergraduate

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements	44 s.h.
Engineering Courses from University of Tennessee.....	38 s.h.
Minimum to Earn BS	124 s.h.

Industrial Engineering Track

CHEM 3000 Analytical Chemistry I.....	4 s.h.
ITEC 2010 Programming for STEM.....	4 s.h.

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements	44 s.h.
Engineering Courses from University of Tennessee.....	38 s.h.
Minimum to Earn BS	124 s.h.

BIBLICAL STUDIES MINOR

TRADITIONAL

PROGRAM COORDINATOR: D. HUDSON

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 and Theological Thinking	4 s.h.
<i>Choose from the following courses.....</i>	<u>8 s.h.</u>
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	20 s.h.

BIOCHEMISTRY, BS

TRADITIONAL

PROGRAM COORDINATOR: S. PICKARD

The B.S. in Biochemistry provides students with an opportunity to receive a thorough scientific training in the context of a Christian worldview. This program integrates a strong understanding of chemical and biological principles and quantitative problem solving with the development of hands-on research skills. Also, the Biochemistry program includes a strong oral and written communication component. Thus, our students receive an educational experience that goes beyond the specific skills they need to be successful biochemists and helps them to develop into well-rounded individuals who are ready to take their places in society.

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 common courses that biochemistry shares with Biology and Chemistry, a student cannot simultaneously major in Biochemistry and major or minor in Biology, Chemistry, or Forensic Science.

Technology Requirements

The technology requirement for a biochemistry major is the minimum required by the university: namely, a laptop computer with a minimum of Microsoft Office 2010 or later, wireless capability, and a webcam.

Comprehensive Assessment

The Chemistry Capstone (CHEM 4930) and Comprehensive Assessment (CHEM 4990) are required for all Biochemistry majors. CHEM 4990 is an end of program exam which tests the student's knowledge of chemistry in the areas of Organic, Analytical and Physical. CHEM 4930 is review course designed to prepare the student for the end of program exam, and there is a letter grade assigned for CHEM 4930. Both CHEM 4990 and 4930 are

Academic Programs—Undergraduate

normally taken during the Fall or Spring semester leading up to the student's graduation.

Core Curriculum Requirements

Biochemistry majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the *Core Curriculum* section of the catalog for additional details.

Science

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

Quantitative Literacy

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

Major Requirements

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

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

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

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

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

Choose from the following courses..... 4 s.h.
CHEM 3200

Analytical Chemistry II (4 s.h.)

CHEM 4200

Physical Chemistry II (4 s.h.)

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

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

BIOL 3760
Genetics 4 s.h.

BIOL 3770
Molecular Biology..... 4 s.h.

BIOL 3300
Cell Biology..... 4 s.h.

BIOL 3700
Biochemistry 4 s.h.

Choose from the following courses..... 8 s.h.
BIOL 3250

Bioinformatics (4 s.h.)

BIOL 4400
Microbiology (4 s.h.)

BIOL 3600
Human and Mammalian
Physiology (4 s.h.)

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

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

MATH 2360
Calculus II 4 s.h.

IDST 4500
Interdepartmental Science and

Mathematics Seminar..... 2 s.h.

CHEM 4930
Chemistry Capstone..... 1 s.h.

CHEM 4990
Comprehensive Assessment..... 0 s.h.

Summary of Total Credits

Core Curriculum 42 s.h.

Major Requirements 72 s.h.

Electives..... 10 s.h.

Minimum to Earn BS..... 124 s.h.

BIOLOGY, BS, BA

TRADITIONAL

PROGRAM COORDINATOR: L. K. VAUGHAN

The Bachelor of Science in Biology encompasses the study of life in each of its forms. Students interested in a broad understanding and appreciation of botany and zoology are encouraged to consider the General Biology track provided by the department. Students desiring to pursue a career in medicine, pharmacy, biotechnology, or biomedical research are encouraged to consider the Cell and Molecular Biology track. The Bioinformatics track will prepare students for graduate school and careers in the fields of genomics, informatics, and biostatistics; this track requires that students minor in Mathematics.

A major in biology prepares one for a variety of careers. Most students interested in biomedical or health science careers often major in biology because many employers, and graduate and professional programs, require significant course work in this area. Thus, students with a BS in Biology are well-suited

Academic Programs—Undergraduate

for careers in environmental research, conservation biology, forensic biology, botany, or zoology.

Additionally, the course work for the Cell and Molecular Biology track is designed to provide students with prerequisites required for many medical, pharmacy, and graduate programs, including microbiology, veterinary sciences, toxicology, optometry, and dentistry. Students are required to take Calculus I to fulfill their requirement in *Quantitative Literacy*. Although not explicitly required, students are strongly encouraged to begin looking for summer internship opportunities the summer after their sophomore year to gain experience and verify their suitability for their vocation. This is particularly important for students who want to attend clinical programs, which can require as many as 500-2000 hours of shadowing or patient contact as a prerequisite for admissions. Finally, many graduate programs will not consider applicants who have no research experience.

Students who major in biology are **not allowed to double major in Biochemistry, Forensic Science, or Health Sciences Chemistry**, due to the overlap already present in these programs. If students would like to pursue a double major, they are encouraged to consider other majors that will help them in their chosen careers. Suggestions include Mathematics, Philosophy, Psychology, Security and Intelligence Studies (SIS), or a foreign language.

Core Curriculum Requirements

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

Science

CHEM 1110
General Chemistry I 4 s.h.

Quantitative Literacy

MATH 2350
Calculus I 4 s.h.

Major Common Requirements for Biology BS

The following courses are required for all BS in Biology majors.

BIOL 2110
General Biology I 4 s.h.

BIOL 2120
General Biology II 4 s.h.
BIOL 3300
Cell Biology 4 s.h.
BIOL 3760
Genetics 4 s.h.
CHEM 1120
General Chemistry II 4 s.h.
CHEM 2110
Organic Chemistry I 4 s.h.
CHEM 2120
Organic Chemistry II 4 s.h.
PHYS 2210
General Physics I 4 s.h.
PHYS 2220
General Physics II 4 s.h.
IDST 4500 (0.5 credits, repeated for a total
of four semesters) Interdepartmental
Science and Mathematics Seminar 2 s.h.
BIOL 4990
Comprehensive Assessment 0 s.h.

Track Requirements for Biology BS

Students will choose a track in General Biology, Cell and Molecular Biology, or Bioinformatics.

General Biology Track (BS)

BIOL 3100
Plant Biology 4 s.h.
BIOL 3130
Ecology 4 s.h.

Choose from the following courses 4 s.h.

BIOL 3310
Human and Vertebrate Comparative
Anatomy (4 s.h.)
BIOL 3200
Histology (4 s.h.)

Choose from the following courses 4 s.h.

BIOL 3600
Human and Mammalian Physiology (4 s.h.)
BIOL 4350
Immunology (4 s.h.)
BIOL 4400
Microbiology (4 s.h.)
Biology Electives (3100-level or higher) 8 s.h.

Cell and Molecular Biology Track (BS)

BIOL 3100
Plant Biology 4 s.h.

Academic Programs—Undergraduate

BIOL 3130	
Ecology	4 s.h.
BIOL 3770	
Molecular Biology	4 s.h.
BIOL 3700	
Biochemistry	4 s.h.
Biology Electives (3100-level or higher).....	8 s.h.

Bioinformatics Track (BS)

(Minor in Mathematics also required)

BIOL 3250	
Bioinformatics	4 s.h.
BIOL 3700	
Biochemistry	4 s.h.
BIOL 3770	
Molecular Biology	4 s.h.
ITEC 2010	
Programming for STEM	4 s.h.
Choose two from the following courses	8 s.h.
ITEC 3450	
Database Management (4 s.h.)	
BIOL 4690	
Systems Biology (4 s.h.)	
PHYS 3500	
Computational Physics (4 s.h.)	

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements:	
Common Requirements.....	38 s.h.
Track Requirements	24 s.h.
Total Major Requirements	62 s.h.
Electives	20 s.h.
Minimum to Earn BS	124 s.h.

PHARMACY DUAL DEGREE PROGRAM

King offers students interested in pursuing a doctoral degree at Pharmacy School (PharmD) the opportunity to apply after only three years at the undergraduate level. It is anticipated that most students would complete their requirements in three years; however, this may require students to have earned some credits before matriculation to King, via dual enrollment or AP course credits. It is important that the student realize that following the Pharmacy Dual Degree Program does not automatically guarantee his or her entrance into pharmacy school. Students must still successfully take the PCAT and competitively apply to their intended graduate program(s). Students should

also verify lists of required courses for each PharmD program of interest; many pharmacy schools require courses in economics, statistics, and communications, in addition to the courses listed below.

A student who completes the requirements in three years and who follows the outlined curriculum will be awarded a Bachelor of Science with a major in Biology from King only after satisfactorily completing the first year of an accredited professional school of pharmacy program. Typically, students will apply to schools of pharmacy during the summer before their third year at King or during the fall of their third year. Transfer students must complete at least 48 hours at King, including 20 hours of required Biology courses.

Core Curriculum Requirements

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

Science

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

Quantitative Literacy

MATH 2350	
Calculus I	4 s.h.

Pharmacy Dual Degree Requirements

BIOL 2110	
General Biology I.....	4 s.h.
BIOL 2120	
General Biology II	4 s.h.
BIOL 3700	
Biochemistry	4 s.h.
BIOL 3760	
Genetics	4 s.h.
CHEM 1120	
General Chemistry II	4 s.h.
CHEM 2110	
Organic Chemistry I.....	4 s.h.
CHEM 2120	
Organic Chemistry II	4 s.h.
MATH 2360	
Calculus II	4 s.h.
PHYS 2210	
General Physics I	4 s.h.

Academic Programs—Undergraduate

PHYS 2220	
General Physics II	4 s.h.
IDST 4500 (0.5 s.h. repeated for a total of four semesters) Interdepartmental Science and Mathematics Seminar	2 s.h.
Choose from the following courses	8 s.h.
BIOL 3300	
Cell Biology (4 s.h.)	
BIOL 3600	
Human and Mammalian Physiology (4 s.h.)	
BIOL 4350	
Immunology (4 s.h.)	
BIOL 4400	
Microbiology (4 s.h.)	
BIOL 4990	
Comprehensive Assessment	0 s.h.

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements	50 s.h.
Transferred Hours	
from PharmD program	32 s.h.
Minimum to Earn BS	124 s.h.

Bachelor of Arts (BA) 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 representative, lab technician, scientific writer, public school teacher, law, etc. This curriculum includes 50 semester hours of science and math but has more flexibility than the Bachelor of Science.

The Bachelor of Arts in Human Biology is designed for students who are interested in pursuing an advanced degree in graduate programs related to human health, such as a doctorate in physical therapy (DPT), or graduate degrees in physician's assistant (PA) or occupational health programs such as occupational therapy (OT). This track is *not* designed or intended to meet the needs of students who are pursuing medical, pharmacy, or graduate school in an area of biology or biomedical research. Students interested in those career paths should follow the requirements for a B.S. in Biology in either the

General Biology or the Cell and Molecular Biology track.

The Bachelor of Arts with secondary education licensure prepares a student for teaching science. Licensed teachers are in great demand nationwide in all areas of science, particularly biology and chemistry. Students obtaining their secondary education licensure will minor in Education. Due to the large number of semester hours required for completion of the B.A. in Biology with secondary licensure, students should meet regularly with advisors from both Biology and Education.

Minor Requirement

Students who complete the Bachelor of Arts degree in Biology are required to have a minor. Students should choose their minor program with consideration of their career goals while in consultation with their academic advisors.

Clinical Experiences

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

Core Curriculum Requirements

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

Science

CHEM 1110	
General Chemistry I	4 s.h.

Quantitative Literacy

MATH 2350	
Calculus I	4 s.h.

Major Common Requirements for Biology BA

The following courses are required for all B.A. in Biology majors.

BIOL 2110	
General Biology I	4 s.h.

Academic Programs—Undergraduate

BIOL 2120	
General Biology II.....	4 s.h.
CHEM 1120	
General Chemistry II.....	4 s.h.
CHEM 2110	
Organic Chemistry I.....	4 s.h.
PHYS 2210	
General Physics I	4 s.h.
IDST 4500 (0.5 credits, repeated for a total of four semesters) Interdepartmental Science and Mathematics Seminar	2 s.h.
BIOL 4990	
Comprehensive Assessment	0 s.h.

Track Requirements for Biology BA

Students will choose a track in General Biology, Human Biology, or Grades 6-12 Education.

General Biology Track (BA)

BIOL 3100	
Plant Biology.....	4 s.h.
BIOL 3130	
Ecology.....	4 s.h.
BIOL 3760	
Genetics	4 s.h.
Choose from the following courses.....	4 s.h.
BIOL 3310	
Human and Vertebrate Comparative Anatomy (4 s.h.)	
BIOL 3200	
Histology (4 s.h.)	
Choose from the following courses.....	4 s.h.
BIOL 3300	
Cell Biology (4 s.h.)	
BIOL 3600	
Human and Mammalian Physiology (4 s.h.)	
BIOL 4350	
Immunology (4 s.h.)	
BIOL 4400	
Microbiology (4 s.h.)	
Choose from the following courses.....	8 s.h.
Any BIOL courses at 3000-level or higher	
<u>OR</u>	
PHYS 2030	
Survey of Astronomy (4 s.h.)	
MATH 1560	
Introduction to Statistics (4 s.h.)	

MATH 2360	
Calculus II (4 s.h.)	

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements:	
Common Requirements	22 s.h.
Track Requirements	28 s.h.
Total Major Requirements	50 s.h.
Electives/Minor	32 s.h.
Minimum to Earn BA	124 s.h.

Human Biology Track (BA)

BIOL 1010	
Human Anatomy and Physiology I.....	4 s.h.
BIOL 1020	
Human Anatomy and Physiology II	4 s.h.
HCAD 2100	
Medical Terminology	2 s.h.
PHYS 2220	
General Physics II.....	4 s.h.
EXSC 2500	
Introduction to Nutrition	2 s.h.
PSYC 3050	
Lifespan Human Development.....	4 s.h.
EXSC 3690	
Exercise Physiology.....	4 s.h.
Choose from the following courses	4 s.h.
PHIL 3720	
Ethics (4 s.h.)	
BIOL 4690	
Systems Biology (4 s.h.)	
Choose from the following courses	8 s.h.
BIOL 3200	
Histology (4 s.h.)	
BIOL 3250	
Bioinformatics (4 s.h.)	
BIOL 3300	
Cell Biology (4 s.h.)	
BIOL 3700	
Biochemistry (4 s.h.)	
BIOL 3760	
Genetics (4 s.h.)	
BIOL 4350	
Immunology (4 s.h.)	
BIOL 4400	
Microbiology (4 s.h.)	

Academic Programs—Undergraduate

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements:	
Common Requirements.....	22 s.h.
Track Requirements	36 s.h.
Total Major Requirements	58 s.h.
Electives/Minor.....	<u>24</u> s.h.
Minimum to Earn BA	124 s.h.

Grades 6-12 Education Track (BA)

The B.A. in Biology (with Licensure for Grades 6-12) is available as a track of the Biology B.A. major and may be paired with a Secondary Education minor. **More information regarding minor and licensure options can be found within the *Secondary Education Minor* section of the catalog.** Licensed teachers in secondary education are in great demand in all fifty states, and science is considered a critical need area in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the *Admission to the Teacher Education Program* section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

GEOG 2010	
Physical Geography	3 s.h.
BIOL 3100	
Plant Biology.....	4 s.h.
BIOL 3130	
Ecology.....	4 s.h.
BIOL 3760	
Genetics	4 s.h.
Choose from the following courses.....	4 s.h.
BIOL 3310	
Human and Vertebrate Comparative Anatomy (4 s.h.)	
BIOL 3200	
Histology (4 s.h.)	

Choose from the following courses	4 s.h.
BIOL 3300	
Cell Biology (4 s.h.)	
BIOL 3600	
Human and Mammalian Physiology (4 s.h.)	
BIOL 4350	
Immunology (4 s.h.)	
BIOL 4400	
Microbiology (4 s.h.)	

Choose from the following courses	8 s.h.
Any BIOL courses at 3000-level or higher	
<u>OR</u>	
PHYS 2030	
Survey of Astronomy (4 s.h.)	
MATH 1560	
Introduction to Statistics (4 s.h.)	
MATH 2360	
Calculus II (4 s.h.)	

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements:	
Common Requirements	22 s.h.
Track Requirements	31 s.h.
Total Major Requirements	53 s.h.
Electives/Minor	<u>29</u> s.h.
Minimum to Earn BA.....	124 s.h.

BIOLOGY MINOR REQUIREMENTS

BIOL 2110, 2120	
General Biology I and II.....	8 s.h.
Additional Biology Electives at or above the 3100-level.....	<u>12</u> s.h.
Total.....	20 s.h.

BIOLOGY AND CHEMISTRY DOUBLE MAJOR, BS

TRADITIONAL

PROGRAM COORDINATORS: L. K. VAUGHAN, S. PICKARD

The B.S. in Biology and Chemistry is a double major that satisfies all requirements for both majors.

Core Curriculum Requirements

Biology and Chemistry double majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the Core

Academic Programs—Undergraduate

Curriculum section of the catalog for additional details.

Science

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

Quantitative Literacy

MATH 2350
Calculus I 4 s.h.

Double Requirements

BIOL 2110
General Biology I..... 4 s.h.
BIOL 2120
General Biology II..... 4 s.h.
BIOL 3300
Cell Biology..... 4 s.h.
BIOL 3760
Genetics 4 s.h.
BIOL 3100
Plant Biology..... 4 s.h.
BIOL 3130
Ecology..... 4 s.h.
PHYS 2210
General Physics I..... 4 s.h.
PHYS 2220
General Physics II..... 4 s.h.
BIOL 3700
Biochemistry 4 s.h.
CHEM 1120
General Chemistry II..... 4 s.h.
CHEM 2110
Organic Chemistry I..... 4 s.h.
CHEM 2120
Organic Chemistry II..... 4 s.h.
CHEM 3000
Analytical Chemistry I..... 4 s.h.
CHEM 4000
Physical Chemistry I..... 5 sh.

Choose two from the following courses 8 s.h.

BIOL 3310
Human and Vertebrate Comparative
Anatomy (4 s.h.)
BIOL 3200
Histology (4 s.h.)

BIOL 3600
Human and Mammalian Physiology (4 s.h.)
BIOL 3770
Molecular Biology (4 s.h.)

BIOL 4350
Immunology (4 s.h.)
BIOL 4400
Microbiology (4 s.h.)

Choose three from the following courses 12-13 s.h.

CHEM 3200
Analytical Chemistry II (4 s.h.)
CHEM 3300
Advanced Organic Chemistry (4 s.h.)
CHEM 3500
Forensic Chemistry (4 s.h.)
CHEM 3600
Inorganic Chemistry (4 s.h.)
CHEM 4200
Physical Chemistry II (5 s.h.)
MATH 2360
Calculus II (4 s.h.)

IDST 4500 (0.5 credits, repeated for a total
of four semesters) Interdepartmental
Science and Mathematics Seminar 2 s.h.

CHEM 4930
Chemistry Capstone..... 1 s.h.
BIOL 4990
Comprehensive Assessment..... 0 s.h.
CHEM 4990
Comprehensive Assessment..... 0 s.h.

Summary of Total Credits

Core Curriculum 42 s.h.
Double Major Requirements..... 80-81 s.h.
Electives..... 1-2 s.h.
Minimum to Earn BS..... 124 s.h

BUSINESS, BA

TRADITIONAL

PROGRAM COORDINATOR: A. BRUMLIK

The Bachelor of Arts in the Business (B.A. in Business) program at King is designed for traditional students. The B.A. in Business program provides an academically challenging experience that empowers students with excellent business, writing, speaking, and critical thinking skills. The B.A. in Business program allows students to directly integrate skills, theory, and tools for a successful career.

Technology Requirements

Students in the BA in Business program are required to supply their own laptop computer (PC or Mac),

Academic Programs—Undergraduate

with fully functional Microsoft Office 2016 or newer, wireless capability, and webcam. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials. Tablets or other devices without fully functional Microsoft Office 2016 or newer do not satisfy this requirement.

Comprehensive Assessment Requirement

During the last semester of the program of study, B.A. in Business students will take the Peregrine Academic Services Business Program Assessment Examination which covers these functional areas: accounting, ethics, finance, strategy, leadership, economics, global business, information management systems, legal environment, management, marketing, and quantitative research/statistics.

Internship Requirement

All students in the B.A. in Business program must complete an internship as part of their graduation requirements. Internship qualifications include:

- 2.5 minimum GPA
- Junior standing
- Approval from both advisor and Internship Coordinator

Core Curriculum Requirements

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

Citizenship

ECON 2000

Introduction to Economic Principles 4 s.h.

Quantitative Literacy

MATH 1560

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

Major Common Requirements

The following courses are required for all Business majors.

BUSA 2130

Business Communication 2 s.h.

BUSA 2200

Management Information Systems 4 s.h.

BUSA 2250

Principles of Marketing 4 s.h.

BUSA 2251

Principles of Management 4 s.h.

BUSA 2301

Financial Accounting 4 s.h.

BUSA 2302

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

BUSA 3230

Corporate Finance 4 s.h.

BUSA 3276

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

BUSA 3740

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

BUSA 3800

Internship/Cooperative Education 2 s.h.

BUSA 4001

Business Policy and Strategic

Management..... 4 s.h.

BUSA 4990

Comprehensive Assessment..... 0 s.h.

Track Requirements

Students must choose a track in Accounting, Business Administration, Economics, Finance, Healthcare Administration, Management, or Marketing.

Accounting Track

Choose from the following courses..... 20 s.h.

BUSA 3100

Cost Accounting (4 s.h.)

BUSA 3110

Intermediate Accounting I (4 s.h.)

BUSA 3120

Intermediate Accounting II (4 s.h.)

BUSA 3841

Federal Taxation (4 s.h.)

BUSA 4810

Advanced Accounting (4 s.h.)

BUSA 4870

Principles of Auditing (4 s.h.)

Summary of Total Credits

Core Curriculum 42 s.h.

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

Track Requirements: Accounting 20 s.h.

Electives..... 25 s.h.

Minimum to Earn BA..... 124 s.h.

Business Administration Track

Only students who have chosen Business as a second major may select the Business

Academic Programs—Undergraduate

Administration Track. Their first major should be a program housed outside of the School of Business, Economics, and Technology.

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

Summary of Total Credits

Core Curriculum 42 s.h.

Common Major Requirements 37 s.h.

Track Requirements: Business

Administration 4 s.h.

First Major/Electives 41 s.h.

Minimum to Earn BA 124 s.h.

Economics Track

ECON 3260

Intermediate Microeconomic Theory 4 s.h.

Choose from the following courses 12 s.h.

BUSA 3560

Investment Management (4 s.h.)

ECON 3250

Money and Banking (4 s.h.)

ECON 3270

Intermediate Macroeconomic Theory (4 s.h.)

ECON 3810

Economic Issues in Public Policy and Current Events (4 s.h.)

PSYC 3100

Statistics for the Social Sciences (4 s.h.)

Summary of Total Credits

Core Curriculum 42 s.h.

Common Major Requirements 37 s.h.

Track Requirements: Economics 16 s.h.

Electives 29 s.h.

Minimum to Earn BA 124 s.h.

Finance Track

BUSA 3010

Personal Financial Planning 4 s.h.

ECON 3250

Money and Banking 4 s.h.

ECON 3270

Intermediate Macroeconomic Theory 4 s.h.

BUSA 3560

Investment Management 4 s.h.

Summary of Total Credits

Core Curriculum 42 s.h.

Common Major Requirements 37 s.h.

Track Requirements: Finance 16 s.h.

Electives 29 s.h.

Minimum to Earn BA 124 s.h.

Healthcare Administration Track

HCAD 3120

Introduction to Healthcare

Organization and Policy 4 s.h.

Choose from the following courses 12 s.h.

HCAD 3020

Financial Management of Healthcare Organizations (4 s.h.)

HCAD 3110

Introduction to Epidemiology and Biostatistics (4 s.h.)

HCAD 3130

Population-Based Health (4 s.h.)

HINF 3210

Informatics for Healthcare Leaders and Decision-Makers (4 s.h.)

HCAD 3230

Management of Quality Improvement and Outcomes (4 s.h.)

Summary of Total Credits

Core Curriculum 42 s.h.

Common Major Requirements 37 s.h.

Track Requirements:

Healthcare Administration 16 s.h.

Electives 29 s.h.

Minimum to Earn BA 124 s.h.

Management Track

ECON 3260

Intermediate Microeconomic Theory 4 s.h.

BUSA 3271

Human Resource Management 4 s.h.

BUSA 3620

Organizational Behavior 4 s.h.

BUSA 3850

Small Business Entrepreneurship 4 s.h.

Summary of Total Credits

Core Curriculum 42 s.h.

Common Major Requirements 37 s.h.

Track Requirements: Management 16 s.h.

Electives 29 s.h.

Minimum to Earn BA 124 s.h.

Academic Programs—Undergraduate

Marketing Track

Choose from the following courses..... 16 s.h.

DMAD 1500

Introduction to Web Presence and
Social Media Strategy (4 s.h.)

ECON 3260

Intermediate Microeconomic
Theory (4 s.h.)

BUSA 3660

Consumer Behavior (4 s.h.)

BUSA 3680

Promotion Strategies (4 s.h.)

BUSA 4230

Sales Management and Professional
Selling (4 s.h.)

Summary of Total Credits

Core Curriculum 42 s.h.

Common Major Requirements 37 s.h.

Track Requirements: Marketing..... 16 s.h.

Electives 29 s.h.

Minimum to Earn BA 124 s.h.

BUSINESS ADMINISTRATION MINOR REQUIREMENTS

The Business Administration Minor is not available for students majoring in Business (all tracks) or Business Administration.

ECON 2000

Introduction to Economic Principles 4 s.h.

BUSA 2251

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

BUSA 2301

Financial Accounting..... 4 s.h.

BUSA Electives, 3000-level or above..... 8 s.h.

Total 20 s.h.

BACHELOR OF BUSINESS ADMINISTRATION, BBA ADULT AND GRADUATE STUDIES PROGRAM COORDINATOR: J. CAUDILL

The Bachelor of Business Administration (BBA) program at King is designed for adults and offers a high-quality undergraduate degree. The BBA program combines the best that King has to offer—a business program complemented by optional integrated courses in the liberal arts. The result is an

academically superior experience that empowers students with excellent business, writing, speaking, and critical thinking skills. The BBA program at King allows students to directly integrate management knowledge, philosophy, skills, theory, and tools for a successful career in the 21st Century.

Required Hours

The total number of hours required at King to complete the BBA program is 60 semester hours, depending on a student's prior academic experience. The BBA is a full-time program. It is designed so that an incoming transfer student with 76 approved credit hours from an accredited college can graduate in four semesters. The business courses in the BBA program are modular and accelerated in nature.

To graduate from King a student must accumulate at least 124 hours, 48 of which must be completed at King. Courses from the General Education, program courses, and elective courses may be used to fulfill the 48 semester-hour residency requirement. As a part of this 48 semester-hour requirement, a minimum of one-third of the required hours in each declared major, minor, and concentration must be completed at King.

Technology Requirements

Students in the BBA program are required to supply their own laptop computer (PC or Mac), with fully functional Microsoft Office 2016 or newer, wireless capability, and webcam. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials. Tablets or other devices without fully functional Microsoft Office 2016 or newer do not satisfy this requirement.

Comprehensive Assessment Requirement

During the last semester of their program of study, BBA students will take the Peregrine Academic Services Business Program Assessment Examination, which covers these functional areas: accounting, ethics, finance, strategy, leadership, economics, global business, information management systems, legal environment, management, marketing, and quantitative research/statistics. Students will score 40 percent or higher in each of the functional areas. Forty percent is the Peregrine-designated equivalent to an "average" score.

Academic Programs—Undergraduate

Major Requirements

ECON 2000	
Introduction to Economic Principles	4 s.h.
BUSA 2100	
Management Communication	4 s.h.
BUSA 2200	
Management Information Systems	4 s.h.
BUSA 2250	
Principles of Marketing	4 s.h.
BUSA 2301	
Financial Accounting	4 s.h.
BUSA 2302	
Managerial Accounting	4 s.h.
BUSA 3210	
Management of Organizations	4 s.h.
BUSA 3230	
Corporate Finance	4 s.h.
BUSA 3260	
Statistics and Business Research Methods	4 s.h.
BUSA 3271	
Human Resource Management	4 s.h.
BUSA 3275	
Operations Management	4 s.h.
BUSA 3276	
Business Law	4 s.h.
BUSA 3280	
Strategic Management and Business Policy	4 s.h.
ECON 3290	
Managerial Economics	4 s.h.
BUSA 3850	
Small Business Entrepreneurship	4 s.h.
BUSA 4990	
Comprehensive Assessment	0 s.h.

Summary of Total Credits

General Education	
Minimum Requirements	38 s.h.
Major Requirements	60 s.h.
Electives	26 s.h.
Minimum to Earn BBA	124 s.h.

CHEMISTRY, BS

TRADITIONAL

PROGRAM COORDINATOR: S. PICKARD

The B.S. in Chemistry provides students an opportunity to receive a thorough scientific training in the context of a Christian worldview. This

program integrates a strong understanding of chemical principles and quantitative problem solving with the development of hands-on research skills. Also, the Chemistry program includes a strong oral and written communication component. Thus, our students receive an educational experience that goes beyond the specific skills they need to be successful as chemists and helps them to develop into well-rounded individuals who are ready to take their places in society.

There are three tracks within this major: General Chemistry, Health Sciences Chemistry, and Grades 6-12 Education. The General Chemistry track has a major curriculum patterned after guidelines recommended by the American Chemical Society and is the program recommended for students who wish to pursue graduate studies in chemistry. The Health Sciences track is primarily designed for students who are preparing for a career in a health profession. The Chemistry Education Track prepares the student to teach chemistry in a secondary school setting. Thus, by selecting the correct track, a student pursuing a chemistry major will have an excellent background for medical school, graduate study in chemistry, or chemical engineering. Chemistry is valuable for those who seek careers as chemists in industry, government, business, or for those in working in science-based activities such as chemical patent work, sales, marketing, or computer science.

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

Technology Requirement

Laptop computer with a minimum of Microsoft Office 2010 or later, wireless capability, and a webcam.

Comprehensive Assessment

The *Chemistry Capstone* (CHEM 4930) and *Comprehensive Assessment* (CHEM 4990) are required. CHEM 4990 is an end-of-program exam which tests the student's knowledge of Chemistry in the areas of Organic, Analytical and Physical. CHEM 4930 is review course designed to prepare the student for the end-of-program exam, and there is a letter grade

Academic Programs—Undergraduate

assigned for CHEM 4930. Both CHEM 4930 and 4990 are normally taken during the Fall or Spring semester leading up to the student's graduation.

Core Curriculum Requirements

Chemistry majors should complete the King Core Curriculum as specified below. For additional course options and descriptions in areas outside of science and mathematics, the student should see the *Core Curriculum* section of the catalog.

Science

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

Quantitative Literacy

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

Major Common Requirements

The following courses are required for all Chemistry majors.

CHEM 1120
General Chemistry II..... 4 s.h.
CHEM 2110
Organic Chemistry I..... 4 s.h.
CHEM 2120
Organic Chemistry II..... 4 s.h.
CHEM 3000
Analytical Chemistry I..... 4 s.h.
CHEM 4000
Physical Chemistry I..... 5 s.h.
PHYS 2210
General Physics I..... 4 s.h.
IDST 4500
Interdepartmental Science and
Mathematics Seminar 2 s.h.
CHEM 4930
Chemistry Capstone 1 s.h.
CHEM 4990
Comprehensive Assessment 0 s.h.

Track Requirements

Students must choose a track in General Chemistry, Health Sciences Chemistry, or Grades 6-12 Education.

General Chemistry Track

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

CHEM 4200
Physical Chemistry II..... 5 s.h.
MATH 2360
Calculus II 4 s.h.
PHYS 2220
General Physics II..... 4 s.h.
Choose from the following courses 4 s.h.
MATH 2370
Vector Calculus (4 s.h.)
MATH 3430
Differential Equations (4 s.h.)
PHYS 3060
Introduction to Modern Physics (4 s.h.)
PHYS 3030
Electricity and Magnetism (4 s.h.)

Summary of Total Credits

Core Curriculum 42 s.h.
Major Common Requirements 28 s.h.
Track Requirements 21 s.h.
Total Major Requirements 49 s.h.
Electives 33 s.h.
Minimum to Earn BS..... 124 s.h.

Health Sciences Chemistry Track

BIOL 2110
General Biology I..... 4 s.h.
BIOL 2120
General Biology II 4 s.h.
BIOL 3700
Biochemistry 4 s.h.
Choose two from the following 8 s.h.
CHEM 3200
Analytical Chemistry II (4 s.h.)
CHEM 3300
Advanced Organic Chemistry (4 s.h.)
CHEM 3500
Forensic Chemistry (4 s.h.)
CHEM 3600
Inorganic Chemistry (4 s.h.)
CHEM 4200
Physical Chemistry II (5 s.h.)

Summary of Total Credits

Core Curriculum 42 s.h.
Major Common Requirements 28 s.h.
Track Requirements 20 s.h.
Total Major Requirements 48 s.h.
Electives 34 s.h.
Minimum to Earn BS..... 124 s.h.

Academic Programs—Undergraduate

Grades 6-12 Education Track

The B.S. in Chemistry (with Licensure for Grades 6-12) is available as a track of the Chemistry major and may be paired with a Secondary Education minor. **More information regarding minor and licensure options can be found within the *Secondary Education Minor* section of the catalog.** Licensed teachers in secondary education are in great demand in all fifty states, and science is considered a critical need area in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the *Admission to the Teacher Education Program* policy in this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

BIOL 2110	
General Biology I.....	4 s.h.
GEOG 2010	
Physical Geography.....	3 s.h.
CHEM 3200	
Analytical Chemistry II.....	4 s.h.
Choose from the following courses.....	4 s.h.
MATH 2360	
Calculus II (4 s.h.)	
CHEM 4200	
Physical Chemistry II (4 s.h.)	
PHYS 2220	
General Physics II (4 s.h.)	

Summary of Total Credits

Core Curriculum	42 s.h.
Major Common Requirements.....	28 s.h.
Track Requirements	15 s.h.
Total Major Requirements	43 s.h.
Electives	38 s.h.
Minimum to Earn BS	124 s.h.

CHEMISTRY MINOR

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

CHEM 1120	
General Chemistry II	4 s.h.
CHEM 2110	
Organic Chemistry I	4 s.h.
Choose at least 8 s.h. from the following.....	<u>8</u> s.h.

NOTE: These 8 s.h. may NOT overlap with courses already required for your major.

CHEM 2120	
Organic Chemistry II (4 s.h.)	
CHEM 3000	
Analytical Chemistry I (4 s.h.)	
CHEM 3200	
Analytical Chemistry II (4 s.h.)	
CHEM 3600	
Inorganic Chemistry (4 s.h.)	
CHEM 4000	
Physical Chemistry I (5 s.h.)	
CHEM 4200	
Physical Chemistry II (5 s.h.)	
BIOL 3700	
Biochemistry (4 s.h.)	
CHEM 3500	
Forensic Chemistry (4 s.h.)	
Total.....	20 s.h.

COACHING MINOR

TRADITIONAL

PROGRAM COORDINATOR: J. O'NEIL

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

COACHING MINOR REQUIREMENTS

PHED 1620	
CPR.....	1 s.h.
EXSC 2500	
Introduction to Nutrition.....	2 s.h.
EXSC 2510	
Care and Prevention of Athletic Injuries.....	4 s.h.
EXSC 2600	
Strength and Conditioning Theory and Practice.....	2 s.h.

Academic Programs—Undergraduate

EXSC 2940	
Psychology of Coaching.....	2 s.h.
SPMT 3565	
Ethics and Legal Issues in Sport	
Management	4 s.h.
PHED 3800	
Internship	2 s.h.
<i>Choose from the following courses.....</i>	<u>4</u> s.h.
SPMT 2120	
Sport Marketing and Fundraising (4 s.h.)	
SPMT 2130	
Sport Facilities and Event	
Management (4 s.h.)	
SPMT 2500	
Recreational Leadership (2 s.h.)	
SPMT 2910	
Athletic Administration (2 s.h.)	
TCOM 3220	
Sports Information (2 s.h.)	
SPMT 3580	
Sport Finance (2 s.h.)	
Total	21 s.h.

CPR Certification

If a student is currently certified in American Red Cross or American Heart Association CPR and wants to waive taking the class, the student must present the current certification card to the Coaching Program Coordinator and further demonstrate proficiency in CPR by written and skills tests.

COMMUNICATION, BS

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: A. SLOAN

The Bachelor of Science in Communication program gives students a foundation in speaking, writing, ethics, and theoretical concepts. Today's marketplace needs individuals who are competent communicators—professionals who present material clearly, design persuasive documents, manage interpersonal conflict, develop positive work relationships, collaborate with colleagues on projects, and maintain integrity.

The Communication program is an applied course of study that prepares students for the workplace or graduate school. The program develops leaders in fields that require communication across many

platforms. Students develop the knowledge, skills, and ethics they need to create effective messages.

Communication majors can take classes at King's Knoxville campus or online.

Communication courses older than 10 years will need to be petitioned for transfer credit towards degree requirements. Students must meet with a King student success specialist to develop a specific written plan that will outline how they will complete the Communication major and all required general education coursework or electives within a reasonable amount of time. King student success specialists explain when courses are available for each enrolled student.

Suitable communication is necessary to a successful personal and professional life. This program enables students to excel as thoughtful, resourceful, and responsible communicators in their personal spheres and workplaces. Courses teach a new understanding of approaches, theories, concepts, and faith-focused examples so that students learn foundational communication skills while also considering how they can serve God, the church, and the world with their important skillset.

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required

Comprehensive Assessment in Communication

All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. Comprehensive assessment for the Communication program requires students to demonstrate competency in writing effectiveness and application of communication knowledge by means of a portfolio that is presented to department faculty and an outside reviewer (when available). Students are required to successfully complete comprehensive assessment during their last semester. Any student who does not meet the minimum requirement (Pass) of their comprehensive assessment will not graduate until the requirement has been met.

Academic Programs—Undergraduate

Major Requirements

COMM 1500*	Basics of COMM at King Seminar	1 s.h.
COMM 2400	Professional Communication	4 s.h.
COMM 2500	Visual Rhetoric.....	4 s.h.
COMM 2600	Introduction to Media Communication ...	4 s.h.
COMM 2700	Advanced Speech Communication	4 s.h.
COMM 3000	Communication Theory and Practice	4 s.h.
COMM 3200	Interpersonal Communication	4 s.h.
COMM 3300	Editing for Special Topics in Communication	4 s.h.
COMM 3400	Rhetoric and Persuasion	4 s.h.
COMM 3500	Public Relations.....	4 s.h.
COMM 3600	Organizational Communication	4 s.h.
COMM 4100	Ethics in Communication.....	4 s.h.
COMM 4500	Leadership Communication	4 s.h.
COMM 4990**	Comprehensive Assessment.....	0 s.h.
Total		49 s.h.

Summary of Total Credits

General Education	Minimum Requirements.....	38 s.h.
Major Requirements		49 s.h.
Electives		37 s.h.
Minimum to Earn BS		124 s.h.

* COMM 1500 is a mandatory pass/fail class required of all new COMM majors at the beginning of the first semester in the Communication program.

**COMM 4990 is a mandatory pass/fail comprehensive assessment portfolio required of all COMM seniors in their final semester of the Communication program.

COMMUNICATION MINOR

The Communication Minor may only be declared by students majoring in a discipline other than Communication. Undergraduate students pursuing a bachelor's degree are eligible to minor in Communication.

Communication minors can take classes at King's Knoxville campus or online.

COMMUNICATION MINOR REQUIREMENTS

A student must successfully pass 20 s.h. to earn a Communication minor.

Choose five courses (20 s.h.) from the following options:

COMM 2400	Professional Communication	4 s.h.
COMM 2500	Visual Rhetoric.....	4 s.h.
COMM 2600	Introduction to Media Communication ...	4 s.h.
COMM 2700	Advanced Speech Communication	4 s.h.
COMM 3000	Communication Theory and Practice	4 s.h.
COMM 3200	Interpersonal Communication	4 s.h.
COMM 3300	Editing for Special Topics in Communication	4 s.h.
COMM 3400	Rhetoric and Persuasion	4 s.h.
COMM 3500	Public Relations.....	4 s.h.
COMM 3600	Organizational Communication.....	4 s.h.
COMM 4100	Ethics in Communication	4 s.h.
COMM 4500	Leadership in Communication.....	4 s.h.
Total		20 s.h.

CRIMINAL JUSTICE, BS

TRADITIONAL

PROGRAM COORDINATOR: J. MONGOLD

The B.S. in Criminal Justice is the study of the components of the criminal justice system and how they operate together. A Criminal Justice degree at

Academic Programs—Undergraduate

King provides insight into the many ways the system creates policy and change—current research, experience, public opinion, and current events. This program provides a full array of courses designed to survey and learn about each aspect of the United States justice system and the theories and research behind each part. It provides a mix of courses that will be beneficial to those entering the field upon graduation and to those beginning graduate or law school.

Our program prepares students to:

- Make connections between **theory, research, and policy**.
- Understand and use **restorative** and other non-traditional practices in personal and work situations.
- Focus on **change** and **growth** within our current justice system.
- Fulfill the mission of King University by preparing students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world.

Emphasis on Alternatives to Current Justice Practices

The criminal justice program places an emphasis on understanding many different forms of justice. There are alternatives to our primarily punitive current justice practices, such as restorative justice, that combine the elements of social control with the principles of Christianity and forgiveness. Instead of focusing on punishment only, restorative justice seeks to repair the harm that was done and restore the relationships of those involved. The idea of restorative justice comes from many ancient philosophies and teachings, one being Christianity. Micah 6:8, for example, tells us that the Lord requires us to “act justly, love mercifully, and walk humbly with God.”

Those who fully understand the use of restorative justice practices have a better grasp of relationships and how to interact with people in respectful, responsible, and restorative ways. Each criminal justice practitioner has the unique ability to affect each person he or she interacts with. Each person will have the opportunity to work thoughtfully,

resourcefully, and responsibly to help that individual through an exceptionally difficult time. This program seeks to emphasize these opportunities and provide examples of ways that students can apply these principles to their work settings. Through this restorative justice component, the criminal justice program actively seeks to live out King’s mission to excel as thoughtful, resourceful, and responsible citizens.

Comprehensive Assessment

Upon completion of all criminal justice coursework, students will take a comprehensive examination to demonstrate competency in the field. The exam will be taken at the student’s assigned campus, online, or at an ETS testing center. Students must make a passing grade to meet this requirement. The passing grade is based on nationally normed data and must be higher than two standard deviations below the mean for that academic year. If students do not receive a passing score, they will have an opportunity to complete and pass either a portfolio demonstrating their successful completion of coursework during the program or a departmental exam.

Technology Requirements

Students must have access to a computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required

Major Requirements

CRJU 1500	
Introduction to Criminal Justice	4 s.h.
CRJU 2620	
Criminal Law.....	4 s.h.
CRJU 3330	
Research Methods in Criminal Justice	4 s.h.
CRJU 3600	
Theories of Criminology.....	4 s.h.
CRJU 4200	
Ethics and Justice	4 s.h.
CRJU 4550	
Criminal Justice Policy.....	4 s.h.
CRJU 4600	
Alternatives to Justice: Restorative Justice.....	4 s.h.
PSYC 3100	
Statistics for the Social Sciences	4 s.h.

Academic Programs—Undergraduate

Choose from the following courses.....	12 s.h.
CRJU 2500	
Criminal Investigation for Forensic Science (4 s.h.)	
CRJU 2610	
Criminal Procedure (4 s.h.)	
CRJU 2800	
Serial and Mass Murder (4 s.h.)	
CRJU 3000	
Juvenile Justice (4 s.h.)	
CRJU 3100	
American Systems of Corrections (4 s.h.)	
CRJU 3110	
American Policing (4 s.h.)	
CRJU 4990	
Comprehensive Assessment.....	0 s.h.
Total	44 s.h.

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements	44 s.h.
Electives	38 s.h.
Minimum to Earn BS	124 s.h.

CRIMINAL JUSTICE MINOR

CRJU 1500	
Introduction to Criminal Justice	4 s.h.
CRJU 4600	
Alternatives to Justice: Restorative Justice	4 s.h.
Choose from the following courses.....	12 s.h.
CRJU 2500	
Criminal Investigation for Forensic Science (4 s.h.)	
CRJU 2610	
Criminal Procedure (4 s.h.)	
CRJU 2620	
Criminal Law (4 s.h.)	
CRJU 2800	
Serial and Mass Murder (4 s.h.)	
CRJU 3000	
Juvenile Justice (4 s.h.)	
CRJU 3100	
American Systems of Corrections (4 s.h.)	
CRJU 3110	
American Policing (4 s.h.)	

CRJU 3330	
Research Methods in Criminal Justice (4 s.h.)	
CRJU 3600	
Theories of Criminology (4 s.h.)	
CRJU 4200	
Ethics and Justice (4 s.h.)	
CRJU 4550	
Criminal Justice Policy (4 s.h.)	
Total.....	20 s.h.

CRIMINAL JUSTICE, BS

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: J. MONGOLD

The B.S. in Criminal Justice for Adult and Graduate Studies/Online students addresses the increased demand for college-educated criminal justice professionals. Over the past several decades, the push towards the professionalization of the police force and other organizations within our criminal justice system has led many students and practitioners to work towards a bachelor's degree.

The curriculum, which includes courses in theory, ethics, policy analysis, law enforcement, corrections, and law, is designed to enhance the critical thinking. The curriculum, which includes courses in theory, ethics, policy analysis, law enforcement, corrections, and law, is designed to enhance the critical thinking skills of students and to better prepare graduates for workplaces full of opportunities to exercise discretion.

The Bachelor of Science in Criminal Justice program is highly recommended for current criminal justice practitioners who want to complete their degrees or students interested in careers in law enforcement, juvenile justice, the court system, the corrections system, and other social services.

Emphasis on Alternatives to Current Justice Practices

The criminal justice program places an emphasis on understanding many different forms of justice. There are alternatives to our primarily punitive current justice practices, such as restorative justice, that combine the elements of social control with the principles of Christianity and forgiveness. Instead of

Academic Programs—Undergraduate

focusing on punishment only, restorative justice seeks to repair the harm that was done and restore the relationships of those involved. The idea of restorative justice comes from many ancient philosophies and teachings, one being Christianity. Micah 6:8, for example, tells us that the Lord requires us to “act justly, love mercifully, and walk humbly with God.”

Those who fully understand the use of restorative justice practices have a better grasp of relationships and how to interact with people in respectful, responsible, and restorative ways. Each criminal justice practitioner has the unique ability to affect each person he or she interacts with. Each person will have the opportunity to work thoughtfully, resourcefully, and responsibly to help that individual through an exceptionally difficult time. This program seeks to emphasize these opportunities and provide examples of ways that students can apply these principles to their work settings. Through this restorative justice component, the criminal justice program actively seeks to live out King’s mission to excel as thoughtful, resourceful, and responsible citizens.

Introduction to Criminal Justice Requirement

Introduction to Criminal Justice (CRJU 1500) is a required course in the Criminal Justice program. It is recommended that students take CRJU 1500 prior to entering the program. If a student intending to major in Criminal Justice has not completed this course prior to matriculation or prior to entering the Criminal Justice major, the student is required to pass the course within the first two semesters of enrollment in the major. King offers the course online in “Quest” format (5 learning modules spread over the entire 15-week semester), so the course can be taken while enrolled in the three specified Criminal Justice courses for the major, during a semester.

Comprehensive Assessment

Upon completion of all criminal justice coursework, students will take a comprehensive examination to demonstrate competency in the field. The exam will be taken at the student’s assigned campus, online, or at an ETS testing center. Students must make a passing grade to meet this requirement. The passing grade is based on nationally normed data and must

be higher than two standard deviations below the mean for that academic year. If students do not receive a passing score, they will have the opportunity to complete and pass either a program portfolio demonstrating their coursework during the program or to complete a departmental exam.

Technology Requirements

Students must have access to a computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required.

Major Requirements

CRJU 2610	
Criminal Procedure.....	4 s.h.
CRJU 2620	
Criminal Law.....	4 s.h.
CRJU 2900	
Special Topics in Criminal Justice.....	4 s.h.
CRJU 3000	
Juvenile Justice.....	4 s.h.
CRJU 3100	
American Systems of Corrections.....	4 s.h.
CRJU 3110	
American Policing.....	4 s.h.
CRJU 3330	
Research Methods in Criminal Justice.....	4 s.h.
CRJU 3440	
Applied Research Methods.....	4 s.h.
CRJU 3600	
Theories of Criminology.....	4 s.h.
CRJU 4200	
Ethics and Justice.....	4 s.h.
CRJU 4550	
Criminal Justice Policy.....	4 s.h.
CRJU 4600	
Alternatives to Justice: Restorative Justice.....	4 s.h.
CRJU 4990	
Comprehensive Assessment.....	0 s.h.
Total.....	48 s.h.

Summary of Total Credits

General Education Minimum Requirements (Must include CRJU 1500 <i>Introduction to Criminal Justice</i>).....	38 s.h.
Major Requirements.....	48 s.h.
Electives.....	38 s.h.
Minimum to Earn BS.....	124 s.h.

Academic Programs—Undergraduate

DIGITAL MEDIA ART AND DESIGN, BA

TRADITIONAL

PROGRAM COORDINATOR: J. STRICKLAND

The Bachelor of Arts degree in Digital Media Art and Design (DMAD) prepares students to enter the quickly expanding field of digital media. The degree focuses specifically on how visual media such as digital photography, videography, and graphic design are used to promote ideas in the contemporary world of visual language and media communication. Understanding both the technical and the conceptual processes to produce captivating and effective imagery allows students to enter the job market through a variety of positions according to the strengths of the individual.

Through a uniquely designed progression of courses, students become fluent in both conceptual visual language and efficient technical practices that build the foundation necessary to compete in an industry that is continuously evolving.

The DMAD student must be self-motivated and goal oriented. The world of visual language is open to interpretation, and the DMAD student will step into the role of creator and interpreter. He or she must be open to critical feedback as a necessary tool for growth and success.

The inclusion of a business course designed specifically for the visual artist is one unique factor in the Digital Media Art and Design program. This course equips students with the knowledge and confidence necessary to become a valuable team member for an existing firm or to strike out on an innovative business venture of their own. The combination of business acumen, conceptual insight, and technical ability set the DMAD student apart in the digital media marketplace.

The DMAD program fully supports the Mission and Vision of King University. The curriculum and experiences provided in the DMAD program will give the King graduate the skills necessary to begin a purposeful career and to build a meaningful life of achievement. The knowledge gained will ready the Digital Media Art and Design graduate to excel as a thoughtful, resourceful, and responsible citizen with a

passion for serving God, the Church, and the world through intentional visual language.

Technology Requirements

Students pursuing a major or minor in DMAD are required to have a DSLR camera with video capabilities and full manual controls and a portable external hard drive.

Comprehensive Assessment in DMAD

All candidates for a degree from King are required to demonstrate competency in their major field. The comprehensive assessment in the DMAD program consists of a capstone project that is proposed and executed by the student. The student must hold an exhibition of their work and make a minimum of a C- on their comprehensive assessment.

Major Requirements

DMAD 1600	
Media Production.....	4 s.h.
PHOT 2010	
Digital Photography	4 s.h.
DMAD 2400	
Introduction to Visual Rhetoric and Graphic Design.....	4 s.h.
PHOT 2500	
Advanced Digital Imaging.....	4 s.h.
DMAD 2900	
Project Lab I.....	2 s.h.
PHOT 3010	
Lighting	4 s.h.
DMAD 3020	
DSLR/DSLM Video Production.....	4 s.h.
DMAD 3030	
Advanced Lighting	4 s.h.
DMAD 3200	
Imagery in Society.....	4 s.h.
DMAD 3410	
Multipage Design	4 s.h.
DMAD 3420	
Branding and Identity Design.....	4 s.h.
DMAD 3640	
Digital Media Business Practices.....	4 s.h.
DMAD 3900	
Project Lab II	2 s.h.
DMAD 4020	
Advanced Web	4 s.h.
DMAD 4900	
Project Lab III.....	2 s.h.

Academic Programs—Undergraduate

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

FINE 2210

Art History I (4 s.h.)

FINE 2220

Art History II (4 s.h.)

FINE 2250

History of American Art (4 s.h.)

PHIL 3760

Aesthetics: The Philosophy of Art,
Beauty, and Culture (4 s.h.)

DMAD 4990

Comprehensive Assessment 0 s.h.

Total 58 s.h.

Summary of Total Credits

Core Curriculum 42 s.h.

Major Requirements 58 s.h.

Electives 24 s.h.

Minimum to Earn BA 124 s.h.

DIGITAL MEDIA ART AND DESIGN MINOR

PHOT 2010

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

PHOT 2500

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

DMAD 2900

Project Lab I..... 2 s.h.

PHOT 3010

Lighting..... 4 s.h.

Choose two from the following courses 8 s.h.

DMAD 1500

Introduction to Web Presence and
Social Media Strategy (4 s.h.)

DMAD 1600

Media Production (4 s.h.)

DMAD 2400

Introduction to Visual Rhetoric and
Graphic Design (4 s.h.)

DMAD 3020

DSLR/DLSM Video Production (4 s.h.)

DMAD 3030

Advanced Lighting (4 s.h.)

DMAD 3200

Imagery in Society (4 s.h.)

DMAD 3410

Multipage Design (4 s.h.)

DMAD 3420

Branding and Identity Design (4 s.h.)

DMAD 3640

Digital Media Business Practices (4 s.h.)

DMAD 4020

Advanced Web (4 s.h.)

Total..... 22 s.h.

ECONOMICS MINOR

TRADITIONAL

PROGRAM COORDINATOR: A. BRUMLIK

Minor Requirements

The Economics Minor may be declared by students majoring in any discipline, including Business majors who have not chosen the Economics Track.

ECON 2000 Introduction to Economic Principles is a foundational course for any student choosing to minor in Economics. This course may or may not be used to satisfy the Citizenship requirement in the Core Curriculum.

Due to the close relationship of Economics and Finance in addition to the corresponding complementary courses offered in the two Tracks within the B.A. in Business, the Economics minor requirement is reduced to 16 s.h. for a Business major who has chosen the Finance Track.

ECON 2000 (could be counted for a
Core Curriculum Citizenship)

Introduction to Economic Principles 4 s.h.

ECON 3260

Intermediate Microeconomic Theory..... 4 s.h.

Choose from the following courses 12 s.h.

ECON 3250

Money and Banking (4 s.h.)

ECON 3270

Intermediate Macroeconomic
Theory (4 s.h.)

ECON 3810

Economic Issues in Public Policy and
Current Events (4 s.h.)

PSYC 3100

Statistics for the Social Sciences (4 s.h.)

Total 20 s.h.

Academic Programs—Undergraduate

ENGLISH, BA

TRADITIONAL

PROGRAM COORDINATOR: K. SHAW

While pursuing the B.A. in English, students will gain knowledge of several literary traditions and eras and considerable experience in writing, thinking critically, analyzing texts, and conducting research. These are skills needed in almost any profession: advertising, business, government service, journalism, law, library science, ministry, publishing, and teaching. Beyond this, however, students are challenged to consider issues of character and faith through the questions raised in their study.

The department offers extra-curricular experiences via workshops, travel, lectures by visiting scholars and public figures, and off-campus events; and encourages its majors to study abroad.

In addition to completing the required courses, all majors must engage in an internship and participate in a capstone seminar. As part of the seminar, they will submit a portfolio of three papers representing the breadth and development of their literary study as well as a document explaining the rationale for their choices. Students may undertake a senior honors project by departmental invitation.

Instead of a general major in English, students may choose a track in literature, writing, grades 6-12 education or applied English. The courses listed for each track are in addition to the core of courses in English required of all majors.

The Department of English foregrounds communication and writing skills within the context of literary study and creative writing courses. Each of our courses delves into areas related to faith and cultural matters. Students are encouraged toward scholarly work and character development because of their encounters with language and literature in the Department of English.

We take seriously the mission of King University and demonstrate this in the following ways:

- by integrating faith and culture in courses, with essays and discussions
- by cultivating cognitive empathy through careful and insightful reading of texts

- by examining the intersection between human agency and the moral, ethical, political, and social crises those texts explore;
- by introducing students to cultural events in and outside the classroom through yearly trips to places of literary and historical interest
- by creating a hospitable environment through social events and departmental activities each semester

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam

Major Common Requirements

The following courses are required for all English majors.

ENGL 3340	
English Grammar	4 s.h.
<i>Choose from the following courses</i>	<i>4 s.h.</i>
ENGL 3430	
Medieval Literature: Knights, Saints, and Pilgrims (4 s.h.)	
ENGL 3450	
Renaissance and Restoration Literature (4 s.h.)	
ENGL 3461	
Shakespeare (4 s.h.)	
ENGL 3462	
Shakespeare (4 s.h.)	
ENGL 3485	
The 18th Century British Novel (4 s.h.)	
ENGL 3490	
Special Topics in Pre-1800 British Literature (4 s.h.)	
<i>Choose from the following courses</i>	<i>4 s.h.</i>
ENGL 3540	
British Romanticism and the 19 th Century (4 s.h.)	
ENGL 3550	
Victorian Novel (4 s.h.)	
ENGL 3560	
Modern and Contemporary British Novel (4 s.h.)	
ENGL 3565	
Modern and Contemporary British Literature (4 s.h.)	

Academic Programs—Undergraduate

ENGL 3590	Special Topics in Post-1800 British Literature (4 s.h.)
<i>Choose from the following courses</i> 4 s.h.	
ENGL 3610	Early American Literature (4 s.h.)
ENGL 3615	American Romanticism (4 s.h.)
ENGL 3620	American Realism and Naturalism (4 s.h.)
ENGL 3625	Modern and Contemporary American Literature (4 s.h.)
ENGL 3660	The American Novel (4 s.h.)
ENGL 3690	Special Topics in American Literature (4 s.h.)
ENGL 3800	Internship/Cooperative Education 2 s.h.
ENGL 4910	English Capstone Seminar 2 s.h.
ENGL 4990	Comprehensive Assessment 0 s.h.

Track Requirements

Students will choose a track in Literature, Writing, General English, Grades 6-12 Education, or Applied English. Students may select one of the four tracks detailed below. At least 12 hours of courses counted toward the major beyond the English core must be 3000-level courses. Occasionally, special topics courses (4000-level) may be offered. These may be counted towards the major and may, in fact, meet the period requirements. Ordinarily ENGL 1110 (or 1180), 2010, and HUMN 2171, 2172 are prerequisites for all 3000-level English courses; any requests for exceptions must be approved by the departmental chair.

Literature Track

<i>Choose from the following courses</i> 4 s.h.	
ENGL 3430	Medieval Literature: Knights, Saints, and Pilgrims (4 s.h.)
ENGL 3450	Renaissance and Restoration Literature (4 s.h.)

ENGL 3461	Shakespeare (4 s.h.)
ENGL 3462	Shakespeare (4 s.h.)
ENGL 3485	The 18th Century British Novel (4 s.h.)
ENGL 3490	Special Topics in Pre-1800 British Literature (4 s.h.)
<i>Choose from the following courses</i> 4 s.h.	
ENGL 3540	British Romanticism and the 19 th Century (4 s.h.)
ENGL 3550	The Victorian Novel (4 s.h.)
ENGL 3560	The Modern and Contemporary British Novel (4 s.h.)
ENGL 3565	Modern and Contemporary British Literature (4 s.h.)
ENGL 3590	Special Topics in Post-1800 British Literature (4 s.h.)
<i>Choose from the following courses</i> 4 s.h.	
ENGL 3610	Early American Literature (4 s.h.)
ENGL 3615	American Romanticism (4 s.h.)
ENGL 3620	American Realism and Naturalism (4 s.h.)
ENGL 3625	Modern and Contemporary American Literature (4 s.h.)
ENGL 3660	The American Novel (4 s.h.)
ENGL 3690	Special Topics in American Literature (4 s.h.)
Electives in English <i>including</i> ENGL 4900, <i>Honors in Independent Study</i> 8 s.h.	
Summary of Total Credits	
Core Curriculum	42 s.h.
Major Common Requirements	20 s.h.
Track Requirements	20 s.h.
Total Major Requirements	40 s.h.
Electives	42 s.h.
Minimum to Earn BA	124 s.h.

Academic Programs—Undergraduate

Writing Track

Choose from the following courses..... 20 s.h.

ENGL 2910

Creative Writing (4 s.h.)

ENGL 3940

Creative Writing: Non-Fiction (4 s.h.)

ENGL 3960

Creative Writing: Fiction (4 s.h.)

ENGL 3970

Creative Writing: The Stage Script (4 s.h.)

ENGL 3980

Creative Writing: Screenwriting (4 s.h.)

ENGL 3990

Creative Writing: Poetry (4 s.h.)

ENGL 4900

Honors in Independent Study (TBD)

ENGC 2920

Advanced Composition: Rhetorical
and Narrative Patterns (4 s.h.)

TCOM 2930

Editing (4 s.h.)

THTR 1110

Acting I: Fundamentals of Acting and
Play Analysis (4 s.h.)

Summary of Total Credits

Core Curriculum 42 s.h.

Major Common Requirements 20 s.h.

Track Requirements 20 s.h.

Total Major Requirements 40 s.h.

Electives 42 s.h.

Minimum to Earn BA **124 s.h.**

General English Track

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

Summary of Total Credits

Core Curriculum 42 s.h.

Major Common Requirements 20 s.h.

Track Requirements 20 s.h.

Total Major Requirements 40 s.h.

Electives 42 s.h.

Minimum to Earn BA **124 s.h.**

Grades 6-12 Education Track

The B.A. in English (with Licensure for Grades 6-12) is available as a track of the English major and may be paired with a Secondary Education minor. **More information regarding minor and licensure options can be found within the *Secondary Education Minor* section of the catalog.** Licensed teachers in secondary education are in great demand in all fifty states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the *Admission to the Teacher Education Program* policy in this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

SPAN 1000*

Introductory Spanish 4 s.h.

SPAN 2000*

Intermediate Spanish 4 s.h.

ENGC 2920

Advanced Composition: Rhetorical and

Narrative Patterns 4 s.h.

ENGL 3150

Adolescent Literature 4 s.h.

ENGL 3461 or ENGL 3462

Shakespeare 4 s.h.

ENGL 3000-4000 level electives

beyond the core 8 s.h.

Summary of Total Credits

Core Curriculum 42 s.h.

Major Common Requirements 20 s.h.

Track Requirements 28 s.h.

Total Major Requirements 48 s.h.

Electives 34 s.h.

Minimum to Earn BA **124 s.h.**

*Language Requirement: Students pursuing the B.A. in English (with Licensure for Grades 6-12) must complete two college-level world language courses. World languages include American Sign Language; Arabic; Chinese; French; German; Greek; Japanese; Latin; Russian; Spanish; or Other World Language. They may

Academic Programs—Undergraduate

satisfy this requirement by transferring credit or by successfully completing the courses at King. An intermediate-level foreign language may also fulfill the Human Culture General Education Core requirement.

Applied English Track

Choose from the following courses.....20 s.h.

BUSA 2130

Business Communications (2 s.h.)

BUSA 2250

Principles of Marketing (4 s.h.)

BUSA 2251

Principles of Management (4 s.h.)

BUSA 3271

Human Resource Management (4 s.h.)

DMAD 1500

Introduction to Web Presence and Social Media Strategy (4 s.h.)

DMAD 1600

Media Production (4 s.h.)

DMAD 2400

Introduction to Visual Rhetoric and Graphic Design (4 s.h.)

ENGC 2920

Advanced Composition: Rhetorical and Narrative Patterns (4 s.h.)

TCOM 2930

Editing (2 s.h.)

Summary of Total Credits

Core Curriculum 42 s.h.

Major Common Requirements 20 s.h.

Track Requirements 20 s.h.

Total Major Requirements 40 s.h.

Electives 42 s.h.

Minimum to earn BA 124 s.h.

ENGLISH MINOR

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

Other English Electives..... 8 s.h.

Total 20 s.h.

ENGLISH, BA

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: K. SHAW

The B.A. in English (online) degree program consists of four semesters of online classes (12 classes in all).

Students will gain knowledge of several literary traditions and eras and considerable experience in writing, thinking critically, analyzing texts, and conducting research. These are skills needed in almost any profession: advertising, business, government service, journalism, law, library science, ministry, publishing, and teaching. Beyond this, however, students will be challenged to consider issues of character and faith through the questions raised in their study.

This program of study is particularly suitable for students seeking eventual licensure in English. It was designed specifically to fulfill the content in English requirements for secondary (grades 6-12) licensure in English. To become an English teacher, a student would need to complete this program of study in English language and literature and in addition meet the requirements for licensure that include professional education courses and student teaching.

The Department of English foregrounds communication and writing skills within the context of literary study and writing courses. Each course delves into areas related to faith and cultural matters. Students are encouraged toward scholarly work and character development as a result of their encounters with language and literature in the Department of English.

The English Department takes seriously the mission of King University and demonstrates this in the following ways:

- by integrating faith and culture in courses with essays and discussions
- by cultivating cognitive empathy through careful and insightful reading of texts
- by examining the intersection between human agency and the moral, ethical, political, and social crises those texts explore
- by creating a hospitable environment

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam

Language Requirement

Students in English Online are required to take 8 s.h. of a foreign language. They may satisfy this requirement in one of two ways: by transferring

Academic Programs—Undergraduate

credit, or by successfully completing *either* the online LATN 1000 and 2000 courses or the online SPAN 1000 and 2000 courses offered by King.

Major Requirements

ENGC 2920	
Advanced Composition: Rhetorical and Narrative Patterns	4 s.h.
ENGL 3120	
Appalachian Literature	4 s.h.
ENGL 3150	
Adolescent Literature	4 s.h.
ENGL 3200	
Survey of World Literature.....	4 s.h.
ENGL 3340	
English Grammar	4 s.h.
ENGL 3360	
Religion and Literature	4 s.h.
ENGL 3400	
Survey of British Literature	4 s.h.
ENGL 3461	
Shakespeare.....	4 s.h.
ENGL 3540	
British Romanticism and the Nineteenth Century	4 s.h.
ENGL 3580	
Literature and the Christian Imagination.....	4 s.h.
ENGL 3600	
Survey of American Literature	4 s.h.
ENGL 3625	
Modern and Contemporary American Literature.....	4 s.h.
ENGL 4990	
Comprehensive Assessment	0 s.h.

Summary of Total Credits

Core Curriculum	38 s.h.
Major Requirements	48 s.h.
Electives	38 s.h.
Minimum to Earn BA	124 s.h.

ENGLISH AS A SECOND LANGUAGE

ESL K-12 MINOR

ADULT AND GRADUATE STUDIES

TRADITIONAL

PROGRAM COORDINATOR: T. HAROSKY

The English as a Second Language minor provides students with a background in teaching English to

speakers of other languages. This minor is not in the licensure track but is available to all undergraduate students. After completing all course work, students must pass the Praxis II exam, 5361, English to Speakers of Other Languages before they complete the practicum, EDUC 4380. For further information regarding the English as a Second Language additional Minor Requirements.

Minor Requirements

SPAN 1000*	
Introductory Spanish	4 s.h.
SPAN 2000*	
Intermediate Spanish.....	4 s.h.
EDUC 3120	
Principles of Grammar and Writing: ESL	2 s.h.
EDUC 3360	
Introduction to Linguistics.....	2 s.h.
EDUC 4110	
ESL Assessment.....	2 s.h.
EDUC 4120	
Principles of Second Language Acquisition	2 s.h.
EDUC 4360	
ESL Methods and Materials	2 s.h.
EDUC 4380	
Practicum in ESL Instruction	2 s.h.
EDUC 3170	
Literacy Development and Reading Instruction in the Elementary and Middle Grades.....	4 s.h.
Total	24 s.h.

*Language Requirement: Students pursuing an ESL Minor must complete two college-level world language courses. World languages include American Sign Language, Arabic, Chinese, French, German, Greek, Japanese, Latin, Russian, Spanish, or Other World Language. They may satisfy this requirement by transferring credit or by successfully completing the courses at King. An intermediate-level foreign language may also fulfill the Human Culture General Education Core requirement.

Academic Programs—Undergraduate

ENGLISH AS A SECOND LANGUAGE ESL K-12 POST-BACCALAUREATE PROGRAM

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: T. HAROSKY

English as a Second Language (ESL), grades K-12, may be an additional endorsement by a licensed teacher through the post-baccalaureate program. After completing all course work, students must pass the Praxis II exam, 5361, English to Speakers of Other Languages before they complete the practicum, EDUC 4380. For further information regarding the English as a Second Language additional endorsement, contact Professor Tammy Harosky in the School of Education.

Program Requirements

SPAN 1000*	
Introductory Spanish	4 s.h.
SPAN 2000*	
Intermediate Spanish	4 s.h.
EDUC 3120	
Principles of Grammar and Writing: ESL.....	2 s.h.
EDUC 3360	
Introduction to Linguistics	2 s.h.
EDUC 4110	
ESL Assessment.....	2 s.h.
EDUC 4120	
Principles of Second Language Acquisition	2 s.h.
EDUC 4360	
ESL Methods and Materials.....	2 s.h.
EDUC 4380	
Practicum in ESL Instruction	2 s.h.
EDUC 3170**	
Literacy Development and Reading Instruction in the Elementary and Middle Grade	4 s.h.
Total.....	24 s.h.

*Language Requirement: Students pursuing an ESL Minor must complete two college-level world language courses. World languages include American Sign Language, Arabic, Chinese, French, German, Greek, Japanese, Latin, Russian, Spanish, or Other World Language. They may satisfy this requirement

by transferring credit or by successfully completing the courses at King. An intermediate-level foreign language may also fulfill the Human Culture General Education Core requirement.

**If the student does not currently have a teaching license, then the student will need to complete the literacy requirement for the endorsement. OR Students will need to provide documentation (such as a teaching license or transcript) to waive the literacy requirement for the endorsement.

EXERCISE SCIENCE, BS

TRADITIONAL

PROGRAM COORDINATOR: TBD

Exercise Science is a multifaceted field of study in which movement or physical activity is the intellectual focus. This includes exercise in the improvement of health and physical fitness and activities of daily living, work, sport, and play. It involves special population groups such as children and the elderly; persons with disability, injury, or disease; and athletics. Because an interdisciplinary approach is often used to address issues in Exercise Science, this area of study applies knowledge, methods of inquiry, and principles from a wide spectrum of academic disciplines. This program is designed for traditional students who desire to incorporate a rigorous academic background in vocational and career plans.

Employment opportunities for Exercise Science professionals are located in the health and fitness industry, where skills in evaluating health behaviors, risk factors, conducting fitness assessments, writing exercise prescriptions for health and controlled disease populations, motivating individuals to modify negative health habits, and promoting positive healthy lifestyle changes are essential components of their respective job.

The B.S. in Exercise Science program offers three tracks to optimize the vocational path of its students.

The Kinesiology track is designed for students who are interested in pursuing graduate degree programs in Exercise Science/Kinesiology-related fields or

Academic Programs—Undergraduate

health care related professional graduate programs, such as physical therapy, occupational therapy, and athletic training. This track is not designed or intended to meet the needs of students who are pursuing medical or pharmacy school*.

The Health and Fitness track is designed for those students wishing to pursue a vocation within the fitness and wellness industry with curricular design aligning with certification requirements from the *American College of Sports Medicine* and the *National Strength and Conditioning Association*.

The Grades K-12 Education Track is designed to provide students with knowledge and skills to organize and administer physical education, intramural, and athletic programs; to teach, assess and evaluate health and physical education courses at the elementary, middle, and high school levels; and to adapt methods of teaching to meet the needs of children and adolescents with special needs.

*For those students wishing to pursue health care related professional graduate programs in physical therapy, occupational therapy, athletic training, or other related fields, graduate program admission requirements can vary by institution and by discipline. Freshman undergraduate students are encouraged to explore graduate school requirements for each potential institution they wish to attend. Although it is ultimately the student's responsibility to complete any additional prerequisite coursework, academic advisors are available to assist students with incorporating these requirements into his/her academic plan. Students are strongly encouraged to seek out this assistance very early in their academic path at King. There is no guaranteed admittance into graduate school by completing these prerequisites, as each student is responsible for meeting each graduate school's requirements and successfully completing the admission process. Program-Level Student Learning Outcomes in the Exercise Science major are based on recommendations of the American Kinesiology Association's *Undergraduate Core Curriculum in Kinesiology*. This program will prepare competent entry-level Exercise Science professionals in the cognitive (knowledge), psychomotor (skills) and affective (abilities) learning domains.

CPR (Cardiopulmonary Resuscitation) Certification

All students majoring or minoring in Exercise Science must possess current certification in CPR from either the American Red Cross or the American Heart Association. There are two ways to gain this certification. A student may take PHED 1620 CPR or may present a current CPR certification card to the Exercise Science Program Coordinator and demonstrate proficiency in CPR through written and skills testing under the direction the Exercise Science coordinator.

Core Curriculum/General Education Requirements

Exercise Science majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the *Core Curriculum* section of the catalog for additional details.

Wellness for Life

PHED 1110

Wellness for Life..... 2 s.h.

Quantitative Literacy

MATH 1560

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

Science

BIOL 1010

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

Major Common Requirements

The following courses are required for all Exercise Science majors.

EXSC 2510

Care and Prevention of Athletic

Injuries 4 s.h.

EXSC 3680

Kinesiology..... 4 s.h.

EXSC 3690

Exercise Physiology..... 4 s.h.

BIOL 1020

Human Anatomy and Physiology II 4 s.h.

EXSC 2500

Introduction to Nutrition 2 s.h.

EXSC 2600

Strength and Conditioning Theory

and Practice 2 s.h.

EXSC 3300

Exercise Programs for Special

Populations 2 s.h.

Academic Programs—Undergraduate

EXSC 3700	
Health Fitness Assessment	4 s.h.
EXCS 4990	
Comprehensive Assessment	0 s.h.
PSYC 3050	
Lifespan Human Development.....	4 s.h.

Track Requirements

Students will choose a track in Kinesiology, Health and Fitness, or Grades K-12 Education.

Kinesiology Track

EXSC 3010	
Methods of Research and Design in the Health Sciences.....	2 s.h.
EXSC 3400	
Exercise and Nutrition in Chronic Disease.....	2 s.h.
EXSC 3500	
Exercise Training and Performance	4 s.h.
EXSC 3750	
Biomechanics	4 s.h.

Choose from the following courses..... 16 s.h.

CHEM 1110	
General Chemistry I (4 s.h.)	
CHEM 1120	
General Chemistry II (4 s.h.)	
CHEM 2110	
Organic Chemistry I (4 s.h.)	
CHEM 2120	
Organic Chemistry II (4 s.h.)	
CHEM 3600	
Inorganic Chemistry (4 s.h.)	
PHYS 2210	
General Physics I (4 s.h.)	
PHYS 2220	
General Physics II (4 s.h.)	
BIOL 2110	
General Biology I (4 s.h.)	
BIOL 2120	
General Biology II (4 s.h.)	
BIOL 2500	
Microbiology and Immunology (4 s.h.)	
BIOL 3260	
Clinical Neuroanatomy (4 s.h.)	
BIOL 3700	
Biochemistry (4 s.h.)	

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements	
Common Requirements	30 s.h.
Track Requirements	28 s.h.
Total Major Requirements	58 s.h.
Electives.....	24 s.h.
Minimum to Earn BS.....	124 s.h.

Health and Fitness Track

EXSC 3010	
Methods of Research and Design in the Health Sciences	2 s.h.
PHED 2010	
Personal and Community Health.....	4 s.h.
SPMT 2910	
Athletic Administration	2 s.h.
EXSC 2940	
Psychology of Coaching	2 s.h.
EXSC 3400	
Exercise and Nutrition in Chronic Disease	2 s.h.
EXSC 3500	
Exercise Training and Performance.....	4 s.h.
SPMT 3565	
Ethics and Legal Issues in Sport Management	4 s.h.
PHED 3650	
Assessment and Evaluation	3 s.h.
EXSC 3750	
Biomechanics	4 s.h.

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements	
Common Requirements	30 s.h.
Track Requirements	27 s.h.
Total Major Requirements	57 s.h.
Electives.....	25 s.h.
Minimum to Earn BS.....	124 s.h.

Grades K-12 Education Track*

EDUC 3630	
Methods and Materials for Elementary Physical Education	4 s.h.
EDUC 3640	
Methods and Materials for Secondary Physical Education	4 s.h.
PHED 2010	
Personal and Community Health.....	4 s.h.

Academic Programs—Undergraduate

EXSC 2940	
Psychology of Coaching.....	2 s.h.
PHED 3670	
Teaching Individual and Team Sports.....	4 s.h.
PHED 3650	
Assessment and Evaluation	3 s.h.

*Requires K-12 Education Minor

K-12 Education Minor**

EDUC 2030	
Introduction to Teaching: K-12	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum	1 s.h.
SPED 2100	
Survey of Exceptional Children	4 s.h.
ICST 2120	
Cultural Diversity in America	4 s.h.
EDUC 2370	
Reflective Teaching.....	3 s.h.
EDUC 2900	
Foundations of Education.....	3 s.h.
EDUC 2950	
Technology for Teachers	2 s.h.
EDUC 3390/3391	
Secondary Curriculum and Methods.....	3 s.h.
EDUC 3590	
Content Area Reading.....	3 s.h.
EDUC 3600	
Assessment and Evaluation	3 s.h.

**Requires admittance to the Teacher Education Program

Licensure Requirements

To be licensed to teach Grades K-12 in Tennessee, candidates must pass the following exams: Content Knowledge in their Academic Major/Endorsement Subject, and edTPA during student teaching, and successfully complete the professional education courses.

EDUC 4660*	
Student Teaching K-12	10 s. h.
EDUC 4950*	
Capstone Seminar K-12.....	2 s.h.
EDUC 4991*	
Licensure Assessments.....	0 s. h.

Summary of Total Credits

Core Curriculum	42 s.h.
Major Program Requirements	
Common Requirements	30 s.h.
Track Requirements	21 s.h.
K-12 Education Minor	28 s.h.
Licensure Requirements	<u>12</u> s.h.
Total for BS with Licensure	133 s.h.

EXERCISE SCIENCE MINOR

BIOL 1020*	
Human Anatomy and Physiology II	4 s.h.
PHED 1620	
CPR.....	1 s.h.
PHED 1630	
First Aid.....	1 s.h.
EXSC 2500	
Introduction to Nutrition	2 s.h.
EXSC 2510	
Care and Prevention of Athletic Injuries	4 s.h.
EXSC 2600	
Strength and Conditioning Theory and Practice.....	2 s.h.
EXSC 3680	
Kinesiology.....	4 s.h.
EXSC 3690	
Exercise Physiology.....	<u>4</u> s.h.
Total.....	22 s.h.

*Students majoring in Biology with a Human Biology Track should substitute any course in EXSC at the 3000-level or higher.

FORENSIC SCIENCE, BS

TRADITIONAL

PROGRAM COORDINATOR: J. GILMER

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

The Forensic Science major provides students with numerous career opportunities as well as graduate school, and medical or dental school. Forensic scientists work in crime laboratories, forensic laboratories, police departments, medical examiner or coroner offices, hospitals, government agencies, and private laboratories.

Academic Programs—Undergraduate

Due to the large number of common courses that Forensic Science shares with Biology and Chemistry, a student cannot simultaneously major in Forensic Science and major or minor in Biology, Biochemistry, or Chemistry. Also, due to the extensive Biology and Chemistry course requirements for a degree in Forensic Science, no additional major or minor is required. The Forensic Science program also requires students to complete an internship in a forensics related field.

Core Curriculum Requirements

Forensic Science majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the *Core Curriculum* section of the catalog for additional details.

Science

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

Quantitative Literacy

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

Major Requirements

BIOL 2110
General Biology I 4 s.h.
BIOL 2120
General Biology II 4 s.h.
BIOL 3700
Biochemistry..... 4 s.h.
BIOL 3760
Genetics 4 s.h.
BIOL 4400
Microbiology 4 s.h.

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

BIOL 3200
Histology (4 s.h.)
BIOL 3250
Bioinformatics (4 s.h.)
BIOL 3300
Cell Biology (4 s.h.)

CHEM 1120
General Chemistry II..... 4 s.h.
CHEM 2110
Organic Chemistry I..... 4 s.h.
CHEM 2120
Organic Chemistry II..... 4 s.h.

CHEM 3000
Analytical Chemistry I..... 4 s.h.
CHEM 3200
Analytical Chemistry II 4 s.h.
CHEM 3500
Forensic Chemistry..... 4 s.h.
PHYS 2210
General Physics I 4 s.h.
PHYS 2220
General Physics II 4 s.h.
CRJU 2500
Criminal Investigation for Forensic
Science 4 s.h.
IDST 4500
Interdepartmental Science and
Mathematics Seminar..... 2 s.h.
CHEM 3800 or BIOL 3800
Internship/Cooperative Education 0.5-2 s.h.
CHEM 4930
Chemistry Capstone..... 1 s.h.
CHEM 4990*
Comprehensive Assessment..... 0 s.h.

*Comprehensive assessment in forensic science, which is very similar to chemistry, demonstrates competency in the graduating student's major field. For a B.S. in Forensic Science students must earn a passing grade on the Chemistry Department Comprehensive Assessment Exam.

Summary of Total Credits

Core Curriculum 42 s.h.
Major Requirements 67.5-69 s.h.
Electives..... 15 s.h.
Minimum to Earn BS..... 124 s.h.

HEALTH HUMANITIES MINOR

TRADITIONAL

PROGRAM COORDINATOR: G. SANDERS

The Health Humanities minor provides additional focused study of humanities and social science topics beneficial for future practitioners of the health sciences.

NOTE: No double-dipping of courses is permitted within the minor. For example, if a student takes RELG 2800 Death and Dying to satisfy the first category within the minor, that course cannot be used to satisfy the Religion and Psychology section.

Academic Programs—Undergraduate

HEALTH HUMANITIES MINOR REQUIREMENTS

Choose from the following courses 4 s.h.

PHIL 3770
Scientific Ethics (4 s.h.)

RELG 2800
Death and Dying (4 s.h.)

Choose from the following Culture courses 4 s.h.

HIST 3762
Race, Politics, and the Rights
Revolution in Modern America (4 s.h.)

ICST 2120
Cultural Diversity in America (4 s.h.)

ICST 2200
Cultural Identity (4 s.h.)

ICST 2310
Introduction to Cultural
Anthropology (4 s.h.)

ICST 3110
Appalachian Culture (4 s.h.)

Choose from the following Ethics courses 4 s.h.

COMM 4100
Ethics in Communication (4 s.h.)

HCAD 4220
Ethics and Legal Issues (4 s.h.)

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

PHIL 3720
Ethics (4 s.h.)

PHIL 3770
Scientific Ethics (4 s.h.)

SOWK 3420
Human Diversity and Ethical Issues (4 s.h.)

Choose from the following

Literature and Communication courses 4 s.h.

COMM 3200
Interpersonal Communication (4 s.h.)

ENGL 2910
Creative Writing (4 s.h.)

ENGL 3120
Appalachian Literature (4 s.h.)

ENGL 3940
Creative Writing: Non-Fiction (4 s.h.)

ENGL 3960
Creative Writing: Fiction (4 s.h.)

Choose from the following

Religion and Psychology courses 4 s.h.

PSYC 2200
Marriage and Family (4 s.h.)

PSYC 3000
Social Psychology (4 s.h.)

PSYC 3050
Lifespan Human Development (4 s.h.)

PSYC 3330
Child and Adolescent Development (4 s.h.)

PSYC 4050
Abnormal Psychology (4 s.h.)

RELG 2800
Death and Dying (4 s.h.)

Total 20 s.h.

HEALTH INFORMATICS, BS

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: L. KRIZANAC-BENGEZ

Health Informatics is a discipline at the intersection of information science, computer science, and health care. The U.S. National Library of Medicine defines "health informatics" as "the interdisciplinary study of the design, development, adoption and application of IT-based innovations in healthcare services delivery, management and planning."

The Bachelor of Science in Health Informatics (BSHI) degree program incorporates an interdisciplinary approach to the curriculum. Coursework includes introductions to the organization of healthcare, quality improvement, leadership management, legal and ethical frameworks, information technology, data management, project management, electronic health records and health information exchange. BSHI graduates are equipped to serve in entry-level positions in a wide variety of sectors in the health care industry, including hospital systems, private clinics, public health organizations, the insurance industry, and a wide variety of other possibilities. Graduates are also well suited to continue their professional development in graduate-level programs.

The BSHI degree program seeks to fulfill King University's stated mission by helping prepare students to excel as thoughtful, resourceful, and responsible citizens with a passion for serving and

Academic Programs—Undergraduate

transforming the cultures where they live, work, and worship in Christ. Throughout the coursework, emphasis is applied to developing effective written and oral communication skills, acquiring a theoretical and practical understanding of how to procure, store, access and analyze data, fostering a framework for ethical decision-making, and improving analytical and critical thinking skills. Graduates of the program will use evidenced-based principles to help improve the quality and efficiency of their organizations.

All candidates for a degree from King University are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. In their last semester of major courses, all Health Informatics students will create a portfolio of their work as the comprehensive assessment for the program. Students will compile a collection of 5-7 items which will reflect competency of program objectives, as well as a cultural transformation essay, current resume, and generic cover letter. A list of suggested and required artifacts will be provided. This course, HINF 4990, is graded pass/fail and all students must receive a passing grade to graduate. The portfolio serves not only as a final assessment for the program; it also helps students capitalize on workplace advancement opportunities.

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2010 or newer (including Microsoft Access), wireless capability, and webcam required. Please note that Microsoft Access is not currently compatible with the Apple operating system.

Major Requirements

HCAD 3120	
Introduction to Healthcare Organization and Policy.....	4 s.h.
HINF 3210	
Informatics for Healthcare Leaders and Decision-Makers	4 s.h.
HCAD 3230	
Management of Quality Improvement and Outcomes.....	4 s.h.
HCAD 3320	
Management and Leadership	4 s.h.
HCAD 4420	
Ethics and Legal Issues	4 s.h.

ITEC 2700	
Foundations of Information Technology	4 s.h.
ITEC 3450	
Database Management	4 s.h.
ITEC 3710	
Cloud Computing.....	4 s.h.
HINF 4410	
Project Management.....	4 s.h.
HINF 4420	
Electronic Health Records	4 s.h.
HINF 4430	
Networking and Health Information Exchange.....	4 s.h.
HINF 4440	
Current Topics in Health Informatics.....	4 s.h.
HINF 4990	
Comprehensive Assessment.....	0 s.h.
Total.....	48 s.h.

Summary of Total Credits

General Education	
Minimum Requirements.....	38 s.h.
Major Requirements.....	48 s.h.
Electives.....	38 s.h.
Minimum to Earn BS.....	124 s.h.

HEALTHCARE ADMINISTRATION, BS

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: S. MCRAE

The Bachelor of Science in Healthcare Administration (BSHA) is designed to prepare graduates for leadership roles in the complex, ever-changing healthcare industry. The curriculum is broadly focused and includes coursework in crucial areas including leadership and management, finance and accounting, ethics and law, organizational behavior and policy, application of current research, epidemiology, quality management principles, and communication skills development. This program should appeal to those already with careers in healthcare related fields, as well as those desiring to join the largest industry in the United States. In addition to being prepared for immediate entry-level leadership positions, graduates of the BSHA program commonly elect to pursue further professional development in graduate school.

Academic Programs—Undergraduate

The BSHA degree program seeks to fulfill King University's stated Mission by helping students excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world. Throughout the coursework, emphasis is applied to developing effective written and oral communication skills, theoretical understanding of how populations and cultures effect healthcare behaviors for both individuals and organizations, fostering a framework for ethical decision-making, and improving analytical and critical thinking skills. Graduates of the program will use evidenced-based principles to help improve the quality and efficiency of their organizations.

All candidates for a degree from King University are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. In their last semester of major courses, all BSHA students will create a portfolio of their work as the comprehensive assessment for the program. Students will compile a collection of 5-7 items which reflect mastery of program objectives, as well as a cultural transformation essay, current resume, and generic cover letter. A list of suggested and required artifacts will be provided. This course, HCAD 4990, is graded pass/fail, and all students must receive a passing grade to graduate. The portfolio serves not only as a final assessment for the program; it also helps graduates capitalize on workplace advancement opportunities.

Technology Requirements

Students are required to have a computer with Microsoft Office 2010 or later, wireless capability, and a webcam. (Face-to-face students should bring a laptop to each class. Online students may use a laptop or desktop.)

Major Requirements

BUSA 3271	
Human Resource Management	4 s.h.
HCAD 3020	
Financial Management of Healthcare Organizations.....	4 s.h.
HCAD 3110	
Introduction to Epidemiology and Biostatistics	4 s.h.

HCAD 3120	
Introduction to Healthcare Organization and Policy	4 s.h.
HCAD 3130	
Population-Based Health.....	4 s.h.
HINF 3210	
Informatics for Healthcare Leaders and Decision-Makers.....	4 s.h.
HCAD 3220	
Research and Evidence-Based Practice	4 s.h.
HCAD 3230	
Management of Quality Improvement and Outcomes	4 s.h.
HCAD 3310	
Applied Communication for Healthcare Leadership	4 s.h.
HCAD 3320	
Management and Leadership.....	4 s.h.
HCAD 4420	
Ethics and Legal Issues.....	4 s.h.
HCAD 4430	
Marketing and Understanding Sustainability in Healthcare	4 s.h.
HCAD 4990	
Comprehensive Assessment.....	0 s.h.
Total.....	48 s.h.

Summary of Total Credits

General Education	
Minimum Requirements.....	38 s.h.
Major Requirements	48 s.h.
Electives.....	38 s.h.
Minimum to Earn BS.....	124 s.h.

HEALTHCARE ADMINISTRATION MINOR

HCAD 3120	
Introduction to Healthcare Organization and Policy	4 s.h.
HCAD 3130	
Population-Based Health.....	4 s.h.
<i>Choose from the following courses</i>	<u>12</u> s.h.
HCAD 3020	
Financial Management of Healthcare Organizations (4 s.h.)	
HCAD 3110	
Introduction to Epidemiology and Biostatistics (4 s.h.)	

Academic Programs—Undergraduate

HINF 3210
Informatics for Healthcare Leaders and
Decision-Makers (4 s.h.)

HCAD 3230
Management of Quality Improvement
and Outcomes (4 s.h.)

HCAD 3320
Management and Leadership (4 s.h.)

HCAD 4420
Ethics and Legal Issues (4 s.h.)

HCAD 4430
Marketing and Understanding
Sustainability in Healthcare (4 s.h.)

Total20 s.h.

HISTORY, BA

TRADITIONAL

PROGRAM COORDINATOR: K. OSBORN

The Bachelor of Arts in History at King University requires a variety of courses which provide graduates with a broad knowledge of Western history, non-Western history, and the conventions of historical research and writing. These courses allow students to understand the process of who tells the story of the past and from what perspective.

Graduates from the History program will be well equipped to be transformers of culture, informed citizens, critical thinkers, and discerning consumers of information. They will also understand the framework of a Christian worldview and will explore how it shapes and is shaped by history.

The program has been designed to ensure that students are prepared in theory and historiography, as well as in research methodology and skill development in critical areas.

Students who graduate with a history degree will be capable of pursuing many different vocations and careers. A History major provides good preparation for careers in education, law, church ministries, government service, various forms of business, journalism, and library science, historic preservation, the Foreign Service, archival work, museum curacy, writing Broadway musicals, military service, and graduate work in the humanities and social services.

Graduate work in history can lead to a career in higher education.

King's Department of History and Political Science has strengths in several geographical areas and time periods: medieval Europe, the Civil War, Scottish history, the Protestant Reformation, twentieth-century Europe, sub-Saharan Africa, American history, the Holocaust, the history of ideas, and the history of Christianity. History majors take a broad array of courses, drawing on many of these areas. All graduates need to complete a minimum of 28 s.h. at the 3000-level or above. Students majoring in History *may not* double major in Political Science/History.

All History majors must take the ACAT exam the semester they graduate as part of the Comprehensive Assessment of the program.

Technology Requirements

Laptop computer with minimum of Microsoft Office 2010 or later, wireless capability, and webcam

Major Common Requirements

The following courses are required for all History majors.

HIST 3000	
The Professional Historian: Historical Study and Writing.....	4 s.h.
HIST 4001	
History Senior Seminar.....	4 s.h.
HIST 4990	
Comprehensive Assessment.....	0 s.h.

Track Requirements

Students will choose a track in Standard, Integrative, or Grades 6-12 Education.

Standard Track

Choose from the following courses	8 s.h.
HIST 3010	
Cultures in Contact: The Middle Ages (4 s.h.)	
HIST 3110	
The Age of Revolutions: Europe 1789-1914 (4 s.h.)	
HIST 3120	
Europe and the Great Wars (4 s.h.)	

Academic Programs—Undergraduate

PSCI 3250	Politics and History of China (4 s.h.)
HIST 3440	The European Mind since the Enlightenment (4 s.h.)
RELG 3850	History of the Christian Movement and Methods of Historiography (4 s.h.)
<i>Choose from the following courses</i>.....8 s.h.	
HIST 3300	Intellectual and Cultural History of the United States (4 s.h.)
HIST 3710	American Revolution/Early Republic (4 s.h.)
HIST 3730	The Civil War (4 s.h.)
HIST 3755	The Cold War: History and Politics (4 s.h.)
HIST 3762	Race, Politics, and the Rights Revolution in Modern America (4 s.h.)
HIST 3775	Great Depression/WWII (4 s.h.)
HIST Electives	.....12 s.h.
Summary of Total Credits	
Core Curriculum	.....42 s.h.
Major Common Requirements	.....8 s.h.
Track Requirements	.....28 s.h.
Total Major Requirements	.....36 s.h.
Electives	.....46 s.h.
Minimum to Earn BA	.....124 s.h.

Integrative Track*

Committed to interdisciplinary study, King offers an Integrative Track option for a History major. History students who choose the Integrative Track will be able to streamline a double major with a second discipline that has a historical framework—such as Music History, English or American Literature, and theology—drawing on strength from both fields of study. A carefully planned specific program of study (for the double major) will need to be included with the student's Declaration of Major for the Integrative Track option.

<i>Choose from the following courses</i> 8 s.h.	
HIST 3010	Cultures in Contact: The Middle Ages (4 s.h.)
HIST 3110	The Age of Revolutions: Europe 1789-1914 (4 s.h.)
HIST 3120	Europe and the Great Wars (4 s.h.)
PSCI 3250	Politics and History of China (4 s.h.)
HIST 3440	The European Mind since the Enlightenment (4 s.h.)
RELG 3850	History of the Christian Movement and Methods of Historiography (4 s.h.)
<i>Choose from the following courses</i> 8 s.h.	
HIST 3300	Intellectual and Cultural History of the United States (4 s.h.)
HIST 3710	American Revolution/Early Republic (4 s.h.)
HIST 3730	The Civil War (4 s.h.)
HIST 3755	The Cold War: History and Politics (4 s.h.)
HIST 3762	Race, Politics, and the Rights Revolution in Modern America (4 s.h.)
HIST 3775	Great Depression/WWII (4 s.h.)
HIST Electives	.....4 s.h.

*The Integrative Track recognizes that the following majors require at least 8 s.h. of historical coursework and requires fewer History hours. However, no course may count toward both majors. Students must fulfill the requirements listed above plus one of the following majors:

- English
- Music
- Religious Studies
- Spanish
- Theatre

Academic Programs—Undergraduate

Summary of Total Credits

Core Curriculum	42 s.h.
Major Common Requirements.....	8 s.h.
Track Requirements	20 s.h.
Total Major Requirements	28 s.h.
Second Major (hours may vary)	54 s.h.
Minimum to Earn BA	124 s.h.

Grades 6-12 Education Track

The B.A. in History with Tennessee teaching licensure (Grades 6-12) is available with modifications to the History major and the King Core Curriculum as well as successful completion of the Secondary Education minor and student teaching. **More information regarding minor and licensure options can be found within the *Secondary Education Minor* section of the catalog.** Licensed teachers in secondary education are in great demand in all fifty states.

Declaration of the Education minor as well as early and frequent advisement is essential to timely completion of both history and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major discipline advisor. See the *Admission to the Teacher Education Program* policy in this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

HIST 2110	
Twentieth Century Global History	4 s.h.
HIST 2161	
U.S. History to 1877	4 s.h.
HIST 2162	
U.S. History from 1877 to Present	4 s.h.

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

HIST 3010	
Cultures in Contact: The Middle Ages (4 s.h.)	
HIST 3110	
The Age of Revolutions: Europe 1789-1914 (4 s.h.)	
HIST 3120	
Europe and the Great Wars (4 s.h.)	
PSCI 3250	
Politics and History of China (4 s.h.)	

HIST 3440	
The European Mind since the Enlightenment (4 s.h.)	
RELG 3850	
History of the Christian Movement and Methods of Historiography (4 s.h.)	

Choose from the following courses 8 s.h.

HIST 3300	
Intellectual and Cultural History of the United States (4 s.h.)	
HIST 3710	
American Revolution/Early Republic (4 s.h.)	
HIST 3730	
The Civil War (4 s.h.)	
HIST 3755	
The Cold War: History and Politics (4 s.h.)	
HIST 3762	
Race, Politics, and the Rights Revolution in Modern America (4 s.h.)	
HIST 3775	
Great Depression/WWII (4 s.h.)	

Summary of Total Credits

Core Curriculum	42 s.h.
Major Common Requirements	8 s.h.
Track Requirements	28 s.h.
Total Major Requirements	36 s.h.
Electives	46 s.h.
Minimum to Earn BA	124 s.h.

HISTORY MINOR

Choose from the following courses 4 s.h.

HIST 2161	
U.S. History to 1877 (4 s.h.)	
HIST 2162	
U.S. History from 1877 to Present (4 s.h.)	
History Electives at 3000-level or above	16 s.h.

Total 20 s.h.

HISTORY, BS

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: K. OSBORN

The B.S. in History taken online at King University will correlate in many ways to the traditional program and is designed for students who would like to complete a bachelor's degree through the online

Academic Programs—Undergraduate

platform. The online courses composing the B.S. program are not appropriate, in most cases, for traditional face-to-face students in the History program at King to take. The online history courses in the program should be taken only by students enrolled in the BS program or by students enrolled in King's other AGS programs. The online program is offered in a series of 5-week courses, 3 per semester, and is designed to cover American, European, and World History, and includes courses focusing on historiography, methods, and writing.

Major Requirements

HIST 2161	
The United States to 1877	4 s.h.
HIST 2162	
The United States from 1877 to Present...	4 s.h.
HIST 3000	
Professional Historian: Historical Study and Writing	4 s.h.
HIST 3001	
Public History	4 s.h.
HIST 3010	
Cultures in Contact: The Middle Ages.....	4 s.h.
HIST 3030	
Cultures in Contact: The Atlantic World, 1440-1888	4 s.h.
HIST 3120	
Europe and the Great Wars	4 s.h.
HIST 3650	
Cultures in Contact: Islam, Christianity and Colonialism in Africa.....	4 s.h.
HIST 3730	
The Civil War.....	4 s.h.
HIST 3755	
The Cold War: History and Politics	4 s.h.
HIST 3770	
Science in Culture: Inquiry in the Laboratory and Field	4 s.h.
HIST 4001	
History Seminar	4 s.h.
HIST 4990	
Comprehensive Assessment	0 s.h.
Total.....	48 s.h.

Summary of Total Credits

General Education	38 s.h.
Major Requirements	48 s.h.
Electives	38 s.h.
Minimum to Earn BS	124 s.h.

INFORMATION TECHNOLOGY, BS ADULT AND GRADUATE STUDIES PROGRAM COORDINATOR: P. BOYER

The Bachelor of Science in Information Technology (BSIT) curriculum for the AGS/Online BSIT program is built upon the Association of Computing Machinery (ACM) Curricular Model and embodies the goals and outcomes as articulated by the ACM. Each student elects a three-course track in one of the following areas: Cloud Computing and Systems Administration, Cybersecurity Management, Digital Business and Game Development, or Information Systems. The track occurs within the last two semesters of the program. Upon acceptance to the program, students are required to submit their choices for the four tracks, in order of preference. Tracks are offered dependent upon student demand; every effort will be made to honor a student's first choice.

The various courses of study provide graduates with the skills and knowledge to fill appropriate professional positions or to pursue graduate study. Courses offer theoretical knowledge and hands-on skill development.

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2016 or newer (including Microsoft Access), wireless capability, and webcam required. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials. Tablets or other devices without fully functional Microsoft Office 2016 or newer do not satisfy this requirement.

Comprehensive Assessment in BSIT

All candidates for a degree from King are required to demonstrate competency in their major field. Comprehensive assessment in the Information Technology program allows students to demonstrate competency in information technology theory and practice by means of a portfolio that is presented to department faculty. The portfolio presentation is submitted online during ITEC 3780 at the end of the semester in which the student intends to graduate. Any student who does not satisfy the requirements of the portfolio will not graduate until the requirements have been met.

Academic Programs—Undergraduate

Major Common Requirements

The following courses are required for all Information Technology majors.

ITEC 2000	
Computer Concepts.....	4 s.h.
ITEC 2020	
Introduction to Programming.....	4 s.h.
TCOM 2420	
Professional Writing for Information	
Technology.....	4 s.h.
ITEC 2700*	
Foundations of Information	
Technology.....	4 s.h.
ITEC 3450	
Database Management	4 s.h.
ITEC 3460	
Systems Analysis	4 s.h.
ITEC 3655	
Introduction to Web Programming.....	4 s.h.
ITEC 3710	
Cloud Computing	4 s.h.
ITEC 3755	
Current Issues in Technology	2 s.h.
ITEC 3761	
Cybersecurity Policy.....	4 s.h.
ITEC 3780	
Final Portfolio Presentation and	
Assessment.....	2 s.h.
ITEC 4990	
Comprehensive Assessment.....	0 s.h.

*ITEC 2700 Foundations of Information Technology is offered to students who do not have prior information technology (IT) or who desire to update current fundamental IT skills. ITEC 2700 is not required for the BSIT degree and is offered online in a 15-week format.

Track Requirements

Students will choose a track in Cloud Computing and Systems Administration, Cybersecurity Management, Digital Business and Game Development, or Information Systems.

Cloud Computing and Systems Administration Track

ITEC 3500	
Network Management.....	4 s.h.

ITEC 3764	
Cloud Computing and Virtualization.....	4 s.h.
Choose one from the following courses	4 s.h.
ITEC 3530	
Enterprise and Wide Area	
Networks (4 s.h.)	
ITEC 3760	
Introduction to Cybersecurity (4 s.h.)	
Total	12 s.h.

Cybersecurity Management Track

ITEC 3760	
Introduction to Cybersecurity.....	4 s.h.
ITEC 3762	
Computer Forensics	4 s.h.
ITEC 3769	
Ethical Hacking	4 s.h.
Total.....	12 s.h.

Digital Business and Game Development Track

ITEC 3765	
Gamification and Digital Business	4 s.h.
ITEC 3766	
Digital Business Strategies and	
Solutions.....	4 s.h.
ITEC 3768	
Applied Game Design and	
Development	4 s.h.
Total	12 s.h.

Information Systems Track

ITEC 3500	
Network Management.....	4 s.h.
ITEC 3760	
Introduction to Cybersecurity.....	4 s.h.
Choose one from the following courses	4 s.h.
ITEC 3530	
Enterprise and Wide Area	
Networks (4 s.h.)	
ITEC 3762	
Computer Forensics (4 s.h.)	
ITEC 3769	
Ethical Hacking (4 s.h.)	
Total	12 s.h.

Academic Programs—Undergraduate

Summary of Total Credits

General Education	38 s.h.
Core Major Requirement.....	36 s.h.
Track Requirements	12 s.h.
Total Major Requirements	48 s.h.
Electives	38 s.h.
Minimum to Earn BS	124 s.h.

INTERCULTURAL STUDIES MINOR

TRADITIONAL

PROGRAM COORDINATOR: GLENN SANDERS

Intercultural Studies is a program drawing on many academic disciplines that equips students to interact effectively in an increasingly interdependent and culturally diverse world. With its focus on global competencies in language, culture, world affairs, and service, the program challenges students to think critically about western and non-western cultures, to develop a global perspective, and to consider the ethical implications of decisions that affect their lives and the lives of others, both locally and globally. Because of its emphasis on skills vital to cross-cultural life, work, and service, the minor complements a variety of majors and gives students a competitive edge in seeking employment in businesses, communication, education, global health, history and politics, nonprofit organizations, ministries, and government agencies serving culturally diverse communities. Students completing a minor in Intercultural Studies position themselves for maximum impact in a culturally diverse world.

MINOR REQUIREMENTS

ICST 2310	
Introduction to Cultural Anthropology	4 s.h.
ICST 2120	
Cultural Diversity in America.....	4 s.h.

Secondary Program Core Course:

A Place in the World:

<i>Choose from the following courses.....</i>	<i>4 s.h.</i>
ICST 2100	
The World Christian Movement (4 s.h.)	
ICST 2200	
Cultural Identity (4 s.h.)	
PSCI 2020	
World Politics (4 s.h.)	
RELG 2430	
Understanding the World's Religions (4 s.h.)	

Language, Culture, and Service:

<i>Choose from the following courses</i>	<i>4 s.h.</i>
ENGC 2920	
Advanced Composition: Rhetorical and Narrative Patterns (4 s.h.)	
LEAD 2400	
Mentoring (2 s.h.)	
SPAN Elective	
Any 3000-level Spanish Course (4 s.h.)	
YTMN 2220	
Youth Ministry in Varied Contexts (4 s.h.)	

World Affairs:

<i>Choose from the following courses</i>	<i>4 s.h.</i>
ECON 3270	
Intermediate Macroeconomic Theory (4 s.h.)	
HIST 3650	
Cultures in Contact: Islam, Christianity, and Colonialism in Africa (4 s.h.)	
RELG 3292	
Religion and Politics in a Global Context (4 s.h.)	
PSCI 3250	
Politics and History of China (4 s.h.)	
PSCI 3500	
Comparative Politics (4 s.h.)	
Total	20 s.h.

INTERDISCIPLINARY STUDIES ELEMENTARY EDUCATION, BA ELEMENTARY K-5 LICENSURE

ADULT AND GRADUATE STUDIES AND
TRADITIONAL

AGS PROGRAM COORDINATOR: S. SANDERS
TRADITIONAL PROGRAM COORDINATOR:
R. GILMORE

The B.A. in Interdisciplinary Studies (IDST), a minor in Education, and K-5 Licensure requirements, prepare students interested in public school teaching in Grades K-5.

The Adult and Graduate Studies program is designed for students who have completed an Associate of Science in Teaching (AST) degree; however, other applicants may be considered. The Elementary Education program (courses specific to the discipline

Academic Programs—Undergraduate

of Education) is a two-year program leading to the elementary (K-5) licensure in Tennessee as well as a Bachelor of Arts in Interdisciplinary Studies (IDST), which gives students the broad exposure to content across the liberal arts disciplines that is necessary for elementary teachers.

Because AGS programs differ in scope and choices, even within one state, all students will be advised during the admission process to King University and will be provided with an audit of their transcripts from prior institutions. This transcript audit will provide students a guide to the courses they need for the Interdisciplinary Studies major. These courses may be taken prior to transfer or completed by taking King courses. It will also clarify for incoming students how they will achieve three things: B.A. in Interdisciplinary Studies, Education minor, and requirements for licensure in Tennessee.

Students are encouraged to meet with King University faculty to discuss these audits and develop degree completion plans. Degree completion plans will consider any prior coursework that may substitute for courses that appear here and will identify additional courses required for licensure in Tennessee that were not included within a student's previous college work.

Required General Education Course for all King University Bachelor's-level Graduates

RELG 1001	
Foundations of Christian Thought and Practice.....	4 s.h.

In addition to RELG 1001, all traditional students must complete the Common Experience courses listed below:

1. KING 1000/2000 Freshman or Transfer Year Experience
2. KING 3000 Cross-Cultural Experience
3. KING 4000 Christian Faith and Social Responsibility

Core Curriculum Requirements

Interdisciplinary Studies majors seeking elementary education licensure should fulfill specified categories of the King Core Curriculum listed by taking the courses indicated*.

Science

BIOL 1110	
Principles of Biology with Lab	4 s.h.

Quantitative Literacy

MATH 1560	
Introduction to Statistics	4 s.h.

US and Global Citizenship

PSCI 2010	
United States Government	4 s.h.

*Students who transfer with a recognized associate degree should consult with their advisors regarding core curriculum requirements.

Subject Specialization Courses Leading to the BA in Interdisciplinary Studies

Preparation for Elementary Education Licensure (K-5) Subject Specialization Courses Leading to the BA in Interdisciplinary Studies

The following courses provide broad and balanced content to students preparing to be elementary teachers. Mastery of the four areas is necessary for students to be prepared for the State of Tennessee mandated PRAXIS examinations and to complete the B.A. in Interdisciplinary Studies. A minimum of one-third of the required hours in each declared major, minor, and concentration must be completed at King.

Language Arts

ENGC 2010	
English Composition: Research and Writing (required in General Education)	
English Literature Elective at 2000-level or above	4 s.h.
ENGL 3140	
Children's Literature	3 s.h.
ENGL 3330	
Traditional English Grammar and Literacy	2 s.h.

Mathematics

MATH 1560 Introduction to Statistics (required in General Education)	
MATH 1220	
College Algebra	4 s.h.
MATH 2200	
Mathematics for Elementary Teachers ...	4 s.h.

Academic Programs—Undergraduate

Science

BIOL 1110 Principles of Biology
(required in Core Curriculum)

Choose from the following courses 8 s.h.

CHEM 1010

Introduction to Chemistry (4 s.h.)

PHYS 2010

Physical Science (4 s.h.)

PHYS 2030

Survey of Astronomy (4 s.h.)

Social Science

PSCI 2010 United States Government
(required in Core Curriculum)

GEOG 2010

Physical Geography 3 s.h.

Choose 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.)

ICST 2120

Cultural Diversity in America..... 4 s.h.

PSYC 3330

Child and Adolescent Development..... 4 s.h.

Comprehensive Assessment

EDUC 4990

Comprehensive Assessment..... 0 s.h.

(Passing state-required Praxis II Exams

OR successful portfolio completion and a
successful portfolio defense)

Total for BA with a Major in IDST

Subject Specific Content Courses 40 s.h.

Students with an Interdisciplinary Studies major
may elect to pursue one of the minors outlined
below.

IDST ELEMENTARY EDUCATION

GRADES K-5 MINOR

SPED 2100

Survey of Exceptional Children 4 s.h.

Choose from the following courses 0-3 s.h.

EDUC 1500 (required for AGS Program)

Foundations of Lesson

Planning (0 s.h.)

EDUC 2370 (required for TRAD Program)

Reflective Teaching: Planning for

Classroom Instruction (3 s.h.)

Choose from the following courses 3-4 s.h.

EDUC 2030 (required for TRAD Program)

Introduction to Teaching:

K-Grade12 (2 s.h.)

EDUC 2031 (required for TRAD Program)

Introduction to Teaching Practicum

Grades PreK-12 (1 s.h.)

EDUC 2800 (required for AGS Program)

Fundamentals of Pedagogy (4 s.h.)

(Must be completed within first two semesters)

EDUC 2900

Foundations of Education 3 s.h.

EDUC 2950*

Technology for Teachers..... 2 s.h.

EDUC 3170*

Literacy Development and Reading

Instruction in the Elementary and

Middle Grades..... 4 s.h.

EDUC 3180*

Adaptive Process in Reading Instruction .. 2 s.h.

EDUC 3360*

Introduction to Linguistics 2 s.h.

EDUC 3530*

Language Arts and Social Studies

Methods..... 3 s.h.

EDUC 3540*

Math and Science Methods 3 s.h.

EDUC 3550*

Related Arts Curriculum: PreK-8 3 s.h.

EDUC 3600*

Assessment and Evaluation..... 3 s.h.

EDUC 4360*

ESL Methods and Materials..... 2 s.h.

Total..... 35-37 s.h.

*Pre-requisites: EDUC 2030/2031 or EDUC
2800

Students may elect to graduate without student
teaching and without a teaching license. By
completing general education requirements, the

Academic Programs—Undergraduate

IDST content-specific courses, electives at the 3000 or higher level in the IDST major, and the minor in Education, students will have the 124 semester hours required for graduation from King.

Grades K-5 Licensure Track

To be licensed in Grades K-5 in Tennessee, students must pass PRAXIS content exams prior to student teaching and complete the edTPA exam during student teaching

EDUC 4470*	Student Teaching: Grades K- 5	10 s.h.
EDUC 4950*	Capstone Seminar: Grades K-12.....	<u>2</u> s.h.
Total		12 s.h.

*Requires admittance to the Teacher Education Program

Summary of Total Credits

General Education Requirements.....	38-42 s.h.
Interdisciplinary Studies Content Requirements.....	40 s.h.
Education Minor Requirements.....	35 s.h.
Licensure Track Requirements.....	<u>12</u> s.h.
Minimum to Earn BA + Licensure..	124-132 s.h.

IDST ELEMENTARY EDUCATION GRADES K-5 WITH ESL MINOR

Language Requirement

Students pursuing an Elementary Education Grades K-5 with ESL Minor must complete two college-level world language courses. World languages include American Sign Language; Arabic; Chinese; French; German; Greek; Japanese; Latin; Russian; Spanish; or Other World Language. They may satisfy this requirement by transferring credit or by successfully completing the courses at King. An intermediate-level foreign language may also fulfill the Human Culture General Education Core requirement.

SPED 2100	Survey of Exceptional Children	4 s.h.
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Choose from the following courses.....	0-3 s.h.
EDUC 1500	(required for AGS Program)

Foundations of Lesson Planning (0 s.h.)
EDUC 2370
(required for TRAD Program)
Reflective Teaching: Planning for Classroom Instruction (3 s.h.)

Choose from the following courses 3-4 s.h.

EDUC 2030	(required for TRAD Program)
Introduction to Teaching: K-Grade12 (2 s.h.)	
EDUC 2031	(required for TRAD Program)
Introduction to Teaching Practicum Grades PreK-12 (1 s.h.)	
EDUC 2800	(required for AGS Program)
Fundamentals of Pedagogy (4 s.h.)	
(Must be completed within first two semesters)	

EDUC 2900	Foundations of Education	3 s.h.
EDUC 2950*	Technology for Teachers.....	2 s.h.
EDUC 3120	Principles of Grammar and Writing: ESL.....	2 s.h.
EDUC 3170*	Literacy Development and Reading Instruction in the Elementary and Middle Grades.....	4 s.h.
EDUC 3180*	Adaptive Process in Reading Instruction ..	2 s.h.
EDUC 3360*	Introduction to Linguistics	2 s.h.
EDUC 3530*	Language Arts and Social Studies Methods.....	3 s.h.
EDUC 3540*	Math and Science Methods	3 s.h.
EDUC 3550*	Related Arts Curriculum: PreK-8	3 s.h.
EDUC 3600*	Assessment and Evaluation.....	3 s.h.
EDUC 4110	ESL Assessment.....	2 s.h.
EDUC 4120	Principles of Second Language Acquisition	2 s.h.

Academic Programs—Undergraduate

EDUC 4360	
ESL Methods and Materials	2 s.h.
EDUC 4380	
Practicum in ESL Instruction	2 s.h.
Total	43-45 s.h.
*Pre-requisites: EDUC 2030/2031 or EDUC 2800	

Students may elect to graduate without student teaching and without a teaching license. By completing general education requirements, the content-specific courses in the Interdisciplinary Studies curriculum, electives at the 3000 or higher level in the IDS major, and the minor in Education, students will have the 124 semester hours required for graduation from King.

Grades K-5 Licensure Track

To be licensed in Grades K-5 in Tennessee, students must pass PRAXIS content exams prior to student teaching and complete the edTPA exam during student teaching.

EDUC 4470*	
Student Teaching: Grades K- 5	10 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12	2 s.h.
Total	12 s.h.

*Requires admittance to the Teacher Education Program

Summary of Total Credits

General Education Requirements	38-42 s.h.
Interdisciplinary Studies Content Requirements	40 s.h.
Elementary Education Grades K-5 with ESL Minor Requirements	43-45 s.h.
Licensure Track Requirements	12 s.h.
Minimum to Earn BA + Licensure..	133-139 s.h.

IDST ELEMENTARY EDUCATION WITH SPECIAL EDUCATION GRADES K-5 MINOR

SPED 2100	
Survey of Exceptional Children	4 s.h.

Choose from the following courses	0-3 s.h.
EDUC 1500 (required for AGS Program)	
Foundations of Lesson Planning (0 s.h.)	
EDUC 2370 (required for TRAD Program)	
Reflective Teaching: Planning for Classroom Instruction (3 s.h.)	
Choose from the following courses	3-4 s.h.
EDUC 2030 (required for TRAD Program)	
Introduction to Teaching: K-Grade12 (2 s.h.)	
EDUC 2031 (required for TRAD Program)	
Introduction to Teaching Practicum Grades PreK-12 (1 s.h.)	
EDUC 2800 (required for AGS Program)	
Fundamentals of Pedagogy (4 s.h.)	
(Must be completed within first two semesters)	
EDUC 2900	
Foundations of Education	3 s.h.
EDUC 2950*	
Technology for Teachers	2 s.h.
EDUC 3170*	
Literacy Development and Reading Instruction in the Elementary and Middle Grades	4 s.h.
EDUC 3180*	
Adaptive Process in Reading Instruction	2 s.h.
EDUC 3360*	
Introduction to Linguistics	2 s.h.
EDUC 3530*	
Language Arts and Social Studies Methods	3 s.h.
EDUC 3540*	
Math and Science Methods	3 s.h.
EDUC 3550*	
Related Arts Curriculum: PreK-8	3 s.h.
EDUC 3600*	
Assessment and Evaluation	3 s.h.
EDUC 4360*	
ESL Methods and Materials	2 s.h.
SPED 3100	
Psychology and Learning Characteristics of Persons with Mild Exceptionalities	3 s.h.
SPED 3200	
Assessment and Development of the IEP	3 s.h.

Academic Programs—Undergraduate

SPED 3300	Effective Instruction for Persons with High Incidence Exceptionalities	3 s.h.
SPED 4100	Psychology and Characteristics of Learners with Moderate and Severe Exceptionalities.....	3 s.h.
SPED 4200	Social and Emotional Exceptionalities	3 s.h.
SPED 4300	Role of the Interventionist and Transition of Exceptional Persons to Independent Learning and Life	3 s.h.
Total		53-57 s.h.

*Pre-requisites: EDUC 2030/2031 or EDUC 2800

Students may elect to graduate without student teaching and without a teaching license. By completing general education requirements, the content-specific courses in the Interdisciplinary Studies curriculum, electives at the 3000 or higher level in the IDS major, and the minor in Education, students will have more than the 124 semester hours required for graduation from King.

Grades K-5 and Special Education Licensure Track

To be licensed in Grades K-5 in Tennessee, students must pass PRAXIS content exams prior to student teaching and complete the edTPA exam during student teaching

*Student teaching and licensure will not be available until the Special Education Interventionist K-8 licensure has been approved by the Tennessee Department of Education. The documentation was submitted on April 6 and August 21, 2020.

SPED 4490*	Student Teaching: Grades K- 5 and Special Education	10 s.h.
EDUC 4950*	Capstone Seminar: Grades K-12.....	2 s.h.
Total.....		12 s.h.

*Requires admittance to the Teacher Education Program

Summary of Total Credits

General Education Requirements.....	38-42 s.h.
Interdisciplinary Studies Content Requirements	40 s.h.
Education Minor Requirements	35 s.h.
Licensure Track Requirements.....	12 s.h.
Minimum to Earn BA + Licensure ..	142-150 s.h.

LEADERSHIP MINOR

TRADITIONAL

PROGRAM COORDINATOR: M. PELTIER

Students pursuing the Leadership minor will experience a program consisting of a core of leadership courses, an interdisciplinary curriculum of carefully selected elective courses, and leadership experience.

Students will develop core knowledge about leadership through course content and practical experience involving the following broad areas: (a) faith, ethics, and values; (b) communication and group dynamics; (c) organizational structure and social science; and (d) multiculturalism.

Electives for Leadership Minor

Each student pursuing the leadership minor will, upon declaration, meet with the leadership program coordinator to develop a plan of study that identifies which elective courses will become a part of the student's program of study.

Elective courses will be selected based on the student's vocational goals and should further equip the student for leadership by providing them with additional skills, knowledge, and abilities. Normally, these elective courses may NOT overlap with courses required by either the Core Curriculum or the student's major. Electives will be chosen from the list below; the program coordinator may also suggest/approve other acceptable elective courses on a case-by-case basis.

The plan of study, when completed, will be submitted to the Office of Registration and Records for use in the degree audit. Changes to the plan of study must be approved by the program coordinator.

Academic Programs—Undergraduate

LEAD Course Rotation Schedule

All LEAD courses, except LEAD 2200, are taught both face-to-face and online in a rotation such that students can complete all required courses in a maximum of four semesters.

PSYC 1520	
Introductory Psychology.....	4 s.h.
LEAD 2100	
Introduction to Leadership.....	2 s.h.
LEAD 2400	
Mentoring.....	2 s.h.
LEAD 3000	
Leadership Theory.....	2 s.h.
LEAD 3500	
Great Texts in Leadership.....	2 s.h.
LEAD 3810	
Leadership Experience.....	2 s.h.
Choose from the following courses.....	6 s.h.
BUSA 2251	
Principles of Management (4 s.h.)	
BUSA 3271	
Human Resource Management (4 s.h.)	
COMM 2400	
Professional Communication (4 s.h.)	
COMM 3600	
Organizational Communication (4 s.h.)	
COMM 4500	
Leadership Communication (4 s.h.)	
EXSC 2940	
Psychology of Coaching (2 s.h.)	
ICST 2120	
Cultural Diversity in America (4 s.h.)	
ICST 2200	
Cultural Identity (4 s.h.)	
ICST 2310	
Introduction to Cultural	
Anthropology (4 s.h.)	
LEAD 2200	
The 7 Habits of Highly Effective	
People (2 s.h.)	
PHIL 2010	
Truth, Value, and the Good Life: An	
Introduction to Philosophy (4 s.h.)	
PHIL 2020	
Logic and Critical Thinking (4 s.h.)	
PHIL 3720	
Ethics (4 s.h.)	

PHED 2900	
Team Building (2 s.h.)	
PSYC 3000	
Social Psychology (4 s.h.)	
PSYC 4150	
Group Dynamics (4 s.h.)	
SPMT 2500	
Recreational Leadership (2 s.h.)	
TCOM 1000	
Speech Fundamentals (2 s.h.)	
TCOM 1010	
Speech Communication (4 s.h.)	
THTR 1110	
Acting I: Fundamentals of Acting	
and Play Analysis (4 s.h.)	
YTMN 1620	
Foundations of Youth	
Ministry (4 s.h.)	
Total.....	20 s.h.

MATHEMATICS, BS

TRADITIONAL

PROGRAM COORDINATOR: W. LINDERMAN

The B.S. in Mathematics covers a wide variety of concepts and theories in mathematics. It develops the ability to think critically, analytically, and logically, and it examines applications of mathematics across the disciplines. The mission of the Mathematics program is to produce graduates with outstanding problem-solving skills and the ability to reason and communicate mathematical ideas in order to build meaningful lives of achievement for careers in business, education, engineering, statistics, actuarial science, and many other areas.

The Mathematics major at King requires fewer semester hours than most other majors, which makes it an ideal choice to combine with and enhance another major. Recent students' choices of double majors, in addition to Mathematics, have been Business, Biology, Chemistry, Physics, History, Security and Intelligence Studies, and Political Science.

Computer resources are available through campus computer labs. King has a site license for the computer algebra system *Mathematica*, giving students the opportunity to implement a wide variety of algorithms studied in their coursework.

Academic Programs—Undergraduate

All candidates for a B.S. in Mathematics are required to demonstrate competency in mathematics by either earning a passing grade on the Major Field Achievement Test in mathematics or on the PRAXIS if they are pursuing secondary education licensure. MATH 4930 Mathematics Capstone is an optional one credit hour course designed specifically to help students prepare for these tests.

MATHEMATICS AND PHYSICS DOUBLE MAJOR

The B.S. in Mathematics and Physics is a double major that satisfies all requirements for both majors. More information regarding the requirements of a Mathematics and Physics Double Major can be found in the Physics program requirements.

Core Curriculum Requirements

Mathematics majors should fulfill specified categories of King Core Curriculum by taking the courses indicated below. See the *Core Curriculum* section of the catalog for additional details.

Quantitative Literacy

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

Major Common Requirements

The following courses are required for all Mathematics majors.

MATH 2360
Calculus II.....4 s.h.
MATH 2370
Vector Calculus4 s.h.
MATH 2410
Discrete Mathematics4 s.h.
MATH 2450
Linear Algebra4 s.h.
MATH 2480
History of Mathematics2 s.h.
MATH 4930
Mathematics Capstone (*optional*)
MATH 4990
Comprehensive Assessment.....0 s.h.
Total18 s.h.

Track Requirements

Students will choose a track in General Mathematics, Research Mathematics, or Grades 6-12 Education.

Students who have an interest in attending graduate school in mathematics are highly encouraged to pursue the Research Track.

General Mathematics Track

Choose one from the following courses4 s.h.
MATH 3510
Abstract Algebra (4 s.h.)
MATH 3610
Analysis (4 s.h.)

Choose additional electives from the following.....8 s.h.

MATH 2100
Programming with Graphics, Symbols,
and Text (2 s.h.)
MATH 3100
Graph Theory (4 s.h.)
MATH 3110
Combinatorics (2-4 s.h.)
MATH 3120
Number Theory (2 s.h.)
MATH 3150
Mathematical Statistics (4 s.h.)
MATH 3250
Geometry (4 s.h.)
MATH 3430
Differential Equations (4 s.h.)
MATH 3510
Abstract Algebra (4 s.h.)
MATH 3520
Further Studies in Abstract
Algebra (2 s.h.)
MATH 3610
Analysis (4 s.h.)
MATH 3620
Further Studies in Analysis (2 s.h.)

Additional Math or Natural Science
Electives at or above 2100 level.....6 s.h.

Total18 s.h.

Summary of Total Credits

Core Curriculum42 s.h.
Major Common Requirements18 s.h.
Track Requirements.....18 s.h.
Total Major Requirements36 s.h.
Electives.....46 s.h.
Minimum to Earn BS.....124 s.h.

Academic Programs—Undergraduate

Research Mathematics Track

MATH 3510	
Abstract Algebra	4 s.h.
MATH 3520	
Further Studies in Abstract Algebra	2 s.h.
MATH 3610	
Analysis	4 s.h.
MATH 3620	
Further Studies in Analysis	2 s.h.
MATH 4800	
Research in Mathematics	2 s.h.
Additional Math or Natural Science	
Electives at or above 2100 level	4 s.h.

Summary of Total Credits

Core Curriculum	42 s.h.
Major Common Requirements	18 s.h.
Track Requirements	18 s.h.
Total Major Requirements	36 s.h.
Electives	46 s.h.
Minimum to Earn BS	124 s.h.

Grades 6-12 Education Track

The B.S. in Mathematics (with Licensure for Grades 6-12) is available as a track of the Mathematics major and may be paired with a Secondary Education minor **More information regarding minor and licensure options can be found within the *Secondary Education Minor* section of the catalog.** Licensed teachers in secondary education are in great demand in all fifty states, and the areas of science and mathematics are considered critical need areas in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the *Admission to the Teacher Education Program* section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timeliness.

MATH 2100	
Programming with Graphics, Symbols,	
and Text	2 s.h.

MATH 3120	
Number Theory	2 s.h.
MATH 3150	
Mathematical Statistics	4 s.h.
MATH 3250	
Geometry	4 s.h.
Math or Natural Science Elective at or	
above 2100 level	4 s.h.

Summary of Total Credits

Core Curriculum	42 s.h.
Major Common Requirements	18 s.h.
Track Requirements	16 s.h.
Total Major Requirements	34 s.h.
Electives	48 s.h.
Minimum to Earn BS	124 s.h.

MATHEMATICS MINOR

MATH 2350	
Calculus I	4 s.h.
MATH 2360	
Calculus II	4 s.h.
Choose from the following courses	4 s.h.
MATH 2370	
Vector Calculus (4 s.h.)	
MATH 2410	
Discrete Mathematics (4 s.h.)	
MATH 2450	
Linear Algebra (4 s.h.)	
MATH 3430	
Differential Equations (4 s.h.)	
Choose from the following courses*	8 s.h.
Mathematics electives at or above	
2100 level (4-8 s.h.)	
BIOL 3250	
Bioinformatics (4 s.h.) - <i>Non-Bioinformatics</i>	
Majors only	
<u>OR</u>	
PHYS 3500	
Computational Physics (4 s.h.)	
Total	20 s.h.

*Students may count either BIOL 3250 or PHYS 3500 for the math minor (although Bioinformatics majors may not count BIOL 3250 for the math minor), but at least 16 s.h. of the required 20 s.h. must be mathematics courses at or above 2100 level.

Academic Programs—Undergraduate

MULTIDISCIPLINARY STUDIES, BS, BA TRADITIONAL; ADULT AND GRADUATE STUDIES PROGRAM COORDINATOR: OFFICE OF REGISTRATION AND RECORDS/PROVOST

The Multidisciplinary Studies program allows students to pursue a combination of academic coursework not available through a traditional major. Through Multidisciplinary Studies, students are provided opportunities to develop knowledge and skills in disciplines of special interest. This “major” combines courses that are currently available across disciplines and organizes them into distinctive individualized programs of study. This option allows for creation of programs that best suit a student’s needs, interests, and career objectives. A student’s Multidisciplinary Studies major will be either a B.A. or a B.S. depending on the academic content of the program of study.

Academic Advising

Together student and advisor will develop a plan of study that will be used to determine compliance for degree requirements and sequence of courses. The plan will be approved by Academic Affairs and by the program coordinators in the identified academic disciplines before it is filed with the Office of Registration and Records.

To qualify for admission to the program, an applicant will submit:

1. A statement outlining academic or professional aspirations and rationale for a specialized program to the Office of Registration and Records
2. A proposal that lists the academic disciplines the student wants to pursue

Major Requirements

1. Completion of pre-approved coursework in two or three academic disciplines:
 - a. A major shall consist of a minimum of 48 hours with no less than 24 hours in one discipline and remaining hours in another discipline or disciplines.
 - b. The remainder of hours required for graduation will be completed in pre-approved courses that are categorized as general education, a minor, or electives.

2. At least 28 hours from the academic disciplines in the major must be taken at or above the 3000 level.
3. At least 30 hours of coursework in the Multidisciplinary Studies program must be completed at King following admission to the program.
4. One-third of the coursework in each discipline must be completed at King.
5. A student cannot minor in either the primary or secondary discipline.

Comprehensive Assessment

All candidates for a degree from King are required to demonstrate competency in their major fields. Comprehensive assessment for the Multidisciplinary Studies major requires students to submit a proposal for the Undergraduate Poster Session and participate if accepted. Students will compile a collection of 5-7 items, which will reflect the competency of program objectives, as well as a cultural transformation essay. Staff from Academic Affairs will review the paper, proposal, and poster against the grading rubric, then forward results to the Office of Registration and Records for a final grade to be entered. If the poster session is not held during the student’s last semester, the paper, proposal, and poster must be submitted to Academic Affairs. Any student who does not meet the minimum requirement (Pass) of their comprehensive assessment will not graduate until the requirement has been met.

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements	48 s.h.
Electives	<u>34 s.h.</u>
Minimum to Earn BS or BA	124 s.h.

MUSIC, BA

TRADITIONAL

PROGRAM COORDINATOR: S. NICHOLSON

The B.A. in Music is designed to educate students in all areas of musical arts in an academically rigorous and pre-professional environment that integrates Christian faith, scholarship, service, and career to create distinctive performances and to encourage exploration of our culture through the performance of thought-provoking, challenging, as well as entertaining music.

Academic Programs—Undergraduate

Our vision is to grow continually as a comprehensive music program, with pre-professional training opportunities, that prepares students to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world. Music majors are prepared to pursue careers in performance, music education, and music ministry. All students graduating from King University with a major in music may be suitable candidates for graduate schools offering advanced degrees in music.

Music students must choose one Track within the music program: Applied Music, Music Education Vocal/General, Music Education Instrumental/General. Music Education students can choose to add Grades K-12 Licensure to be prepared to teach in public schools.

The music department produces six major concerts each year and numerous smaller programs in churches, schools, and civic clubs. The department encourages student participation in national conferences and festivals and prepares students for internships with music professionals in the community. Participation in some ensembles and in concerts is open to all students by audition, regardless of major.

Core Curriculum Requirements

Music majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the Core Curriculum section of the catalog for additional details.

Citizenship

ICST 2200
Cultural Identity 4 s.h.

Human Creative Products

MUSC 2181
History of Jazz 4 s.h.
MUSC 2300
American Folk Music 4 s.h.

Major Common Requirements

The following courses are required for all Music majors.

MUSC 1010
Music Theory I..... 4 s.h.
MUSC 1011
Aural Skills I 0 s.h.

MUSC 1020
Music Theory II..... 4 s.h.
MUSC 1021
Aural Skills II..... 0 s.h.
MUSC 2100
History of Music I..... 4 s.h.
MUSC 2101
History of Music II 4 s.h.
MUSC 2010
Harmony and Basic Composition I..... 4 s.h.
MUSC 2011
Aural Skills III 0 s.h.
MUSC 2020
Harmony and Basic Composition II 4 s.h.
MUSC 2021
Aural Skills IV 0 s.h.
MUSC 3620
Conducting I 2 s.h.
MUSC 3291
Keyboard Proficiency Exam 0 s.h.
MUSC 3880
Senior Recital 0 s.h.
MUSC 4990
Comprehensive Assessment
(standardized MFT)..... 0 s.h.
Applied Music (Private Lessons)..... 6 s.h.
Ensemble Participation..... 8 s.h.
Total..... 40 s.h.

Track Requirements

Students will choose a track in Applied Music, Music Education Vocal/General, or Music Education Instrumental/General.

Applied Music Track

Students who major in music at King (without completing Music Education) will demonstrate knowledge of musical heritage and its role in world civilizations, demonstrate knowledge of principles of musical arts in the community, and demonstrate an ability to evaluate music from the perspectives of performer, practitioner, and patron.

MUSC 1500
Introduction to Music Research..... 2 s.h.
MUSC 3020
Form and Analysis 2 s.h.
MUSC 3030
Arranging/Orchestration..... 2 s.h.

Academic Programs—Undergraduate

Choose from the following courses..... 4 s.h.
 MUSC 2181
 The History of Jazz (4 s.h.)
 MUSC 2300
 American Folk Music (4 s.h.)

Choose from the following courses..... 4 s.h.
 MUSC 3910
 Piano Literature (4 s.h.)
 MUSC 3920
 Organ Literature (4 s.h.)
 MUSC 3930
 Vocal Literature (4 s.h.)
 MUSC 3940
 Choral Literature (4 s.h.)
 MUSC 3960
 Band Literature (4 s.h.)

Summary of Total Credits

Core Curriculum 42 s.h.
 Major Requirements..... 40 s.h.
 Applied Music Track 14 s.h.
 Total Applied Music 54 s.h.
 General Electives..... 28 s.h.
Minimum to Earn BA 124 s.h.

Music Education Tracks with Grades K-12 Education

The Music Education tracks are 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 track provides two choices for specialized training in Music Education: vocal/general track and instrumental/general track.

The department frequently invites guest artists to campus for performances and student workshops to enhance students' growth as musicians and music educators.

All students graduating from King with a major in music education may be suitable candidates for graduate school offering an advanced degree in music education. Music education majors are prepared to pursue careers in teaching music, performance, and music ministry.

Students who major in music education at King will demonstrate a basic knowledge of music theory through the correct application and analysis of four part writing in an original composition, demonstrate knowledge of Western musical heritage as interrelated to the development of western civilization, display competency as a performer and conductor, and demonstrate preparation for future leadership in music in various educational and musical settings.

NOTE: All students in the Music Education tracks must advance through performance juries to the Applied Music, Intermediate level of their major instrument (voice, piano, band instrument).

Students wishing to be licensed to teach in public schools must complete the Music Major common requirements, and Music Education track requirements along with either the vocal/general or the instrumental/general track. This coursework is preparation for the addition of the professional Education Minor for K-12 Licensure.

Track Requirements

MUSC 2950
 Music Technology 2 s.h.
 Choose from the following courses 4 s.h.
 MUSC 2181
 History of Jazz (4 s.h.)
 MUSC 2300
 American Folk Music (4 s.h.)

Tracks within Music Education (*choose one track*)

Vocal/General

MUSC 1110
 King Chorale (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.

Academic Programs—Undergraduate

EDUC 3393*	
Content Specific Practicum, Secondary	
Music Education.....	<u>1</u> s.h.

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements	
Common Requirements.....	40 s.h.
Track Requirements	25 s.h.
Total Major Requirements	65 s.h.
General Electives.....	<u>16</u> s.h.
Minimum to Earn BA	124 s.h.

Instrumental/General

MUSC 1150	
Instrumental Ensembles (Symphonic Band and Chamber Ensembles) (min. 2 semesters)...	2 s.h.
MUSC 3030	
Arranging/Orchestration	2 s.h.
MUSC 3500	
Instrumental Methods and Techniques I	4 s.h.
MUSC 3510	
Instrumental Methods and Techniques II.....	4 s.h.
MUSC 3631	
Conducting III: Instrumental.....	2 s.h.
MUSC 3960	
Band Literature.....	4 s.h.
EDUC 3543	
Secondary Instrumental Music Methods...	3 s.h.
EDUC 3394	
Content Specific Practicum.....	<u>1</u> s.h.

Summary of Total Credits

Core Curriculum	42 s.h.
Major Common Requirements	40 s.h.
Track Requirements.....	28 s.h.
Total Major Requirements	68 s.h.
General Electives.....	<u>14</u> s.h.
Minimum to Earn BA	124 s.h.

MUSIC EDUCATION MINOR FOR GRADES K-12 LICENSURE

Students wishing to be licensed to teach in public schools must complete the Music Major Core requirements, all coursework within the Music Education common requirements, and either the vocal/general or the instrumental/general track. This

coursework is preparation for the addition of the professional education minor for K-12 Licensure.

EDUC 2030, 2031	
Introduction to Teaching: Grades K-12	3 s.h.
SPED 2100	
Survey of Exceptional Children	4 s.h.
EDUC 2900	
Foundations of Education	3 s.h.
PSYC 3330	
Child and Adolescent Development	4 s.h.
<i>Choose from the following courses</i>	<i>3-4 s.h.</i>
EDUC 3170*	
Literacy Development and Reading Instruction in the Elementary and Middle Grades (4 s.h.)	
EDUC 3590*	
Content Area Reading (3 s.h.)	

Professional Education Courses*

ICST 2120	
Cultural Diversity in America.....	4 s.h.
EDUC 3541	
Elementary Music Methods	3 s.h.
EDUC 3392	
Content Specific Practicum:	
Elementary Music Education	1 s.h.
EDUC 3600	
Assessment and Evaluation.....	<u>3</u> s.h.
Total.....	28-29 s.h.

Grades K-12 Licensure Track

To be licensed in Grades K-12 in Tennessee, candidates must pass the following PRAXIS exams: Content Knowledge in their Academic Major/Endorsement Subject, edTPA during student teaching, and successfully complete the professional education courses.

EDUC 4660**	
Student Teaching: Grades K-12	10 s.h.
EDUC 4950**	
Capstone Seminar Grades K-12.....	2 s.h.
EDUC 4991*	
Licensure Assessments	<u>0</u> s.h.
Total.....	12 s.h.

Academic Programs—Undergraduate

Summary of Total Credits:

Music Education Vocal/General Track with Minor and Licensure

Core Curriculum	42 s.h.
Major Requirements	
Common Requirements.....	40 s.h.
Track Requirements	25 s.h.
Total Major Requirements	65 s.h.
Education Minor Requirements.....	28-29 s.h.
Licensure Requirements	<u>12</u> s.h.
Minimum to Earn BA	147-148 s.h.

Summary of Total Credits:

Music Education Instrumental/General Track with Minor and Licensure

Core Curriculum	42 s.h.
Major Requirements	
Common Requirements.....	40 s.h.
Track Requirements	28 s.h.
Total Major Requirements	64 s.h.
Education Minor Requirements.....	28-29 s.h.
Licensure Requirements	<u>12</u> s.h.
Minimum to Earn BA	150-151 s.h.

NOTE: The Teacher Education Program

Diversity Component must be fulfilled.

- * Admission into the Teacher Education Program is required prior to enrolling in any professional education course.
- ** Praxis II Content Area Examinations #0114 Music: Content and Instruction must be completed with a passing score before teacher candidate's application to student teach will be approved. Attaining a TN passing score for all applicable Praxis I and Praxis II examinations for each licensure area is required for licensure recommendation.

Written proof of current First Aid and CPR certification is required for approval for professional clinical experience (student teaching/internship). Certification can be attained via PHED 1620 *CPR* and PHED 1630 *First Aid* or through outside training from the American Red Cross or other licensed providers.

MUSIC MINOR

MUSC 1010	
Music Theory I.....	4 s.h.

MUSC 1020

Music Theory II.....	4 s.h.
MUSC 1011	
Aural Skills I.....	0 s.h.
MUSC 1021	
Aural Skills II.....	0 s.h.
MUSC 1500	
Introduction to Music Research.....	2 s.h.
MUSC 3620	
Conducting I.....	2 s.h.
Choose from the following courses	4 s.h.
MUSC 2300	
American Folk Music (4 s.h.)	
MUSC 2100	
History of Music I (4 s.h.)	
MUSC 2101	
History of Music II (4 s.h.)	
MUSC 2181	
The History of Jazz (4 s.h.)	
Total.....	16 s.h.

NURSING, BSN

TRADITIONAL

PROGRAM COORDINATOR: A. EDMISON

The Bachelor of Science in Nursing (BSN) program offers a baccalaureate degree to pre-licensed nursing students. King's BSN program supports the mission of the University in the following ways:

- by preparing its graduates for general nursing practice in a Christian environment with academic rigor
- by preparing professionals who are resourceful, accountable, and with a passion for serving God, community, and society.

Program Outcomes

King nursing graduates are prepared, at the beginning level of practice, to meet the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). Following completion of the program, all graduates are eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). However, the decision to grant a license is determined by the appropriate state board of nursing in the state where the graduate intends to practice.

Academic Programs—Undergraduate

Upon successful completion of the King University Nursing program and licensure, all graduates are prepared as generalists ready to assume professional nursing roles in a variety of hospital or community settings and all have been provided with an adequate foundation for graduate study. The AACN Essentials of Baccalaureate Education for Professional Nursing Practice are:

1. Liberal Education for Baccalaureate Generalist Nursing Practice
2. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
3. Scholarship for Evidence-Based Practice
4. Information Management and Application of Patient Care Technology
5. Healthcare Policy, Finance and Regulatory Environments
6. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
7. Clinical Prevention and Population Health
8. Professionalism and Professional Values
9. Baccalaureate Generalist Nursing Practice

Nursing Program Admission/Progression

Once a King student identifies his/her intent to major in nursing, the student should change his/her major to “Pre-Nursing” in the Student Portal. The student will then be assigned a nursing advisor. Only students formally accepted into the nursing program will change his/her major to “Nursing.”

Traditional King University students wishing to apply to the traditional, pre-licensure BSN program must request a Petition for Acceptance into the BSN Program from the BSN Program Coordinator or their nursing advisor and return to the BSN Program Coordinator. All non-traditional students (less than one semester completed at King University) must complete a nursing application on the centralized application system, NursingCAS (<https://www.nursingcas.org/>). Students reapplying must complete a new School of Nursing BSN Program Application with their current GPA calculation and submit new Nursing Entrance Exam scores. Students may apply to the traditional BSN program only twice.

Students wishing to transfer nursing credits from a nursing program at another institution must

demonstrate knowledge and skill competency equal to that expected of King students and may be required to review the assessment skills checklist and demonstrate mastery of skills to a nursing faculty in clinical simulation laboratory as well as demonstrate proficiency on a standardized exam related to the course under scrutiny before credit will be transferred for NURS major courses.

All transfer applicants must provide a letter of good standing from all previous nursing schools attended. The letter must come from the Dean/Director of the nursing program. Transfer applicants who have previously failed two or more nursing classes at another institution are not allowed to apply to the BSN program.

All science prerequisites must be completed within five years of applying to the nursing program.

Students will be accepted based on meeting the King University School of Nursing admission criteria. Application deadlines may be obtained through the Admissions Office. Criteria for admission to the School of Nursing:

- Cumulative GPA of 3.0 or above for all coursework that has been taken at all colleges
- Completion of Nursing Entrance Exam with scores that meet the current scoring benchmarks set at the time of admission
- A grade of C or better in all the Natural Science courses, developmental psychology, and the required mathematics course
- No more than 8 s.h. in general education or prerequisites for nursing remaining to be completed before admission. Outstanding credits must be completed prior to the start of the third clinical semester (senior year).

Special requirements for progression and retention in nursing are influenced by the student’s ability to provide evidence of satisfactory physical, emotional, and mental well-being. Remaining in the program may be contingent upon this evidence.

In addition, prior to the beginning of the first clinical rotation (and annually thereafter), each student must present evidence of good health and freedom from communicable disease. (This requires a physical examination and proof of immunizations.) Other

Academic Programs—Undergraduate

requirements prior to a clinical rotation include demonstrated competency related to standard precautions, and American Heart Association CPR certification (adult, child, infant).

The clinical agencies utilized by King require all students meet standards relating to criminal background. This policy affects all students enrolled in clinical nursing courses at King. This is to ensure a safe clinical environment for both students and the public and to meet the contractual requirements of area healthcare facilities. Students must clear a criminal background check and urine drug screen before admission to the clinical settings utilized by King. Failure to undergo the background check and urine drug screen will result in dismissal from the nursing program. All students must comply with the King School of Nursing Criminal Background check and Drug Screen policies. 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 prerequisites usually complete requirements in four semesters. Additional summer study may be needed to meet all program requirements. The nursing program is designed for full-time study. All nursing students are expected to maintain full-time student status, and work hours should be limited.

Students must achieve a grade of B- or higher in all nursing major courses (NURS) and maintain a cumulative grade point average of 3.0 on a 4.0 scale. Students who do not maintain the cumulative GPA of 3.0 will be placed on academic warning from the School of Nursing for one semester, during which time the GPA must be brought up to the minimum of 3.0 or the student will be dismissed from the nursing major.

If a student fails to obtain a B- or better in a single nursing course, his/her designated place on the class roster may be lost and the student will be required to repeat the course. If a grade of B- or below is recorded for two or more nursing courses or a grade of B- or below is recorded for a nursing course that is

repeated, the student will be dismissed from the nursing major.

If a student withdraws from the nursing program, the student must complete a new application, and meet all admission/progression requirements in place at the time of re-application to the program. Students may reapply one time only. Nursing courses may be repeated only once on a space-available basis.

Comprehensive Assessment

All candidates for a degree from King are required to demonstrate competency in their major field. Prior to graduation, seniors in the traditional nursing program are required to successfully pass a standardized proctored comprehensive assessment to help determine the students' preparedness for the NCLEX. Failure to achieve at least 95% predictability of passing the NCLEX on a proctored standardized comprehensive predictor will result in a grade of F for the comprehensive assessment.

LPN Advanced Placement

For LPN Advanced Placement, a **maximum of 7 credits (Foundations)** may be awarded; these credits will be placed on the student's permanent academic record after the student has completed 12 or more semester hours of academic work in nursing at King with a grade of B- or better in all nursing courses. A grade of **pass (P)** will be assigned to credit earned through this advanced standing policy. *These courses/credits will not apply to the institution's residency requirement, and they will not be used in the calculation of the grade point average.*

Clinical Competency

All clinical experiences associated with nursing courses are graded on a Pass/Fail basis. A Clinical Performance Evaluation (CPE) will be completed at mid-term and on completion of the clinical schedule.

Failure in either the theory component or the clinical component of a clinical course results in failure of the course.

NOTE: Nursing students are required to adhere to department policies as outlined in the BSN *Nursing Student Handbook*, a supplement to the King University *Student Handbook*.

Academic Programs—Undergraduate

Technology Requirements

Laptop computer with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required

King University School of Nursing students are required to have a personal laptop computer with a webcam to access educational materials, reference material, standardized testing, and email for communication with faculty, staff, and other students. If students already own a computer they wish to use for school, ideally, it should be no older than three years, with sufficient processing power and memory to run current versions of Microsoft Office, and possibly more demanding applications such as standardized testing software. Faculty may require students to use a personal laptop for course related work, so students should be prepared to bring the laptop to class fully charged. A few rooms where nursing classes are taught are equipped with power, but not all. The university supports a high-speed wireless network with coverage throughout all campus buildings. Students are responsible for supporting their own computers and the recommended software and hardware components.

Recommended Minimum Hardware Requirements

If students need to purchase a new computer, recommended minimum requirements are listed below:

- Intel i5 Processor
- 4GB RAM
- DVD-ROM, either embedded or detached
- 128 GB hard drive storage minimum; 256 GB or greater hard drive storage is preferred
- Screen Size: 13" or bigger with resolution of at least 1024 x 768
- Graphics Card: 512 MB minimum
- 100 MB/1 GB NIC and/or 802.11 b/g/n Wireless Network Card
- Laptop Operating System: Windows 7 Home Premium or better (32 or 64 Bit)

NOTE: Chromebooks and many tablets will NOT meet the minimum requirements for the School of Nursing programs. These include iPads, Android tablets, Windows RT tablets (Surface, although Surface Pro is fine), and all

Chromebooks. Students should choose a laptop that runs either the full version of Windows 7 or later (excluding Windows RT), or Mac OSX (Yosemite recommended).

Recommended Minimum Software Requirements

- Microsoft Office - latest version
- Internet Web Browser: Various browsers may be required for different software packages used by the School of Nursing. We recommend installing the latest versions of Internet Explorer, Google Chrome, and Mozilla Firefox.
- Anti-Virus Software
- A Personal Firewall Software/Internet Security package to protect the computer from unauthorized access via the Internet is suggested

Core Curriculum Requirements

Nursing majors should fulfill specified categories of the King Core Curriculum by taking the course indicated below. See the *Core Curriculum* section of the catalog for additional details.

Science

BIOL 1010

Human Anatomy and Physiology I (4 s.h.)

Quantitative Literacy

MATH 1560

Introduction to Statistics (4 s.h.)

Major Requirements

BIOL 1020

Human Anatomy and Physiology II 4 s.h.

BIOL 2500

Microbiology and Immunology 4 s.h.

PSYC 3050

Lifespan Human Development 4 s.h.

NURS 2000

Nursing Orientation 0 s.h.

NURS 3000

Pathophysiology 4 s.h.

NURS 3002

Informatics in Professional Nursing 2 s.h.

NURS 3015

Foundations of Contemporary Nursing

Practice 5 s.h.

Academic Programs—Undergraduate

NURS 3020	
Health Assessment.....	4 s.h.
NURS 3115	
Nursing in Adult Health Care I.....	6 s.h.
NURS 3130	
Pharmacology I.....	3 s.h.
NURS 3140	
Evidence-Based Practice	2 s.h.
NURS 3165	
Nursing in Women’s Health/Newborn Care.....	4 s.h.
NURS 4020	
Community/Public Health Nursing.....	4 s.h.
NURS 4100	
Nursing in Child and Family Health Care.....	4 s.h.
NURS 4110	
Nursing in Mental Health Care	5 s.h.
NURS 4115	
Nursing in Adult Health Care II.	6 s.h.
NURS 4120	
Nursing Leadership and Management.....	3 s.h.
NURS 4130	
Pharmacology II.....	3 s.h.
NURS 4200	
Capstone for Nursing Practice	5 s.h.
NURS 4990	
Comprehensive Assessment.....	0 s.h.

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements	72 s.h.
Electives	<u>10</u> s.h.
Minimum to Earn BSN.....	124 s.h.

All nursing courses are designed to meet the standards outlined in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008), *Nursing Scope & Standards of Practice* (ANA, 2015), *Code of Ethics for Nurses with Interpretive Statements* (2015, rev.), *TN Law Regulating the Practice of Nursing* (June 2015, rev.), and *Laws Governing the Practice of Nursing and Health Professions in General Code of Virginia* (Dec. 2018).

NURSING FOR REGISTERED NURSES, RN-BSN

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: M. CASH

The Bachelor of Science in Nursing (RN-BSN) for Registered Nurses provides a unique alternative to the traditional method of pursuing a bachelor’s degree. This program is a transformational learning experience leading to personal and professional skill development designed specifically to meet the needs of adult learners.

The King Nursing faculty believes nursing serves society through the competent and compassionate delivery of direct and indirect health care services to individuals, families, and communities, guided by Christian values. As a professional discipline, nursing for the registered nurse student (RN-BSN) is based on a strong foundation of knowledge from the humanities, the arts and sciences, and from nursing and health-related disciplines, which integrate academic and practice components. The program uses a cohort structure, accelerated pace; it features applied learning and participative methodology.

Program Outcomes

Upon successful completion of the program, all graduates are prepared for professional nursing practice in a variety of hospital or community settings, and they have been provided with an adequate foundation for graduate study. In the RN-BSN program, the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) serve as the program outcomes. The AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* are these:

1. Liberal Education for Baccalaureate Generalist Nursing Practice
2. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
3. Scholarship for Evidence-Based Practice
4. Information Management and Application of Patient Care Technology
5. Healthcare Policy, Finance and Regulatory Environments

Academic Programs—Undergraduate

6. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
7. Clinical Prevention and Population Health
8. Professionalism and Professional Values
9. Baccalaureate Generalist Nursing Practice

King's RN-BSN program supports the University's mission in the following ways:

- by preparing its graduates for general nursing practice in a Christian environment with academic rigor
- by preparing professionals who are resourceful, accountable, and with a passion for serving God, community, and society

The total number of hours required at King to complete the RN-BSN degree is a minimum of 48 semester hours; the total hours depends on a student's prior academic experience. The program is full-time and is designed so that a transfer student with 76 credit hours completed at an approved institution will graduate in four semesters. The student's prior coursework must include all prerequisites for the RN-BSN program and King's minimum general education requirements.

On-ground nursing courses meet one night per week for four hours and the program is also offered in the online format. The courses last for seven weeks.

RN-BSN Application Packet Requirements

For specific AGS program application packet requirements, please visit *Acceptance Criteria for Undergraduate AGS Programs* located within the *Admissions Policies* section of the catalog.

Transfer Credit

Students wishing to transfer a nursing course(s) completed at another college or university, as a substitute for a King University required course, must provide a course syllabus to be evaluated by the nursing faculty for equivalence in theoretical and clinical content. The Dean of the School of Nursing has the final decision on the equivalence of a course. Transfer courses are seldom evaluated for substitution of NURS courses since the RN-BSN curriculum is specifically designed to fulfill the 48 semester hours needed to meet residency requirements for a bachelor's degree.

Urine Drug Screen

All students are required to clear a urine drug screen to continue in the nursing program. Failure to undergo the urine drug screen will result in dismissal from the nursing program. All urine drug screens must be completed through the CastleBranch clinical compliance management system. Students are responsible for all fees associated for urine drug screening which is included in nursing fees.

Clinical Learning

Nursing practice requires a broad array of essential competencies. The RN-BSN program requires lab practice in physical assessment, clinical change projects, community teaching, and service-learning activities. Clinical learning activities that meet essential competencies are embedded in courses throughout the plan of study. Students individually and supportively participate in therapeutic communication, assessment, change theory, process improvement, leadership, delegation, and time management exercises. Students engage in a reverse problem-based learning pedagogy that fosters critical thinking as they identify problems, conceptualize improvement processes, and develop possible solutions. Clinical experiences promote care delivery to individuals, families, and populations across the human lifespan that is holistic, culturally competent, spiritually astute, fiscally responsible, and ethically sound.

Latest Technology

Contemporary technology enhances the educational experience and preparation for meaningful and successful careers. The faculty encourages the use of web-enhanced activities to influence and promote learning for those receiving and providing healthcare. Experience with beginning level informatics competency is embedded in several nursing courses.

Technology Requirements

Laptop computer with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required

Degree Requirements

If students transfer fewer than 76 semester hours, additional courses will be required to complete 124 total semester hours to graduate with a Bachelor of Science in Nursing degree. King requires that 48

Academic Programs—Undergraduate

semester hours be completed at King. The additional courses may be taken prior to, during, or following the completion of course work for the BSN degree. An advanced placement option consisting of standardized achievement tests is available; students should check with their Student Success Specialists about this possibility.

To graduate from King University with a baccalaureate degree, all students must have earned a minimum of 30 semester hours of general education at a regionally accredited institution. By graduation, students must have at least one course in each of the following categories.

1. Citizenship
2. English Composition I
3. English Composition II*
4. Human Creative Products
5. Human Culture
6. Humanities: History
7. Humanities: Literature
8. Quantitative Literacy
9. Science

*TCOM 2410 Writing for Healthcare Professionals may fulfill the English Composition II General Education requirement.

All nursing courses are designed to meet the standards as outlined in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008), *Nursing Scope & Standards of Practice* (ANA 2015), *Code of Ethics for Nurses with Interpretive Statements* (ANA, 2015), *TN Law Regulating the Practice of Nursing* (June 2015, rev.), and the *Laws Governing the Practice of Nursing and Health Professions in General Code of Virginia* (Dec. 2018).

RN-BSN Advanced Placement

Please see *Prior Learning Assessment Policy* located in the Academic Policies section of this catalog.

RN-BSN Student Handbook

RN-BSN students are required to follow School of Nursing policies set forth in the *RN-BSN Student Handbook* and outlined on course syllabi. All RN-BSN students are required to read and follow university policies relative to appeals and grievances listed in the *Student Handbook*.

Grade Requirements

A grade of C+ or higher is required in all nursing courses. If a failing grade is earned, students must repeat the course. If a grade of C or below is recorded for two nursing courses, or if a grade of C or below is recorded for a nursing course that is repeated, the student will be dismissed from the nursing major. RN-BSN students may reapply one time only.

Comprehensive Competency Assessment

All students graduating from King University, regardless of major, must demonstrate competency in their major field prior to graduation. To fulfill this university-mandated graduation requirement, the School of Nursing has chosen to have RN-BSN students address, in a portfolio, the standards found in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) and the *School of Nursing Professional Pillars*. The specific assignment parameters are thoroughly delineated in the *Demonstrating Achievement of Core Competencies for the Registered Nurse* document.

Students will use self-reflection to describe specific moments in clinical practice that were enhanced by the learning experience in the nursing, religion, or Quest courses and link these descriptions to the Essentials and Professional Pillars. The portfolio will include exemplary assignments and activities demonstrating achievement of competency for each outcome.

The completed portfolio is due by the end of week three of the Capstone course. Capstone faculty will review the portfolio against the grading rubric, then forward results to the School of Nursing. The rating will not affect the Capstone course grade but will be the grade for NURS 4990. The completed portfolio is a graduation requirement.

General Education and Quest

All RN-BSN students are required to take additional general education courses to meet the degree requirements at King. The following general education course has been included in the RN-BSN plan of study to assist with degree completion.

Students may choose from the following Quest Courses to fulfill general education or elective credits.

Academic Programs—Undergraduate

LIBS 3000	The Quest for Self-Knowledge* (4 s.h.)
LIBS 3400	The Quest for Community and Ordered Society** (4 s.h.)
LIBS 3600	The Quest for Stewardship and the Ethical Responsibility (4 s.h.)
LIBS 4000	The Quest for Career and Vocation (4 s.h.)
* Satisfies the general education Human Creative Products requirement	
**Satisfies the general education Citizenship requirement	

The Quest courses are interdisciplinary, each focusing on an essential theme in the Humanities. The goal is to examine the elements that figure in the development of character and to provoke students to more serious consideration of their own character and its impact on their vocations. Each course requires reading, writing, and class discussion. Professors are King faculty members from Humanities fields such as English, History, and Religion.

RN-BSN students should fulfill specified categories of the King General Education by taking the course indicated below.

Quantitative Literacy

MATH 1560	Introduction to Statistics (4 s.h.)
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Major Requirements

NURS 3005	The Science of Human Pathophysiology... 4 s.h.
NURS 3310	Dimensions of Professional Nursing 4 s.h.
NURS 3315	Introduction to Healthcare Informatics 4 s.h.
NURS 3330	Introduction to Evidence-Based Practice... 4 s.h.
NURS 3410	Health and Physical Assessment 4 s.h.
NURS 3420	Spiritual and Cultural Considerations in Nursing..... 4 s.h.

NURS 4310	Nursing Ethics 4 s.h.
NURS 4330	Community and Population Health..... 4 s.h.
NURS 4410	Principles of Leadership and Management..... 4 s.h.
NURS 4990	Comprehensive Assessment..... 0 s.h.

Summary of Total Credits for Nursing

General Education.....	38 s.h.
Major Requirements.....	36 s.h.
Electives.....	50 s.h.
Minimum to Earn BSN.....	124 s.h.

PHILOSOPHY MINOR

TRADITIONAL

PROGRAM COORDINATOR: W. C. STREETMAN

The Philosophy minor program at King University celebrates the human love of wisdom and ancient quest for meaning. We provide a supportive environment in which philosophy minors participate in this quest and conduct earnest inquiry into life's most fundamental and pressing issues, such as the nature of reality; what we can know and how this knowledge is acquired; the nature of truth and beauty; how we can judge between right and wrong; and how we ought to live. Philosophy minors are also given the opportunity to examine the theoretical underpinnings of other sciences and academic disciplines through a wide variety of electives.

Students completing a degree in philosophy are prepared to enter law school or pursue graduate study in theology, philosophy, or religion. The degree is also useful for careers in medicine, bioethics, journalism, management, business, and government.

All in all, irrespective of their career paths, philosophy minors acquire a skillset that enables them to think in an organized way about important and controversial issues, along with some measure of insight into the more fundamental mysteries of human life.

Academic Programs—Undergraduate

Minor Requirements

PHIL 2020	
Logic and Critical Thinking.....	4 s.h.
PHIL 3500	
History of Philosophy Survey.....	4 s.h.
PHIL 3720	
Ethics.....	4 s.h.
PHIL 3820	
Philosophy of Human Nature.....	4 s.h.
Choose from the following courses	4 s.h.
PHIL 2410	
Philosophy of Religion (4 s.h.)	
PHIL 3440	
Asian Philosophy (4 s.h.)	
PHIL 3760	
Aesthetics: Philosophy of Art, Beauty, and Culture (4 s.h.)	
Total	20 s.h.

PHYSICS, BS

TRADITIONAL

PROGRAM COORDINATOR: TBD

The laws of physics established by our Creator make the discipline of physics relevant to all the natural sciences and bring understanding of nature as well as faith issues.

The Bachelor of Science Degree in Physics prepares students for graduate study in physics and related fields, such as medical physics, astrophysics, applied mathematics, and engineering. This degree is also an ideal preparation for many technical careers, especially those that require rigorous analytical and quantitative 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. There is also a path available for any student desiring to become a teacher at the middle and senior high school level (with licensure).

Physics is the study of the physical world, including all matter and energy. The Bachelor of Science degree is a rigorous program, consisting of 50 semester hours of science and mathematics in addition to Core Curriculum courses. It includes enough hours in Mathematics for a minor and leaves 32 elective hours

available to the student for another major or minor. Alternatively, the student can double major in Physics and Mathematics. Students are encouraged to spend one summer doing research and may be published authors before graduation. Academic credit is usually available for internship or research efforts. At the end of the program of study, all students majoring in Physics will be required to pass a comprehensive assessment administered during PHYS 4990.

Core Curriculum Requirements

Physics majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the *Core Curriculum* section of the catalog for additional details.

Science

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

Quantitative Literacy

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

Major Common Requirements

The following courses are required for all Physics majors.

PHYS 2210	
General Physics I.....	4 s.h.
PHYS 2220	
General Physics II.....	4 s.h.
PHYS 3010	
Theoretical Mechanics	4 s.h.
PHYS 3030	
Electricity and Magnetism.....	4 s.h.
PHYS 3060	
Introduction to Modern Physics.....	4 s.h.
PHYS 3502	
Experimental Methods.....	2 s.h.
PHYS 4201	
Advanced Topics	2 s.h.
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.

Academic Programs—Undergraduate

PHYS 4990
Comprehensive Assessment.....0 s.h.

Track Requirements

Students will choose a track in General Physics or Grades 6-12 Education.

General Physics Track

PHYS 4080
Introductory Quantum Mechanics.....4 s.h.

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

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

PHYS 3052
Optics (4 s.h.)

PHYS 3072
Heat and Thermodynamics (4 s.h.)

PHYS 3401
Medical Physics (4 s.h.)

PHYS 3500
Computational Physics (4 s.h.)

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

MATH 2450
Linear Algebra (4 s.h.)

MATH Elective
3000 or 4000 level (4 s.h.)

Summary of Total Credits

Core Curriculum42 s.h.
Major Common Requirements38 s.h.

Track Requirements.....12 s.h.
Total Major Requirements50 s.h.

Electives32 s.h.

Minimum to Earn BS.....124 s.h.

Grades 6-12 Education Track

The B.S. in Physics may be paired with a Secondary Education minor. **More information regarding minor and licensure options can be found within the *Secondary Education Minor* section of the catalog.** Licensed teachers in secondary education are in great demand in all fifty states, and the areas of science and mathematics are considered critical need areas in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements.

Students seeking secondary teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the *Admission to the Teacher Education Program* policy in this catalog or contact the Administrative Assistant in School of Education for eligibility criteria, admissions procedures, and timelines.

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.

Choose from the following courses4 s.h.

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.)

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

Summary of Total Credits

Core Curriculum42 s.h.
Major Common Requirements38 s.h.

Track Requirements.....8 s.h.
Total Major Requirements46 s.h.

Electives.....36 s.h.

Minimum to Earn BS.....124 s.h.

MATHEMATICS AND PHYSICS DOUBLE MAJOR

The B.S. in Mathematics and Physics is a double major that satisfies all requirements for both majors.

Core Curriculum Requirements

Mathematics and Physics double majors should fulfill specified categories of the King Core Curriculum by taking the courses indicated below. See the *Core Curriculum* section of the catalog for additional details.

Academic Programs—Undergraduate

Quantitative Literacy

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

Science

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

Double Major Requirements

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

MATH 2370
Vector Calculus 4 s.h.

MATH 2410
Discrete Mathematics 4 s.h.

MATH 2450
Linear Algebra 4 s.h.

MATH 2480
History of Mathematics 2 s.h.

MATH 3430
Differential Equations..... 4 s.h.

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

MATH 3510
Abstract Algebra (4 s.h.)

MATH 3610
Analysis (4 s.h.)

PHYS 2210
General Physics I 4 s.h.

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

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

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

PHYS 3060
Introduction to Modern Physics 4 s.h.

PHYS 3502
Experimental Methods 2 s.h.

PHYS 4201
Advanced Topics 2 s.h.

PHYS 4080
Quantum Mechanics..... 4 s.h.

Choose additional electives from the following 8 s.h.

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

MATH 2100
Programming with Graphics, Symbols,
and Text (2 s.h.)

MATH 3100

Graph Theory (4 s.h.)

MATH 3110

Combinatorics (2-4 s.h.)

MATH 3120

Number Theory (2 s.h.)

MATH 3150

Mathematical Statistics (4 s.h.)

MATH 3250

Geometry (4 s.h.)

MATH 3470

Applied Mathematics (2-4 s.h.)

MATH 3510

Algebra (4 s.h.)

MATH 3520

Studies in Abstract Algebra (2 s.h.)

MATH 3610

Analysis (4 s.h.)

MATH 3620

Further Studies in Analysis (2 s.h.)

PHYS 3052

Optics (4 s.h.)

PHYS 3072

Heat and Thermodynamics (4 s.h.)

PHYS 3401

Medical Physics (4 s.h.)

PHYS 3500

Computational Physics (4 s.h.)

IDST 4500

Interdepartmental Math and Science

Seminar..... 2 s.h.

MATH 4930

Mathematics Capstone (*optional*)

MATH 4990

Comprehensive Assessment..... 0 s.h.

PHYS 4990

Comprehensive Assessment..... 0 s.h.

Summary of Total Credits for Double Major

Core Curriculum 42 s.h.

Major Requirements 64 s.h.

Electives/Minor* 18 s.h.

Minimum for BS..... 124 s.h.

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

Academic Programs—Undergraduate

PHYSICS MINOR

PHYS 2210	
General Physics I	4 s.h.
PHYS 2220	
General Physics II	4 s.h.
Choose from the following courses	8 s.h.
PHYS 3010	
Theoretical Mechanics (4 s.h.)	
PHYS 3030	
Electricity and Magnetism (4 s.h.)	
PHYS 3060	
Modern Physics (4 s.h.)	
PHYS 3500	
Computational Physics (4 s.h.)	
PHYS 4080	
Introductory Quantum Mechanics (4 s.h.)	
MATH 2360	
Calculus II	4 s.h.
Total	20 s.h.

POLITICAL SCIENCE/HISTORY, BA

TRADITIONAL

PROGRAM COORDINATOR: M. DOTTERWEICH

The B.A. in Political Science/History offers students a broad-based education in both Political Science and History. Students will gain knowledge of American Government, the United States Constitution, World Politics, Comparative Politics, and the History of Political Thought, both ancient and modern.

Furthermore, students in the major program study American and European history and are encouraged to take courses in the American Legal System and in non-Western topics.

This major offers good preparation for a wide range of careers in law, public service on the federal, state and local levels, international relations, intelligence work, public safety (ranging from the F.B.I. to local law enforcement), political campaign management, journalism, business (domestic and international), and many other areas. A specific area of strength in Political Science at King is intelligence studies, in both historical and contemporary geopolitical contexts.

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

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam

Political Science and History Requirements

The following courses are required for all Political Science and History majors.

PSCI 2010	
United States Government	4 s.h.
PSCI 2020	
World Politics	4 s.h.
HIST 3000	
The Professional Historian: Historical Study and Writing	4 s.h.
PSCI 3500	
Comparative Politics	4 s.h.
PSCI 4990	
Comprehensive Assessment	0 s.h.

Track Requirements

Students will choose either a Standard Track or Grades 6-12 Education Track.

Standard Track

PSCI 3710	
Ancient Political Thought	4 s.h.
PSCI 3720	
Modern Political Thought	4 s.h.
PSCI or HIST Elective	4 s.h.
Choose from the following courses	8 s.h.
HIST 3010	
Cultures in Contact: The Middle Ages (4 s.h.)	
HIST 3110	
The Age of Revolutions: Europe 1789-1914 (4 s.h.)	
HIST 3120	
Europe and the Great Wars (4 s.h.)	
PSCI 3250	
Politics and History of China (4 s.h.)	
HIST 3440	
The European Mind since the Enlightenment (4 s.h.)	
RELG 3850	
History of the Christian Movement and Methods of Historiography (4 s.h.)	
HIST 4001	
History Seminar (4 s.h.)*	

Academic Programs—Undergraduate

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

HIST 3300

Intellectual and Cultural History
of the United States (4 s.h.)

HIST 3710

American Revolution/Early
Republic (4 s.h.)

HIST 3730

The Civil War (4 s.h.)

HIST 3755

The Cold War: History and Politics (4 s.h.)

HIST 3762

Race, Politics, and the Rights Revolution in
Modern America (4 s.h.)

HIST 3775

Great Depression/WWII (4 s.h.)

HIST 4001

History Seminar (4 s.h.)*

*History Seminar is a special topics course and can only count towards this requirement if approved by the Political Science and History program coordinator.

Summary of Total Credits

Core Curriculum 42 s.h.

Major Common Requirements..... 16 s.h.

Track Requirements 28 s.h.

Total Major Requirements 44 s.h.

Electives 38 s.h.

Minimum to Earn BA 124 s.h.

Grades 6-12 Education Track

The B.A. in Political Science and History with Tennessee teaching licensure (dual licensure in History and Government, Grades 6-12) is available with modifications to the Political Science/History major and the King Core Curriculum as well as successful completion of the Secondary Education minor. **More information regarding minor and licensure options can be found within the *Secondary Education Minor* section of the catalog.**

Licensed teachers in secondary education are in great demand in all fifty states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of both the bachelor's degree and licensure requirements. Students seeking teacher

licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the *Admission to the Teacher Education Program* policy in this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

HIST 2110

Twentieth Century Global History..... 4 s.h.

HIST 2161

U.S. History to 1877 4 s.h.

HIST 2162

U.S. History from 1877 to Present..... 4 s.h.

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

PSCI 3710

Ancient Political Thought (4 s.h.)

PSCI 3720

Modern Political Thought (4 s.h.)

Choose from the following courses 4 s.h.

HIST 3010

Cultures in Contact: The Middle
Ages (4 s.h.)

HIST 3110

The Age of Revolutions:
Europe 1789-1914 (4 s.h.)

HIST 3120

Europe and the Great Wars (4 s.h.)

PSCI 3250

Politics and History of China (4 s.h.)

HIST 3440

The European Mind since the
Enlightenment (4 s.h.)

RELG 3850

History of the Christian Movement and
Methods of Historiography (4 s.h.)

HIST 4001*

History Seminar (4 s.h.)

Choose from the following courses 4 s.h.

HIST 3300

Intellectual and Cultural History
of the United States (4 s.h.)

HIST 3710

American Revolution/Early
Republic (4 s.h.)

HIST 3730

The Civil War (4 s.h.)

Academic Programs—Undergraduate

- HIST 3755
The Cold War: History and
Politics (4 s.h.)
- HIST 3762
Race, Politics, and the Rights Revolution
in Modern America (4 s.h.)
- HIST 3775
Great Depression/WWII (4 s.h.)
- HIST 4001*
History Seminar (4 s.h.)

*History Seminar is a special topics course and can only count towards this requirement if approved by the Political Science and History program coordinator.

Summary of Total Credits

Core Curriculum	42 s.h.
Major Common Requirements.....	16 s.h.
Track Requirements	24 s.h.
Total Major Requirements	40 s.h.
Electives	42 s.h.
Minimum to Earn BA	124 s.h.

POLITICAL SCIENCE MINOR

PSCI 2010 United States Government	4 s.h.
PSCI 2020 World Politics	4 s.h.
PSCI 3500 Comparative Politics	4 s.h.
PSCI 3710 Ancient Political Thought.....	4 s.h.
PSCI 3720 Modern Political Thought.....	4 s.h.
Total.....	20 s.h.

PSYCHOLOGY, BS

TRADITIONAL

PROGRAM COORDINATOR: K. DEFORD

The Bachelor of Science degree in Psychology provides unique blends of action with reflection and of Christian spirituality with broad intellectual growth. Psychology, as the crossroad science of the cultural mind, individual behavior, and the organic brain, prepares students for a wide variety of careers. Psychology at King is a program in which students will conduct their own original research projects, be encouraged to participate in internships that serve the

community with which they hope to work, and make observations of family life, children, and adolescents. Psychology courses older than 10 years will need to be petitioned for transfer credit towards degree requirements.

Combined with traditional classroom activities, hands-on learning experiences let students develop a unique view of human beings: one that is critically aware of the limitations and biases in current knowledge, one that is constructively able to seek out new approaches to understanding others, and one that knows how to observe, record, analyze, discuss, interpret, and explain what humans do and why. Such knowledge has proven useful to our graduates who have succeeded: (1) in careers that do not require further study, such as youth workers, case workers in social welfare programs, child care workers, technicians or trainees in state institutions, personnel officers, government specialists, business managers, and other people-oriented careers; (2) in graduate school; and (3) in graduate programs in medicine, law, ministry, education, special education, and other fields where further study is required.

The Bachelor of Science degree in psychology is designed to provide students with converging viewpoints addressing the diversity of psychology, the integration of faith and psychology, and practical experiences to enhance skills appropriate for graduate study or an immediate career.

Comprehensive Assessment (PSYC 4990)

All candidates for the psychology degree from King are required to demonstrate competency by completing the Major Field Achievement Test (MFAT). The MFAT will be administered to all students in the semester that they complete program requirements. The test will cover four broad areas of psychology. The areas are cognition, clinical/abnormal, perception/physiology, and social/developmental. Any student who does not meet this requirement will not graduate until the requirement has been met.

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required

Academic Programs—Undergraduate

Core Curriculum Requirements

Psychology majors should fulfill the Science category of the King Core Curriculum by taking the course indicated below. See the *Core Curriculum* section of the catalog for additional details and options for other categories.

Science

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

Major Requirements

PSYC 1520
Introductory Psychology..... 4 s.h.
BIOL 1020
Human Anatomy and Physiology II..... 4 s.h.
PSYC 3000
Social Psychology 4 s.h.
PSYC 3100
Statistics for the Social Sciences..... 4 s.h.
PSYC 3150
Research Methods and Measurement
in Psychology 4 s.h.
PSYC 3200
Individual Research Project 4 s.h.
PSYC 4050
Abnormal Psychology 4 s.h.
Choose from the following courses..... 4 s.h.
PSYC 3040
Cognitive Psychology (4 s.h.)
PSYC 3530
Sensation and Perception (4 s.h.)
Choose from the following courses..... 4 s.h.
PSYC 3050
Lifespan Human Development (4 s.h.)
PSYC 3330
Child and Adolescent Development (4 s.h.)
PSYC Electives 10 s.h.
PSYC 4990
Comprehensive Assessment..... 0 s.h.

Summary of Total Credits

Core Curriculum 42 s.h.
Major Requirements 46 s.h.
Electives 36 s.h.
Minimum to Earn BS 124 s.h.

PSYCHOLOGY MINOR

PSYC 1520
Introductory Psychology..... 4 s.h.
Choose from the following courses 4 s.h.
PSYC 3000
Social Psychology (4 s.h.)
PSYC 3040
Cognitive Psychology (4 s.h.)
PSYC 3050
Lifespan Human Development 4 s.h.
PSYC 4050
Abnormal Psychology..... 4 s.h.
PSYC
Additional Psychology Electives..... 4 s.h.
Total..... 20 s.h.

PSYCHOLOGY, BS

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: K. DEFORD

The B.S. in Psychology at King provides unique blends of action with reflection and Christian spirituality with broad intellectual growth. This level of integration is possible because Psychology is the crossroad science of the cultural mind, individual behavior, and the organic brain, and thus prepares students for a wide variety of careers.

Students in the AGS/Online Psychology program will become familiar with the research process, psychological influences on human growth and development, abnormal psychology, and related theories of treatment, all from a Christian perspective.

The program offers learning experiences that let students develop a unique view of human beings: one that is critically aware of the limitations and biases in current knowledge, one that is constructively able to seek out new approaches to understanding others, and one that knows how to observe, record, analyze, discuss, interpret, and explain to others what humans do and why.

Such knowledge has proven useful to our graduates who have succeeded: (1) in careers that do not require further study, such as youth workers, case workers in social welfare programs, child care

Academic Programs—Undergraduate

workers, technicians or trainees in state institutions, personnel officers, government specialists, business managers, and other people-oriented careers; (2) in graduate school; and (3) in graduate programs in medicine, law, ministry, education, special education, and other fields where further study is required.

Introductory Psychology (PSYC 1520) is a required course in the Psychology program. It is recommended that students take Introductory Psychology prior to entering the program. If a student intending to major in Psychology has not completed Introductory Psychology prior to matriculation or prior to entering the Psychology major, the student is required to complete it within the first two semesters of enrollment in the major. King offers the course online in “Quest” format (five learning modules spread over the entire 15-week semester), so the course can be taken in addition to the three specified Psychology courses for the major.

Psychology courses older than 10 years will need to be petitioned for transfer credit towards degree requirements.

Comprehensive Assessment (PSYC 4990)

All candidates for the psychology degree from King are required to demonstrate competency by completing the Major Field Achievement Test (MFAT). The MFAT will be administered online to all students in the semester that they complete program requirements. The test will cover four broad areas of psychology. The areas are cognition, clinical/abnormal, perception/physiology, and social/developmental. Any student who does not meet this requirement will not graduate until the requirement has been met.

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required

Major Requirements

PSYC 3000	
Social Psychology	4 s.h.
PSYC 3040	
Cognitive Psychology.....	4 s.h.
PSYC 3050	
Lifespan Human Development.....	4 s.h.

PSYC 3100	
Statistics for the Social Sciences	4 s.h.
PSYC 3150	
Research Methods and Measurement in Psychology	4 s.h.
PSYC 3200	
Individual Research Project	4 s.h.
PSYC 4000	
Theories of Personality.....	4 s.h.
PSYC 4050	
Abnormal Psychology.....	4 s.h.
PSYC 4100	
Theories of Counseling.....	4 s.h.
PSYC 4150	
Group Dynamics	4 s.h.
PSYC 4200	
Survey of Christian Counseling.....	4 s.h.
PSYC 4250	
Applied Psychology	4 s.h.
PSYC 4990	
Comprehensive Assessment.....	0 s.h.
Total	48 s.h.

Summary of Total Credits for Psychology

General Education Minimum Requirements (must include Introductory Psychology)..	38 s.h.
Major Requirements.....	48 s.h.
Electives.....	38 s.h.
Minimum to Earn BS.....	124 s.h.

RELIGIOUS STUDIES, BA

TRADITIONAL

PROGRAM COORDINATOR: D. HUDSON

The B.A. in Religious Studies prepares students to enter theological seminaries or graduate schools of religion in preparation for careers in the pastoral ministry, teaching, mission, or social work. Many graduates also enter the fields of law, business, the social sciences, and education. The Religious Studies major focuses on the study of the Christian Scriptures, religion, both theory and method, philosophy, and religions of the world. The purpose of the major is not only to educate students in the Christian religion, but also to explore the nature and function of the religious impulse.

The major consists of a common core of six courses and an additional track of five courses for a total of

Academic Programs—Undergraduate

44 s.h. Tracks include Biblical Studies, Philosophy, Theory and Method in Religious Studies, and Youth Ministry.

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

Affiliations

- Tel Azekah Archaeological Expedition, Tel Aviv University, Tel Aviv
- Al Quds University Exchange Program, East Jerusalem, Palestine
- Society of Biblical Literature, American Academy of Religion, American Society of Oriental Religion, Al Quds University, East Jerusalem, and American Philosophical Association

Technology Requirements

Microsoft Word, PowerPoint, Adobe, and media player capabilities

A comprehensive assessment covering the major in Religious Studies will be given the semester prior to graduation. The assessment is 240 questions and will be administered online via Canvas one month prior to the graduation date.

Major Common Requirements

The following courses are required for all Religious Studies majors.

BIBL 2251	
The Old Testament and Interpretation.....	4 s.h.
BIBL 2252	
The New Testament and Interpretation...	4 s.h.
RELG 2430	
Understanding the World's Religions.....	4 s.h.
RELG 3210	
Introduction to Theology and Theological Thinking.....	4 s.h.
PHIL 3500	
History of Philosophy Survey	4 s.h.
RELG 3850	
History of the Christian Movement and Methods of Historiography	4 s.h.

RELG/YTMN 4990*

Comprehensive Assessment..... 0 s.h.

*Track will indicate appropriate assessment

Track Requirements

Students must choose a track in Biblical Studies, Philosophy, Theory and Method in Religious Studies, or Youth Ministry.

Biblical Studies Track

BIBL 3020	
Hebrew Prophetic Literature.....	4 s.h.
BIBL 3040	
The Life and Teaching of Jesus.....	4 s.h.
BIBL 3520	
Historical Geography and Archaeology of the Southern Levant	4 s.h.
BIBL 3800	
Internship/Cooperative Education	2 s.h.
BIBL 4050	
Hebrew Wisdom Literature	4 s.h.
BIBL 4140	
Paul	4 s.h.

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements.....	46 s.h.
Electives.....	<u>36</u> s.h.
Minimum to Earn BA	124 s.h.

Philosophy Track

PHIL 2020	
Logic and Critical Thinking.....	4 s.h.
PHIL 2410	
Philosophy of Religion	4 s.h.
PHIL 3720	
Ethics	4 s.h.
PHIL 3820	
Philosophy of Human Nature.....	4 s.h.
Choose one of the following.....	4 s.h.
PHIL 3440	
Asian Philosophy (4 s.h.)	
PHIL 3760	
Aesthetics: The Philosophy of Art, Beauty, and Culture (4 s.h.)	

Academic Programs—Undergraduate

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements	44 s.h.
Electives	<u>38</u> s.h.
Minimum to Earn BA	124 s.h.

Theory and Method in Religious Studies Track

PHIL 2410	
Philosophy of Religion	4 s.h.
HIST 3000	
The Professional Historian: Historical	
Study and Writing	4 s.h.
RELG 3020	
Theory and Method in the Study	
of Religion.....	4 s.h.
RELG 3292	
Religion and Politics in a Global	
Context	4 s.h.
PSCI 3710	
Ancient Political Thought.....	4 s.h.

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements	44 s.h.
Electives	<u>38</u> s.h.
Minimum to Earn BA	124 s.h.

Youth Ministry Track

YTMN 1620	
Foundations of Youth Ministry	2 s.h.
YTMN 2450	
Recreation and Adventure Based	
Learning	4 s.h.
YTMN 3210	
Practical Theology for Ministry.....	4 s.h.
YTMN 3610	
Program Administration for Youth	
Ministry.....	4 s.h.
YTMN 4110	
Senior Seminar for Ministry.....	2 s.h.
YTMN 3800	
Internship/Cooperative Education	4 s.h.

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements	44 s.h.
Electives	<u>38</u> s.h.
Minimum to Earn Bachelor of Arts	124 s.h.

RELIGIOUS STUDIES MINOR

TRADITIONAL

RELG 2430	
Understanding the World's Religions.....	4 s.h.
Choose from the following courses	8 s.h.
PHIL 2410	
Philosophy of Religion (4 s.h.)	
RELG 2500	
Introduction to Islam (4 s.h.)	
PHIL 3500	
History of Philosophy Survey (4 s.h.)	
RELG 3020	
Theory and Method in the Study	
of Religion	4 s.h.
RELG 3292	
Religion and Politics in a Global	
Context.....	<u>4</u> s.h.
Total	20 s.h.

RELIGIOUS STUDIES, BS

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: D. HUDSON

The B.S. in Religious Studies prepares students to enter theological seminaries or graduate schools of religion and philosophy in preparation for careers in the pastoral ministry, teaching, missions, or social work. Many graduates also enter fields of law, business, the social sciences, and education. Many graduates also enter fields of law, business, the social sciences, and education. The Religious Studies major focuses on the study of religion, both theory and method, and the religions of the world. The purpose of the major is to not only educate students in the Christian religion but also to explore the nature and function of the religious impulse.

Affiliations

Tel Azekah Archaeological Expedition
Tel Aviv University, Society of Biblical Literature, American Academy of Religion, and American Society of Oriental Religion, Al Quds University Exchange Program, East Jerusalem, Palestine

Technology Requirements

Microsoft Word, PowerPoint, Adobe, and media player capabilities

Academic Programs—Undergraduate

Comprehensive Assessment

A comprehensive assessment covering the major in Religious Studies will be given the semester prior to graduation. The assessment is 240 questions and will be administered online via Canvas one month prior to the graduation date.

Major Requirements

BIBL 2250	
Bible Study That Matters.....	4 s.h.
BIBL 2251	
The Old Testament and Interpretation.....	4 s.h.
BIBL 2252	
The New Testament and Interpretation.....	4 s.h.
PHIL 2410	
Philosophy of Religion	4 s.h.
RELG 2430	
Understanding the World's Religions	4 s.h.
RELG 2500	
Introduction to Islam.	4 s.h.
RELG 3210	
Introduction to Theology and Theological Thinking	4 s.h.
RELG 3292	
Religion and Politics in a Global Context.	4 s.h.
BIBL 3520	
Historical Geography and Archaeology of the Southern Levant.....	4 s.h.
BIBL 4050	
Hebrew Wisdom Literature.....	4 s.h.
BIBL 3040	
Life and Teaching of Jesus	4 s.h.
BIBL 4140	
Paul.....	4 s.h.
RELG 4990	
Comprehensive Assessment	0 s.h.

Summary of Total Credits

General Education Requirements.....	38 s.h.
Major	48 s.h.
Electives	38 s.h.
Minimum to Earn BS	124 s.h.

SECONDARY EDUCATION MINOR

GRADES 6-12

PROGRAM COORDINATOR: R. GILMORE

Students may complete requirements for a minor in secondary education by completing the coursework

listed and taking initial assessments. To achieve licensure to teach in grades 6-12, students must complete, in addition to the Common Experience and Core requirements, an approved academic major with a licensure track, the education minor, and the additional licensure requirements. King University offers eight (8) Tennessee-approved 6-12 licensure programs: Biology, Chemistry, English, History/Government, History, Mathematics, Physics, and Spanish. In addition, King University offers three (3) Tennessee-approved K-12 licensure programs: Vocal/General Music K-12, Instrumental/General Music K-12, and Physical Education K-12. Students interested in one of these programs should consult with their major academic advisors and the Director of Teacher Education.

Students are encouraged to meet with King University faculty to develop degree completion plans and to schedule assessments in a timely manner. Degree completion plans will consider any prior coursework that may substitute for courses that appear here and will identify additional courses required for licensure in Tennessee that were not included within a student's previous college work.

Pre-Professional and Professional Requirements

EDUC 2030	
Introduction to Teaching: K-Grade 12.....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum: Grades PreK-12.....	1 s.h.
SPED 2100	
Survey of Exceptional Children.....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for Classroom Instruction	3 s.h.
EDUC 2900	
Foundations of Education	3 s.h.
EDUC 2950*	
Technology for Teachers.....	2 s.h.
<i>Choose from the following courses</i>	<i>3 s.h.</i>
EDUC 3390*	
Secondary Curriculum and Methods (3 s.h.)	
EDUC 4390	
Secondary Methods for English Teachers (3 s.h.)	

Academic Programs—Undergraduate

EDUC 3590*	
Content Area Reading	3 s.h.
EDUC 3600*	
Assessment and Evaluation	3 s.h.
PYSC 3330	
Child and Adolescent Development	4 s.h.
ICST 2120	
Cultural Diversity in America.....	4 s.h.
Total	32 s.h.

*Prerequisite: EDUC 2030/EDUC 2031
OR EDUC 2800

Students may elect to graduate without student teaching and without a teaching license. By completing general education requirements, an academic major, and the minor in Education, students may accomplish the 124 semester hours required for graduation from King.

Licensure Requirements

To be licensed to teach Grades 6-12 in Tennessee, candidates must pass the following exams: Content Knowledge in their Academic Major/Endorsement Subject, edTPA during student teaching, and successfully complete the courses listed below.

EDUC 4490*	
Student Teaching: Grades 6-12.....	10 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12.....	2 s.h.
EDUC 4991*	
Licensure Assessments.....	0 s.h.
Total	12 s.h.

*Requires admittance to the Teacher Education Program

Summary of Total Credits

Minor.....	32 s.h.
Licensure	12 s.h.
Minimum to Earn Minor + Licensure.....	45 s.h.

SECONDARY EDUCATION GRADES 6-12 WITH ESL MINOR

PROGRAM COORDINATOR: R. GILMORE

Language Requirement

Students pursuing a Secondary Education Grades 6-12 with ESL Minor must complete two college-level world language courses. World languages include American Sign Language, Arabic, Chinese, French, German, Greek, Japanese, Latin, Russian, Spanish, or Other World Language. They may satisfy this requirement by transferring credit or by successfully completing the courses at King. An intermediate-level foreign language may also fulfill the Human Culture General Education Core requirement.

Pre-Professional and Professional Requirements

EDUC 2030	
Introduction to Teaching: K-Grade 12.....	2 s.h.
EDUC 2031	
Introduction to Teaching Practicum:	
Grades PreK-12.....	1 s.h.
SPED 2100	
Survey of Exceptional Children.....	4 s.h.
EDUC 2370	
Reflective Teaching: Planning for	
Classroom Instruction	3 s.h.
EDUC 2900	
Foundations of Education	3 s.h.
EDUC 2950*	
Technology for Teachers.....	2 s.h.
<i>Choose from the following courses</i>	<i>3 s.h.</i>
EDUC 3390*	
Secondary Curriculum and	
Methods (3 s.h.)	
EDUC 4390	
Secondary Methods for English	
Teachers (3 s.h.)	
EDUC 3590*	
Content Area Reading	3 s.h.
EDUC 3600*	
Assessment and Evaluation.....	3 s.h.
PYSC 3330	
Child and Adolescent Development	4 s.h.
ICST 2120	
Cultural Diversity in America.....	4 s.h.
EDUC 3120	
Principles of Grammar and Writing: ESL.	2 s.h.
EDUC 3360	
Introduction to Linguistics	2 s.h.
EDUC 4110	
ESL Assessment.....	2 s.h.

Academic Programs—Undergraduate

EDUC 4120	
Principles of Second Language Acquisition.....	2 s.h.
EDUC 4360	
ESL Methods and Materials.....	2 s.h.
EDUC 4380	
Practicum in ESL Instruction	2 s.h.
Total	44 s.h.

*Prerequisite: EDUC 2030/EDUC 2031
OR EDUC 2800

Students may elect to graduate without student teaching and without a teaching license. By completing general education requirements, an academic major, and the minor in Education, students may accomplish the 124 semester hours required for graduation from King.

Licensure Requirements

To be licensed to teach Grades 6-12 in Tennessee, candidates must pass the following exams: Content Knowledge in their Academic Major/Endorsement Subject, edTPA during student teaching, and successfully complete the courses listed below.

EDUC 4490*	
Student Teaching: Grades 6-12.....	10 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12.....	2 s.h.
EDUC 4991*	
Licensure Assessments.....	0 s.h.
Total	12 s.h.

*Requires admittance to the Teacher Education Program

Summary of Total Credits

Minor.....	44 s.h.
Licensure	12 s.h.
Minimum to Earn Minor + Licensure.....	56 s.h.

In addition to specific major coursework, some major/endorsements include additional education coursework for licensure requirements, such as:

EDUC 3360 (for Spanish endorsement)	
Introduction to Linguistics.....	2 s.h.
EDUC 3542 (for Music endorsement)	
Secondary Music Methods	3 s.h.

EDUC 3393	
Content Specific Practicum	1 s.h.
EDUC 3543 (for Music endorsement)	
Secondary Instrumental Music Methods...	3 s.h.
EDUC 3541 (for Music endorsement)	
Elementary Music Methods	3 s.h.
EDUC 3392 (for Music endorsement)	
Content Specific Practicum: Elementary Music Education.....	1 s.h.

SECURITY AND INTELLIGENCE STUDIES, BA

TRADITIONAL

PROGRAM COORDINATOR: G. HELT

The Bachelor of Arts degree in Security and Intelligence Studies (SIS) aims to address the high demand for qualified security and intelligence professionals in the post-9/11 world. Employers are looking for university graduates who are curious about the world around them and can critically assess global events and trends. Students in the SIS program will explore 21st century security challenges, learn how to use structured techniques in their analyses, grapple with the ethical issues facing the national security community, and learn how the intelligence community works with policymakers to inform national security policy. Security and Intelligence courses older than 10-years will not be eligible for transfer towards degree requirements due to the nature of the program.

The SIS major is designed for students interested in careers in law enforcement, homeland security, military, intelligence, the diplomatic service, and national security law. Additionally, the SIS minor may complement the Business major, especially for students interested in careers in global investing and consulting, and the sciences (Biology, Forensic Science, Mathematics, Physics), as well as in Psychology.

The SIS program seeks to foster a Christian worldview while providing students with an empathetic view of other cultures, countries, and religions. We aim to graduate students who understand that each action undertaken in the name of national security will have an impact on other human beings who are also created in the image of

Academic Programs—Undergraduate

God; therefore, we have an obligation to consider the long-term consequences of our actions.

Comprehensive Assessment

Students in the SIS major will be expected to select an area of interest upon completing 20 semester hours of in-class instruction. Areas of interest will be selected from a pre-approved list consisting of a variety of relevant subject matters. These will include government agencies within or outside of the United States intelligence community, non-state militant groups, high-value countries, subjects in intelligence history, or area studies. Degree candidates will be required to submit the conclusions of their research on their area of interest in the form of a publishable academic paper to an appropriate journal or present the topic of their research to a panel of experts.

Major Requirements

SAIS 2310	
Espionage and Intelligence.....	4 s.h.
SAIS 2330	
International Terrorism.....	4 s.h.
SAIS 2350	
Introduction to Intelligence Analysis.....	4 s.h.
HIST 3755	
Cold War: History and Politics.....	4 s.h.
SAIS 3310	
Covert Action	4 s.h.
PSCI 3250	
Politics and History of China.....	4 s.h.
SAIS 3350	
Advanced Intelligence Analysis.....	4 s.h.
SAIS 3380	
Counterterrorism.....	4 s.h.
SAIS 3390	
Intelligence Ethics.....	4 s.h.
SAIS 3730	
American Foreign Policy	4 s.h.
SAIS 4310	
Advanced Topics in Geopolitics	4 s.h.
SAIS 4330	
Security Challenges in the 21 st Century.....	4 s.h.
SAIS 4990	
Comprehensive Assessment	0 s.h.

Summary of Total Credits

Core Curriculum	42 s.h.
Major Requirements	48 s.h.
Electives.....	<u>34</u> s.h.
Minimum to Earn BA	124 s.h.

SECURITY AND INTELLIGENCE STUDIES MINOR

Choose from the following courses 8 s.h.

SAIS 2310	
Espionage and Intelligence (4 s.h.)	
SAIS 2330	
International Terrorism (4 s.h.)	
SAIS 2350	
Introduction to Intelligence Analysis (4 s.h.)	
HIST 3755	
Cold War: History and Politics (4 s.h.)	

Choose from the following courses 8 s.h.

SAIS 3310	
Covert Action (4 s.h.)	
SAIS 3350	
Advanced Intelligence Analysis (4 s.h.)	
SAIS 3380	
Counterterrorism (4 s.h.)	
SAIS 3390	
Intelligence Ethics (4 s.h.)	
SAIS 3730	
American Foreign Policy (4 s.h.)	
PSCI 3250	
Politics and History of China (4 s.h.)	

Choose from the following courses 4 s.h.

SAIS 4310	
Advanced Topics in Geopolitics (4 s.h.)	
SAIS 4330	
Security Challenges in the 21 st Century (4 s.h.)	

Total **20 s.h.**

SOCIAL WORK, BSW

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: J. HELBERT

The Bachelor of Social Work (BSW) program provides students with a range of knowledge, skills, abilities, values, and ethics, as well as cognitive and affective processes that effectively prepares them for generalist careers as professional Social Workers.

Academic Programs—Undergraduate

BSW graduates enjoy title protection as “Social Workers,” and are in high demand in the domestic and global job markets.

King University’s BSW professors are Social Workers themselves with a minimum of a Master of Social Work (MSW) degree. In addition to years of Social Work field experience, BSW professors are experienced administrators, practitioners, clinicians, and educators who believe in nurturing students while challenging them to reach higher goals.

The Social Work program boasts well over four decades of proven academic success through its longstanding presence in the region and its continuously maintained accreditation with the Council on Social Work Education (CSWE). The program began at Virginia Intermont (VI) College and continued uninterrupted at King University when VI closed in 2014.

In the 40+ years of the BSW program’s accredited existence, a stellar Social Work education has been provided to students from Northeast Tennessee, Southwest Virginia, and several states across the nation and abroad. In addition to membership with the CSWE, the BSW program is affiliated with the National Association of Social Workers (NASW), the North American Association of Christian Social Workers (NACSW), the International Federation of Social Workers (IFSW), the International Consortium on Social Development (ICSD), the Association of Baccalaureate Program Directors (BPD), and Phi Alpha, the International Social Work Honors Society. The King University chapter of Phi Alpha is Chi Omega.

The BSW program provides students with the theoretical and practical skills required to work as professional Social Workers in addition to a generalist, trauma-informed knowledge base that examines human behavior and complex social interactions. This generalist approach to preparation allows Social Workers to engage with individuals, families, groups, communities, and organizations to help resolve problems and improve capacities for healthy social functioning.

King University’s mission is to prepare students in our Christian academic community to excel as

thoughtful, resourceful, and responsible citizens with a passion for serving God, the church, and the world. The BSW program supports this mission by utilizing a trauma-informed bio-psycho-social-spiritual framework toward addressing social and economic issues utilizing social, economic, and restorative justice components. Counseling and advocacy skills are also employed, which emphasizes the importance of addressing barriers that may be experienced by individuals, families, groups, communities, and/or organizations. The signature pedagogy of the BSW program is the incorporation of an extensive supervised professional field practicum experience in one or more relevant Social Work settings.

Students who complete the BSW program successfully are well-prepared for entry into an advanced standing Master of Social Work (MSW) program, as well as entry into the workforce in professional social work practice. The advanced standing placement is designed for BSW graduates who excel academically, having maintained a GPA of 3.0 or higher. Advanced Standing placements enable Social Work students to complete the MSW degree in one academic year of full-time study.

Students Interested in Licensure

Licensing of social work practitioners is under the authority of a designated office in each individual state. All 50-states and the District of Columbia require that a social worker sitting for a licensing exam must have graduated from a Council on Social Work Education (CSWE)-accredited program. Because King University’s Social Work program has earned accreditation from the CSWE, students can progress with confidence that the Social Work program at King University will prepare them for licensure and professional practice in the field of social work. While the CSWE establishes and maintains national standards for all social work programs, each state reserves the right to establish their own standards for licensure to practice within their state’s borders. King University cannot confirm whether the Social Work program meets requirements for professional licensure in a specific state; therefore, it is incumbent upon the student to research and understand the proper licensing requirements for their respective states. A list of the social work regulatory boards for each state is

Academic Programs—Undergraduate

available on the Social Work program page of the King University website.

Practicum Responsibilities for Online Students

- King University operates under NC-SARA guidelines (www.nc-sara.org) for determining physical presence in regards to supervised field experiences for online students (Section 5.3).
- If a student does not intend to sit for the licensing exam, then she or he may participate in a practicum in any state or U.S. Territory except CNMI*.
- If a student intends to sit for the licensing exam and is participating in a practicum as part of the licensing requirements in that state, there may be additional requirements from the agency responsible for licensure. It is the student's responsibility to research and understand any additional requirements that may be in effect.

*Any student participating in a practicum in the Commonwealth of Northern Mariana Islands (CNMI) may need to meet additional requirements set by CNMI and it is the student's responsibility to research and understand any additional requirements that may be in effect.

NASW Code of Ethics

All BSW students must adhere to the NASW Code of Ethics found at <https://www.socialworkers.org/pubs/code/default.asp>, which is an essential component of each course in the Social Work major.

BSW students are expected to follow a strict set of ethical guidelines that inform practice and the professional conduct of Social Workers in the following ways:

1. Maintain continuous education regarding cultural competence and social diversity
2. Develop and maintain respect for colleagues and unconditional positive regard of clients by honoring the dignity and worth of each person
3. Admonish discrimination, exploitation, and domination of any individual or group
4. Act to prevent injustices through social and political action

5. Develop and maintain strong boundaries
6. Maintain integrity
7. Elevate service to others above self-interests

These are the core values of the Social Work profession, clearly articulated in the 2017 NASW Code of Ethics, as amended. Additionally, Social Work students should possess compassion and empathy, strong interpersonal skills, reflective listening skills, excellent organizational and time-management skills, and outstanding problem-solving skills.

Grade Requirements

Applicants are required to possess a minimum 2.2 cumulative GPA on a 4.0 scale. Applicants whose cumulative GPA is below 2.2 may be considered on a conditional basis or accepted as “pre-social work” temporarily until the GPA rises to the required limits. Student Social Workers are expected to achieve a GPA of 2.2/4.0 by the end of the student's first semester following acceptance into the program. From admission forward, students are required to maintain a minimum cumulative Social Work GPA of 2.2/4.0 to remain in good standing in the BSW program.

Students who fail a course (those who earn a grade below a C-) must repeat the course and will receive a letter of programmatic academic warning and will be required to undergo a series of remediation. Students who fail two major courses will not be permitted to progress in the program and will receive a letter of programmatic dismissal. More details are provided in the King University BSW Student Handbook.

BSW Student Handbook

The BSW program has both academic and nonacademic requirements for retention and progression, which are detailed in the *BSW Student Handbook*.

Application Packet Requirements

Students wishing to declare a major in Social Work must follow the guidelines set forth for specific AGS program application packet requirements. For specific AGS program application packet requirements, please visit *Acceptance Criteria for Undergraduate AGS Programs* located within the *Admissions Policies* section of the catalog.

Academic Programs—Undergraduate

Students must have completed a minimum of 45 semester hours of applicable coursework to apply for admission to the Social Work program. For students to successfully complete the BSW program plan of study within the specified timeframe, completion of 60-semester hours is recommended before application to the BSW program.

Comprehensive Assessment

Students must enroll in SOWK 4990 during their final semester of BSW coursework. This course consists of an online, single-attempt, comprehensive examination. Students must pass the BSW comprehensive examination with a minimum score of 80%; this is a mandated prerequisite for graduation from the BSW program. This exam is comprised of 60-items comprehensively measuring the students' learning and retention of the Social Work subject matter and adherence to the latest APA standards.

Technology Requirements

PC with MS Office 2010 or later, Webcam, Microphone

Social Work Major Requirements

Educational outcomes and competencies are attained through the combination of learning experiences (coursework in theory, methods, and conceptual learning) and skills development in the field education practicum component.

The content courses in the major can be completed in three semesters (one calendar year). Students are required to enroll in SOWK 4800 Integrative Practice during their fourth semester in the program. SOWK 4800 is an intensive clinical field practicum experience consisting of 400 on-site hours earned in a Social Work setting. Students will complete the field practicum while enrolling in a required online, quest-style seminar course during the 15-week semester. Students who fail to complete all practicum hours within the designated time frame outlined in the Field Education Manual will not pass SOWK 4800. Many students may find maintaining outside employment during the field practicum semester challenging and successful completion of the required practicum may be hindered, thus delaying graduation.

SOWK 3180	
Social Work Research	4 s.h.
SOWK 3410*	
Social Work Foundations	4 s.h.
SOWK 3420	
Human Diversity and Ethical Issues.....	4 s.h.
SOWK 3610	
Human Behavior and the Social Environment: Person in Environment Perspective	4 s.h.
SOWK 3620	
Human Behavior and the Social Environment: Life Course Perspective	4 s.h.
SOWK 3810	
Generalist Practice.....	4 s.h.
SOWK 3820	
Family and Group Practice	4 s.h.
SOWK 3830	
Community and Organizations Practice ...	4 s.h.
SOWK 3840	
Writing for Social Workers.....	4 s.h.
SOWK 4410	
Social Welfare Policy.....	4 s.h.
SOWK 4800	
Integrative Practice	12 s.h.
SOWK 4990	
Comprehensive Assessment.....	0 s.h.

*SOWK 3410 Historical Foundations and Contemporary Issues (4 s.h.) must be taken *once only* either prior to or during the student's 1st or 2nd semester of enrollment in the program. This course will be offered every semester in quest-style format (assignments due once every third week throughout the 15-week semester) and is available both to Social Work majors and to any other King University students who wish to take this course as an elective.

Summary of Total Credits

General Education Requirements.....	38 s.h.
Major Requirements	52 s.h.
General Electives.....	<u>34</u> s.h.
Minimum to Earn BSW	124 s.h.

Academic Programs—Undergraduate

SPANISH, BA

TRADITIONAL

PROGRAM COORDINATOR: B. MACIONE

The Bachelor of Arts in Spanish seeks to nurture all of the major language skills: reading, writing, speaking, and listening comprehension. Through study of the languages, literatures and histories of other cultures, students gain a heightened sensitivity to the use of their native language and a greater appreciation for the world's diversity. Our majors are well-prepared to enter the global society of the 21st century and fulfill King's mission by leading students to integrate Christian faith, scholarship, service, and career using the Spanish language.

After completing SPAN 2000 or intermediate proficiency, students should begin their major/minor by enrolling in Advanced Spanish Skills I and II (3010 and 3020). Then, students may complete their degree requirements by taking a range of literature, civilization, and culture classes or by concentrating on the use of the language in a specific field, such as business or healthcare.

The major prepares students to communicate in Spanish in a wide variety of occupations. Spanish majors may choose to pursue licensure to teach through the School of Education or pursue careers in business, government services, intelligence, interpreting, and translation. An immersion experience in a Spanish-only environment is required and must be pre-approved by King University Language Department Program Coordinator and the Center for Study Abroad.

The Spanish program supports the mission of King University by promoting literacy and the effective use of language (scholarship), fostering knowledge of western cultural heritage (scholarship), and encouraging an enlarged vision of and appreciation for other peoples and cultures (service and faith). Graduates of this program should be able to "think critically about western and non-western cultures, to examine their own cultural captivities, to interact with diverse peoples" and hold respect for the global community.

Technology Requirements

Students are required to have access to a computer or laptop, Microsoft Word, PowerPoint, Adobe Reader, and internet access to complete their course work and class projects.

Comprehensive Assessment

SPAN 4990 Exam: Listening, Writing, Speaking, and Reading Assessments

Requirements for Admission to Upper-Level Courses

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

Studies in Spanish-Speaking Countries

The institution endorses several study-abroad opportunities in Spanish speaking countries around the world. Contact the Department of Languages and Literatures and the Center for Study Abroad for more information.

Other Notes

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

Core Curriculum Requirements

Spanish majors should fulfill the Human Culture category of the King Core Curriculum by taking the course indicated below. See the *Core Curriculum* section of the catalog for additional details.

Human Culture

SPAN 2000

Intermediate Spanish 4 s.h.

Major Requirements

SPAN 3010

Advanced Spanish Skills I..... 4 s.h.

SPAN 3020

Advanced Spanish Skills II 4 s.h.

SPAN 3030

Spanish Conversation 4 s.h.

Choose from the following courses 4 s.h.

SPAN 3300

Civilization of Spain (4 s.h.)

SPAN 3310

Civilization of Latin America (4 s.h.)

Academic Programs—Undergraduate

SPAN 3320	Civilizations of Spain and Latin America (4 s.h.)
<i>Choose from the following courses</i> 4 s.h.	
SPAN 4200	Spanish Literature: Medieval and Golden Age (4 s.h.)
SPAN 4210	Spanish Literature: 17 th and 18 th Centuries (4 s.h.)
SPAN 4220	Spanish Literature: 19 th Century (4 s.h.)
SPAN 4230	Spanish Literature: 20 th Century (4 s.h.)
SPAN 4240	Latin American Literature I (4 s.h.)
SPAN 4250	Latin American Literature II (4 s.h.)
SPAN 4260	Latin American Literature III (4 s.h.)
SPAN Electives at 3000 or 4000 level	..... 8 s.h.
Spanish Immersion Experience	..... 8 s.h.
SPAN 4990	Comprehensive Assessment..... 0 s.h.

Summary of Total Credits

Core Curriculum	..... 42 s.h.
Major Requirements	..... 36 s.h.
Electives	..... 46 s.h.
Minimum to Earn BA	..... 124 s.h.

Grades 6-12 Education Track

The B.A. in Spanish (with Licensure for Grades 6-12) is available as a track of the Spanish major and may be paired with a Secondary Education minor. **More information regarding minor and licensure options can be found within the *Secondary Education Minor* section of the catalog.** Licensed teachers in secondary education are in great demand in all fifty states, and foreign languages are considered a critical need area in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to

their major advisor. See the *Admission to the Teacher Education Program* policy in this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

An immersion experience in a Spanish-only environment is required and must be pre-approved by King University Center for Study Abroad.

EDUC 3360	Introduction to Linguistics 2 s.h.
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Summary of Total Credits

Core Curriculum 42 s.h.
Major Requirements:	
Common Requirements (36 s.h.)
Track Requirements	..... (2 s.h.)
Total Major Requirements	..... 38 s.h.
General Electives	..... 44 s.h.
Minimum to Earn BA	..... 124 s.h.

SPANISH MINOR

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

SPORT MANAGEMENT, BS

TRADITIONAL

PROGRAM COORDINATOR: J. O'NEIL

Sports are a big business in the United States. Sport Management involves working in the business side of the sports industry. The Sport Management major features an interdisciplinary curriculum designed to both challenge and enhance the student's educational experience. A strong core of general business and sport management-specific courses are complimented by related and relevant studies in psychology, ethics, law, communication, and social media.

The Sport Management curriculum is modeled after requirements of Commission on Sport Management Accreditation (COSMA) accreditation principles.

Academic Programs—Undergraduate

The major in Sport Management prepares students for entry-level positions within a variety of sport and recreation settings. The focus of this program is to prepare and enable students to apply critical thinking and techniques to solve real problems related to amateur, collegiate, and professional sports organizations. Sports and athletes have a well-documented impact on culture and on all dimensions of the human condition. There is compelling and convincing evidence of the positive cultural benefits on both health and pro-social behavior. Sport increases social connectedness and our sense of belonging. Sports remind us of God’s many gifts such as grace, beauty, and strength to His children. These characteristics provide sports an ideal opportunity for students prepared in Christian academic community to minister to those in need and to make a positive cultural difference in their communities and in the world.

A successful Sport Management student will demonstrate basic knowledge and understanding of fundamental principles requisite for professional success in the sport management profession, communicate professionally, and effectively select and engage technologies appropriate for use in the sport industry.

Core Curriculum Recommendations

It will be to the advantage of Sport Management majors to take the following courses to fulfill some of the Core Curriculum requirements:

- MATH 1560 Introduction to Statistics (Quantitative Literacy Category)
- ECON 2000 Introduction to Economic Principles (Citizenship Category)

For additional course options and descriptions, please see the *Core Curriculum* section of the catalog.

Major Requirements

DMAD 1500	
Introduction to Web Presence and Social Media Strategy	4 s.h.
BUSA 2130	
Business Communication	2 s.h.
BUSA 2251	
Principles of Management.....	4 s.h.

BUSA 2301	
Financial Accounting.....	4 s.h.
BUSA 3276	
Business Law	4 s.h.
BUSA 3740	
Professional Development Strategies	1 s.h.
SPMT 2100	
Introduction to Sport Management.....	4 s.h.
SPMT 2120	
Sport Marketing and Fundraising	4 s.h.
SPMT 2130	
Sport Facilities and Event Management.....	4 s.h.
SPMT 2910	
Athletic Administration.....	2 s.h.
EXSC 2940	
Psychology of Coaching	2 s.h.
SPMT 3565	
Ethics and Legal Issues in Sport Management.....	4 s.h.
SPMT 3580	
Sport Finance	2 s.h.
SPMT 3660	
Program Organization and Administration.....	2 s.h.
SPMT 3800	
Internship/Cooperative Education.....	4 s.h.
TCOM 3220	
Sports Information	2 s.h.
SPMT 4990	
Comprehensive Assessment	0 s.h.

Summary of Total Credits

Core Curriculum	42 s.h.
Major Program Requirements.....	49 s.h.
Electives.....	33 s.h.
Minimum to Earn BS.....	124 s.h.

SPORT MANAGEMENT MINOR

SPMT 2100	
Introduction to Sport Management	4 s.h.
SPMT 2120	
Sport Marketing and Fundraising.....	4 s.h.
SPMT 2130	
Sport Facilities and Event Management.....	4 s.h.
SPMT 2910	
Athletic Administration	2 s.h.

Academic Programs—Undergraduate

SPMT 3565	
Ethics and Legal Issues in Sport	
Management	4 s.h.
SPMT 3580	
Sport Finance.....	2 s.h.
Total	20 s.h.

TEACHER EDUCATION

TRADITIONAL

PROGRAM COORDINATOR: R. GILMORE

The mission of Teacher Education is 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 School of Education find that constructivism, reflective practice, and critical perspective merge to inform the conceptual framework. We find value in constructivism because we believe that students should and do create their own knowledge by connecting new information with prior knowledge. Such knowledge is created through active inquiry, discussion, and collaboration with others. In this setting, the teacher is a facilitator, not the dispenser of knowledge.

We find value in the reflective teaching model because we believe that the practice of teaching can and should be informed by reflection on practice. In this setting, the teacher becomes a life-long learner, one who is continuously analyzing reasons for success and disappointments, so that future practice can be improved.

We find value in employing a critical perspective. We believe that teachers can only serve as advocates for students if they have been exposed to the social and political facets of those lives. In this setting, the teacher strives to combat the effects of inequality in the lives of students.

Teacher Education Program – Educator Preparation Programs

The programs offered by the School of Education are designed to prepare qualified candidates for careers

in the teaching profession. Programs for specific areas of licensure have been approved by the Tennessee State Board of Education. All students interested in pursuing teacher licensure must apply for admission into the Teacher Education Program. Tennessee licensure is not guaranteed by admission to the program. Licensure in Virginia or other states may require additional academic work or testing.

Programs of study are subject to change in response to revisions of state and federal teacher licensure and program approval guidelines. Tennessee licensure requirements in effect at the time of submission of the application for a teaching license must be satisfied. Current state licensure requirements must be met regardless of date of admission into the Teacher Education Program.

The following undergraduate academic majors, when accompanied by a minor in Secondary Education, can lead to Tennessee licensure in grades 6-12: Biology, Chemistry, English, Government/ History, History, Mathematics, Physics, and Spanish. The following academic majors, when accompanied by a minor in K-12 Education, can lead to Tennessee licensure in grades K-12: Music Education General/ Vocal, Music Education Instrumental, and Exercise Science (Physical Education K-12).

Post baccalaureate initial licensure and additional endorsement programs are available in all the above licensure areas. An endorsement in English as a Second Language (ESL), PreK-12, may be added to any other license by completing a 12-credit hour program of study, submission of applicable passing Praxis II scores, and a supervised practicum. King University also offers a M.Ed. in Curriculum and Instruction for students seeking initial licensure.

Professional Dispositions

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

1. **Integrity.** We envision teaching as a profession where practitioners demonstrate integrity. We define integrity as the adherence to a moral code that includes a positive attitude, dependability, honesty, and respect for others.

Academic Programs—Undergraduate

2. **Responsibility.** We envision teaching as a profession where practitioners demonstrate responsibility. We define responsibility as a composite of characteristics that include reliability, trustworthiness, and accountability.
3. **Self-efficacy.** We envision teaching as a profession where practitioners exhibit the quality of self-efficacy. We define self-efficacy as a proactive belief that the teacher is capable, knowledgeable, intelligent, and resourceful and has the capacity to benefit student learning and development.
4. **Open-mindedness.** We envision teaching as a profession where practitioners demonstrate open-mindedness. We define open-mindedness as the capacity to listen thoughtfully and responsively to the ideas and perspectives of others and to possess the capacity to be challenged and informed by the beliefs of others.
5. **Reflexivity.** We envision teaching as a profession where practitioners employ reflexivity. We define reflexivity as the willingness and capacity to reflect upon one's practice for the purpose of improvement.
6. **Collaboration.** We envision teaching as a profession where practitioners value collaboration. We define collaboration as the willingness and ability to purposefully interact with supervisors, colleagues, parents, community agencies, and others to accomplish common goals.
7. **Flexibility.** We envision teaching as a profession where practitioners demonstrate flexibility. We define flexibility as adaptability.
8. **Caring.** We envision teaching as a profession where practitioners demonstrate caring. We define caring as the act of concern about and for those with whom we develop relationships by affirming and encouraging the best in them.
9. **Social Justice.** We envision teaching as a profession where practitioners engage in efforts that promote social justice. Social justice is defined as the recognition of injustices and obstacles that affect all people, and the desire to lessen the effects to provide equitable opportunities for all students to learn and develop.

Professional Portfolio

Teacher candidates in undergraduate teacher education programs will develop, complete, and submit electronic program portfolios based upon *InTASC Model Core Teaching Standards* and the School of Education Learning Outcomes. Each candidate is expected to collect and to organize evidence of growth and development. An essential component of program completion will be final portfolio development and presentation.

Admissions Process for Undergraduate Teacher Education Programs

The admissions process for the undergraduate Teacher Education Program should be completed by the end of the sophomore year, in conjunction with completion of EDUC 2030/2031 Introduction to Teaching and the field experience Transfer students may take EDUC 2800 Fundamentals of Pedagogy which also contains field experience. Applications for admission are submitted during the EDUC 2030 or EDUC 2800. 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 or EDUC 2800.
2. Complete and submit a declaration of major/minor.
3. Provide recommendations from three individuals (e.g. professors, employers).
4. Submit a preliminary program portfolio documenting emerging teacher candidate competencies.
5. Achieve a minimum passing score on an expository writing exercise.
6. Submit a professional resume.
7. Complete a state-required background check through King Security.
8. Achieve Tennessee minimum scores on the Praxis Core Academic Skills for Educators tests: Reading, Writing, and Mathematics. Applicants with state mandated ACT composite scores or SAT math/verbal scores are exempt.
9. Attain a King cumulative GPA of at least 3.0, with no grade below C in the major or minor field, English composition, pre-professional and professional education courses, and

Academic Programs—Undergraduate

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 Committee (TEC).

Once a student has been admitted to the Teacher Education program, he or she must continue to meet and maintain eligibility requirements (e.g., GPA, Electronic Portfolio, Background Check). Enrollment in professional education courses (numbered EDUC 3000 and higher) is contingent upon admission to and continued good standing in the Teacher Education Program. When a change in status occurs, causing a deficiency in one or more of the teacher education eligibility requirements, a student may prepare a written appeal which describes a timeline and plan to remediate the deficiency(s) and submit this appeal to the Teacher Education Committee for approval.

Students who withdraw or separate from King also withdraw from the Teacher Education Program. Readmission is considered on an individual basis, and students seeking readmission must follow requirements outlined in the current academic catalog. See the Program Coordinator for Teacher Education for additional information.

NOTE: *Candidates who fail to pass any required subtest(s) of the Praxis Core Academic Skills for Educators may retake such subtests as often as such tests are administered. Candidates retaking any of the subtests must attain cut off scores in effect at the retesting time.*

Approval for Professional Clinical Experience

Students pursuing initial teacher licensure in the undergraduate program will complete a professional clinical experience. During the clinical experience (student teaching or practicum), teacher candidates follow the calendar of the partner public school rather than the King academic calendar. 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. At the graduate level, embedded candidates will spend two full semesters as a university-supervised teacher of record.

The goal for each teacher candidate will be to participate in as much full-time experience as is possible during this time frame. Contingencies such as weather, emergencies, and illness may require that the mandatory scheduled clinical experience days be completed after graduation for successful completion of the licensure requirements. All missed days must be made up under the direction of the Program Coordinator for Teacher Education. **Outside employment during clinical experience is strongly discouraged; prior written permission is required from the Program Coordinator of Teacher Education.** Simultaneous enrollment in course work other than the corequisite Senior Capstone Seminar is prohibited.

Completed applications with all required attachments are reviewed once each semester. The Program Coordinator of Teacher Education must approve applications for professional clinical experience before candidate placements can be requested. To be eligible for clinical experience, the candidate must:

1. Submit a completed electronic and/or print application for approval for clinical experience (with attachments).
2. Provide evidence of CPR and First Aid certification and proof of teacher liability insurance (documented to be in force through the entire clinical experience).
3. Complete (including concurrent courses) all coursework in the modified Core Curriculum Requirements, major (including all academic content coursework), English Composition, government competency as applicable, and education minor with no grade below C (no grade below B for King post-baccalaureate coursework)
4. Attain a King cumulative GPA of at least 3.0.
5. Attain passing scores on required Praxis II subject assessments and specialty area examinations for each endorsement.

Academic Programs—Undergraduate

Summative Assessment and Program Completion for Students Seeking Initial Licensure in the Undergraduate Program

All students seeking initial licensure must complete all Praxis II exams prior to the professional and clinical experience. Successful completion of the clinical experience, successful completion and presentation of a performance-based program portfolio, successful completion of the EDTPA assessment, and formal application for Tennessee licensure are also required for successful completion of the Capstone Seminar. Successfully completing teacher education program requirements at King University leads to a teaching license in Tennessee. To be licensed in another state may require additional requirements that vary by state.

If a candidate earns a grade below C in clinical experience, invalidating recommendation for licensure, the student may re-apply for clinical experience with the permission of the Program Coordinator of Teacher Education and the approval of the Teacher Education Committee. 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.

THEATRE, BA

TRADITIONAL

PROGRAM COORDINATOR: C. VANCE

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

We seek to develop theatre artists who demonstrate competency in multiple areas such as theatre studies, performance, production, and theatre technology; who are sensitive to their personal calling and create theatre that shares this calling with their

communities; who engage in reflection and evaluation of the human experience; and who are familiar with the realities of theatre as a business and can function within that reality. We seek to create productions which address questions of the human condition and encourage our students and community members to engage in reflection, action, and stewardship, and which explore a variety of theatrical styles and genres.

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

Participation in Productions

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

Satisfying this requirement is achieved through completing cast assignments, crew assignments, and assigned class work on productions. Theatre majors and minors are required to register for the appropriate Theatre Practicum course for all productions unless they are granted an exemption from the Program Coordinator. Four semester hours (s.h.) of Theatre Practicum are required for the major. Students who are placed on academic probation at the beginning of a semester 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

Academic Programs—Undergraduate

a capstone project in a chosen area for 2 s.h. Students must register for either THTR 3800 for internship/cooperative education or THTR 4910 for capstone. Students are expected to research their own internship possibilities, receive approval from the Program Coordinator for the internships, and follow procedures for applying for the internships. Students must also register their internship through the Career Services Office.

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

Core Curriculum Requirements

Theatre majors should fulfill the Human Creative Products category of the King Core Curriculum by taking the course indicated below. See the *Core Curriculum* section of the catalog for additional details.

Human Creative Products

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

Major Requirements

THTR 2012
Theatre History I..... 4 s.h.
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 3012
Theatre History II 4 s.h.
THTR 3400
Directing I..... 4 s.h.
Choose from the following courses..... 4 s.h.
THTR 1010 and 1011
Theatre Practicum: Acting I and II (2 s.h.)
THTR 1020 and 1021
Theatre Practicum: Technical (2 s.h.)

Choose from the following courses 2 s.h.
THTR 3800
Internship/Cooperative Education (2 s.h.)
THTR 4910
Theatre Capstone Project (2 s.h.)

THTR
Electives 16 s.h.
THTR 4990
Comprehensive Assessment..... 0 s.h.

Summary of Total Credits

Core Curriculum 42 s.h.
Major Requirements 46 s.h.
Electives 36 s.h.
Minimum to Earn BA..... 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 four (4) hours of Theatre Practicum courses counting toward the minor.

YOUTH MINISTRY MINOR

TRADITIONAL

PROGRAM COORDINATOR: DON HUDSON

The minor in Youth Ministry provides students interested in impacting the lives of the next generation with theory and skills necessary to maximize this desire. The Youth Ministry minor can be a beneficial aspect of any academic discipline but is particularly well paired with other programs of service, including Psychology, Religious Studies, and Social Work.

The minor includes both theoretical insight and practical experiences to fully equip students for future work with young people in a diverse array of contexts.

YOUTH MINISTRY MINOR

YTMN 1620
Foundations of Youth Ministry 2 s.h.
YTMN 2450
Recreation and Adventure Based
Learning..... 4 s.h.
YTMN 3210
Practical Theology of Youth Ministry 4 s.h.

Academic Programs—Undergraduate

YTMN 3610	
Program Administration for Youth	
Ministry	4 s.h.
YTMN 3800	
Internship/Cooperative Education	2 s.h.
YTMN 4110	
Senior Seminar for Ministry.....	<u>2</u> s.h.
Total.....	18 s.h.

Academic Programs—Graduate

MASTER OF BUSINESS ADMINISTRATION FOR PROFESSIONALS, PMBA ADULT AND GRADUATE STUDIES PROGRAM COORDINATOR: D. ROBINSON

The primary goal of the Master of Business Administration for Professionals program at King is to prepare students to be effective strategic leaders and managers. The goal is to assist students to directly integrate management research, theoretical constructs, skills, abilities, and ethical practices within their own contemporary professional situations. The primary emphasis of the PMBA program at King is directed towards *managing for quality results*. The PMBA curriculum adopts and implements three creative components: a team-based learning model, a fully integrated curriculum, and a transformational learning experience for personal and professional skill development.

The MBA for Professionals program at King serves adults who have completed their bachelor's degree and who normally possess at least two full years of significant work experience. This enables the student to bring real world examples to the classroom and learn from other working professionals as well.

The PMBA program furthers the mission of King University to prepare students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world. We prepare our students to excel in business in a principled manner while recognizing personal and professional responsibilities.

Required Hours

The PMBA program is a 36-hour program. Students take one course at a time for five weeks and meet one night per week for a four-hour session. The program is approximately 16 months in duration.

Graduate Management Admission Test (GMAT)

The PMBA Program at King does not require the GMAT.

PMBA Application Packet Requirements

For specific graduate program application packet requirements, please visit *Acceptance Criteria for*

Graduate Programs located within the *Admissions Policies* section of the catalog.

Transfer Credit

Up to six graduate credits with a grade of B or higher from regionally accredited colleges or universities may be accepted in transfer toward meeting the requirements of the program.

Graduate Student Academic Load

The MBA for Professionals Program is four 15-week semesters. Students will be enrolled in at least nine semester hours of courses each semester. The first semester will start one (1) of three (3) times per year—January, May, and August. The other semesters will follow immediately; there is no summer vacation. However, there are short breaks for major holidays. Graduate students need to openly discuss this program and its demands with both their families and their employers. This is an intensive 16-month program with many demands and requirements. Periodic breaks are purposely built in to allow time for reflection and rejuvenation; however, graduate students will need the support and encouragement of family and employers.

Academic Policies

All graduate students are subject to the Academic Policies of King University.

Repeat Coursework

Students pursuing the Professional MBA program are restricted to receiving no more than two grades below C+. Any course in which a grade of C- or below is earned must be retaken. Students are permitted to repeat a course twice (for a total of three attempts). Students will be dismissed from the program after three failed attempts to earn a grade of C or above.

Technology Requirements

Students in the PMBA program are required to supply their own laptop computer (PC or Mac), with fully functional Microsoft Office 2016 or newer, wireless capability, and webcam. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials. Tablets or other devices

Academic Programs—Graduate

without fully functional Microsoft Office 2016 or newer do not satisfy this requirement.

PMBA for Professionals Program Requirements

To earn a Master of Business Administration (MBA) degree, each graduate student must:

1. Satisfy all prerequisites.
 - a. All PMBA students must complete approved undergraduate courses in the following areas:
 - i. Financial Accounting
 - ii. Statistics
 - iii. Economics
 - iv. Marketing
 - v. Finance
 - b. Typically, students with an undergraduate degree from an accredited institution with a degree in Business Administration and Economics will meet these requirements.
 - c. Students who do not meet the above course requirements will be enrolled in Business Principles seminars as a necessary part of the PMBA curriculum that must be completed prior to the start of the corresponding course in the PMBA program.
2. Complete 36 semester hours of graduate-level coursework. PMBA students may transfer up to 6 s.h. with King approval.
3. Pass the Peregrine Comprehensive Examination (BUSA 5990, 0 s.h.) during the last semester of coursework.
4. Have a cumulative grade point average of 3.0 (4.0 scale) or above and receive no more than two grades below a C+. Additionally, any course in which a grade of C- or below is earned must be retaken.
5. Pay all fees and tuition charges.

Concentrations

Students will choose one (1) of six (6) concentrations: Healthcare Administration, Human Resource Management, Management, Marketing, Project Management, or Small Business Management and Social Entrepreneurship. The University reserves the right to cancel or discontinue any concentration

because of low enrollment or for other reasons deemed necessary.

Major Requirements

BUSA 5010	
Leadership.....	3 s.h.
BUSA 5030	
Quantitative and Research Methods	3 s.h.
BUSA 5040	
Economics of Organizational Architecture and Strategy.....	3 s.h.
BUSA 5050	
Marketing.....	3 s.h.
BUSA 5061	
Accounting for Managerial Decision-Making.....	3 s.h.
BUSA 5062	
Strategic Financial Management.....	3 s.h.
BUSA 5069	
Business Law.....	3 s.h.
BUSA 5090	
Strategic Management.....	3 s.h.
BUSA 5730	
Applied Management Science.....	3 s.h.
BUSA 5990	
Comprehensive Assessment.....	0 s.h.
Concentration.....	<u>9</u> s.h.
Total.....	36 s.h.

Healthcare Administration Concentration

HCAD 5410	
Healthcare Systems.....	3 s.h.
HCAD 5420	
Legal and Ethical Issues in Healthcare	3 s.h.
HCAD 5430	
Managed Healthcare.....	<u>3</u> s.h.
Total.....	9 s.h.

Human Resources Management Concentration

BUSA 5200	
Building Competitive Advantage- Human Resource Development.....	3 s.h.
BUSA 5202	
Managing Risk in Human Resources	3 s.h.
BUSA 5203	
Training and Development of Human Resources	<u>3</u> s.h.
Total.....	9 s.h.

Academic Programs—Graduate

Management Concentration

BUSA 5020	Managing for Organizational Effectiveness.....	3 s.h.
BUSA 5200	Building Competitive Advantage - Human Resource Development.....	3 s.h.
BUSA 5201	Operations Management.....	3 s.h.
Total.....		9 s.h.

Marketing Concentration

BUSA 5051	Promotions and Advertising Strategy.....	3 s.h.
BUSA 5053	Marketing Research and Analysis	3 s.h.
BUSA 5300	Strategic Marketing Planning	3 s.h.
Total.....		9 s.h.

Project Management Concentration

BUSA 5550	Project Management Essentials	3 s.h.
BUSA 5560	Project Management Body of Knowledge.....	3 s.h.
BUSA 5570	Process Project Architecture.....	3 s.h.
Total.....		9 s.h.

Small Business Management and Social

Entrepreneurship Concentration

BUSA 5300	Strategic Marketing Planning	3 s.h.
BUSA 5710	Entrepreneurship Accounting and Finance.....	3 s.h.
BUSA 5720	Small Business Management and Entrepreneurship.....	3 s.h.
Total.....		9 s.h.

Summary of Total Credits

Major Requirements	27 s.h.
Concentration Requirements.....	9 s.h.
Minimum to Earn PMBA	36 s.h.

MASTER OF BUSINESS ADMINISTRATION FOR PROFESSIONALS, TMBA

TRADITIONAL

PROGRAM COORDINATOR: D. ROBINSON

The primary goal of the traditional MBA program is to prepare students to be effective strategic leaders and managers. The program provides a solid foundation in core business areas such as accounting, finance, economics, statistics, marketing, strategy, and international business. To develop further knowledge, students also select a three-course concentration in a chosen field that is fulfilled through online learning. Students may also participate in a variety of experiential opportunities. Finally, the program is supported by King University's Career Service to assist with internship placement, networking, and the full-time job search.

The TMBA program furthers the mission of King University to prepare students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world. We prepare our students to excel in business in a principled manner while recognizing personal and professional responsibilities.

Required Hours

The traditional MBA program at King is a 38-hour, full-time, 12-month program that includes 36 semester hours of graduate-level coursework and a two-hour internship.

The traditional MBA program requires a student's full-time commitment to academics and teamwork. Students are admitted only in the Fall of each year.

Graduate Management Admission Test (GMAT)

The MBA Program at King does not require GMAT scores.

TMBA Application Packet Requirements

For specific graduate program application packet requirements, please visit *Acceptance Criteria for Graduate Programs* located within the *Admissions Policies* section of the catalog.

Academic Programs—Graduate

Transfer Credit

Up to six graduate credits with a grade of B or higher from regionally accredited colleges or universities may be accepted in transfer toward meeting the elective requirements of the program.

Graduate Student Academic Load

Classes meet on Tuesday and Thursday during the Fall and Spring semesters. Wednesday morning is dedicated to mandatory events such as community service, team building activities, special projects, career workshops, guest speakers, and corporate visits. Otherwise Wednesday morning is used for team meetings. Students will take 12 semester credit hours during the Fall, Spring, and Summer semesters. Two semester hours of internship may be completed in the Fall or Spring semester.

Academic Policies

All graduate students are subject to the Academic Policies of King University.

Repeat Coursework

Students pursuing the Traditional MBA program are restricted to receiving no more than two grades below C+. Any course in which a grade of C- or below is earned must be retaken. Students are permitted to repeat a course twice (for a total of three attempts). Students will be dismissed from the program after three failed attempts to earn a grade of C or above.

Technology Requirements

Students in the TMBA program are required to supply their own laptop computer (PC or Mac), with fully functional Microsoft Office 2016 or newer, wireless capability, and webcam. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials. Tablets or other devices without fully functional Microsoft Office 2016 or newer do not satisfy this requirement.

Traditional MBA Program Requirements

To earn a traditional Master of Business Administration (MBA) degree, each graduate student must:

1. Complete 38 semester hours of graduate-level coursework including a two-hour internship.

2. Pass the Peregrine Comprehensive Examination (BUSA 5990, 0 s.h.).
3. Have a cumulative grade point average of 3.0 (4.0 scale) or above and receive no more than two grades below a C+. Additionally, any course in which a grade of C- or below is earned must be retaken.
4. Attend scheduled classes, individual corporate practicum, business development and experience events and trips, and team-building activities.
7. Pay all fees and tuition charges.

Concentrations

Students will choose one (1) of six (6) concentrations: Healthcare Administration, Human Resource Management, Management, Marketing, Project Management, or Small Business Management and Social Entrepreneurship. Concentrations require three (3) classes to complete and are taken during the Summer term in addition to the face-to-face courses. Concentration courses are provided online and are delivered in a five-week format. The Marketing Concentration will also be available in the face-to-face format during the Summer term. This concentration is ideal for international students. The University reserves the right to cancel or discontinue any concentration because of low enrollment or for other reasons deemed necessary.

Business Internship

Students are required to complete a two-hour internship during the Fall and/or Spring semester. Monday, Wednesday, and Friday afternoons are available for students to complete this business internship experience. King University Career Services works closely with businesses in the area to provide unique internship opportunities to interested students. Internship requirements to be fulfilled by graduate assistantships must be approved in advance by the TMBA program coordinator.

Business Development and Networking Experience

Required business trips are organized during the school year so that students may participate in networking events, Chamber of Commerce Breakfast meetings, conferences, and corporate visits. Tuition will cover transportation, lodging, and a limited

Academic Programs—Graduate

number of meals for business trips outside of the local region.

Graduation

Students who have fulfilled all Traditional MBA Program requirements listed below will graduate in August.

Major Requirements

BUSA 5010	
Leadership.....	3 s.h.
BUSA 5030	
Quantitative and Research Methods.....	3 s.h.
BUSA 5040	
Economics of Organizational Architecture and Strategy.....	3 s.h.
BUSA 5050	
Marketing.....	3 s.h.
BUSA 5061	
Accounting for Managerial Decision-Making.....	3 s.h.
BUSA 5062	
Strategic Financial Management.....	3 s.h.
BUSA 5069	
Business Law.....	3 s.h.
BUSA 5090	
Strategic Management.....	3 s.h.
BUSA 5600	
Business Development and Networking Experience I.....	0 s.h.
BUSA 5601	
Business Development and Networking Experience II.....	0 s.h.
BUSA 5730	
Applied Management Science.....	3 s.h.
BUSA 5800	
Internship/Cooperative Education.....	2 s.h.
BUSA 5990	
Comprehensive Assessment.....	0 s.h.
Concentration.....	9 s.h.
Total.....	38 s.h.

Healthcare Administration Concentration

HCAD 5410	
Healthcare Systems.....	3 s.h.
HCAD 5420	
Legal and Ethical Issues in Healthcare.....	3 s.h.

HCAD 5430	
Managed Healthcare.....	3 s.h.
Total.....	9 s.h.

Human Resource Management Concentration

BUSA 5200	
Building Competitive Advantage: Human Resource Development.....	3 s.h.
BUSA 5202	
Managing Risk in Human Resources.....	3 s.h.
BUSA 5203	
Training and Development of Human Resources.....	3 s.h.
Total.....	9 s.h.

Management Concentration

BUSA 5020	
Managing for Organizational Effectiveness.....	3 s.h.
BUSA 5200	
Building Competitive Advantage: Human Resource Development.....	3 s.h.
BUSA 5201	
Operations Management.....	3 s.h.
Total.....	9 s.h.

Marketing Concentration

BUSA 5051	
Promotions and Advertising Strategy.....	3 s.h.
BUSA 5053	
Marketing Research and Analysis.....	3 s.h.
BUSA 5300	
Strategic Marketing Planning.....	3 s.h.
Total.....	9 s.h.

Project Management Concentration

BUSA 5550	
Project Management Essentials.....	3 s.h.
BUSA 5560	
Project Management Body of Knowledge.....	3 s.h.
BUSA 5570	
Process Project Architecture.....	3 s.h.
Total.....	9 s.h.

Academic Programs—Graduate

Small Business Management and Social Entrepreneurship Concentration

BUSA 5300	
Strategic Marketing Planning	3 s.h.
BUSA 5710	
Entrepreneurship Accounting and Finance	3 s.h.
BUSA 5720	
Small Business Management and Entrepreneurship.....	3 s.h.
Total.....	9 s.h.

Summary of Total Credits

Major Requirements	29 s.h.
Concentration Requirements.....	9 s.h.
Minimum to Earn TMBA.....	38 s.h.

MASTER OF EDUCATION, M.ED. CURRICULUM AND INSTRUCTION ADULT AND GRADUATE STUDIES PROGRAM COORDINATOR: S. SANDERS

King University offers a master's-level program in education for students seeking initial licensure. The Master of Education (M.Ed.) in Curriculum and Instruction is offered on both the Bristol and Hardin Valley King University campuses. Students seeking initial licensure may apply online for the M.Ed. in Curriculum and Instruction.

The Master of Education in Curriculum and Instruction assists students in developing specialized knowledge, skills, and dispositions which characterize excellent teachers.

The program is designed for students seeking initial licensure in Elementary Education (K-5) and in Secondary Education (6-12), Music K-12 (Vocal and Instrumental), as well as Physical Education K-12. All M.Ed. applicants must meet with the Program Coordinator of the M.Ed. to discuss licensure options and areas of teaching interest. At this meeting, the applicant and the Program Coordinator will discuss all prior undergraduate and graduate course work to determine if additional content course work beyond the M.Ed. program is required.

Students complete 37 semester hours of course work over 16 months. A full semester of student teaching

follows. To progress in the program, students must maintain a minimum cumulative GPA of 3.0. A grade of C or higher is required of all M.Ed. courses and courses taken in the content licensure area. However, only two Cs may be earned in M.Ed. courses throughout the program. M.Ed. courses in which Cs are earned may be retaken. The final semester of coursework includes an Action Research project.

Students seeking teacher licensure complete a full semester of student teaching after all the M.Ed. coursework, all content coursework, and all Tennessee mandated Praxis II exams are taken and passed. Liability insurance is required for all school-based observations and clinical experience. Applications to student teach are completed in the semester prior to student teaching. The M.Ed. degree will be conferred following successful completion of the professional clinical experience and program completion requirements.

M.Ed. Application Packet Requirements

For specific graduate program application packet requirements, please visit *Acceptance Criteria for Graduate Programs* located within the *Admissions Policies* section of the catalog.

Incompletes

Students in the M.Ed. program may request no more than one incomplete grade in graduate course work. Students must request an Incomplete by emailing the professor of the course.

Background Check

A one-time fee is charged to each student enrolled in the M.Ed. to complete a required fingerprinting and background check.

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required

M.Ed. in Curriculum and Instruction Requirements

EDUC 5000	
Designing Instruction for Exceptional Learners	3 s.h.

Academic Programs—Graduate

EDUC 5010	
Research Methods in Education	3 s.h.
EDUC 5015	
Instructional Planning.....	3 s.h.
EDUC 5020	
Instructional Design	3 s.h.
EDUC 5030	
Human Relations in the Classroom	3 s.h.
EDUC 5040	
Advanced Assessment and Evaluation.....	3 s.h.
EDUC 5060	
Social Foundations of American	
Education.....	3 s.h.
EDUC 5070	
Advanced Educational Psychology.....	3 s.h.
<i>Choose from the following two courses</i>	<i>3 s.h.</i>
EDUC 4390	
Secondary Methods for English	
Teachers (3 s.h.)	
EDUC 5080	
Elementary Methods and Materials (3 s.h.)	
EDUC 5085	
Secondary Methods and Materials (3 s.h.)	
EDUC 5090	
Theory and Practice in Literacy and	
Reading Instruction.....	3 s.h.
EDUC 5100	
Action Research Project	4 s.h.
EDUC 5110	
Research Seminar	2 s.h.
<i>Choose from the following courses.....</i>	<i>10 s.h.</i>
EDUC 4470	
Student Teaching, K-Grade 5 (10 s.h.)	
EDUC 4490	
Student Teaching, Grades 6-12 (10 s.h.)	
EDUC 4660	
Student Teaching: K-12 (10 s.h.)	
EDUC 4950	
Capstone Seminar: Grades K-12	2 s.h.
EDUC 5990	
Comprehensive Assessment.....	<u>0</u> s.h.
Summary of Total Credits	
Major Requirements	48 s.h.
Minimum to Earn M.Ed.	48 s.h.

MASTER OF EDUCATION, M.ED. CURRICULUM AND INSTRUCTION FOR JOB-EMBEDDED TEACHING CANDIDATES AGS

PROGRAM COORDINATOR: S. SANDERS

King University offers a master's-level program in education for unlicensed candidates who are hired as the teacher of record in school system. The Master of Education (M.Ed.) in Curriculum and Instruction is offered on both the Bristol and Hardin Valley King University campuses. Students seeking initial licensure may apply online for the M.Ed. in Curriculum and Instruction.

The Master of Education in Curriculum and Instruction assists students in developing specialized knowledge, skills, and dispositions which characterize excellent teachers.

The program is designed for students seeking initial licensure in Elementary Education (K-5) and in Secondary Education (6-12), Music K-12 (Vocal and Instrumental), as well as Physical Education K-12.

Students will complete 37 semester hours of course work while they are working as a teacher of record. To maintain status in the program, students must maintain a minimum cumulative GPA of 3.0. A grade of C or higher is required of all M.Ed. courses and courses taken in the content licensure area. However, only two Cs may be earned in M.Ed. courses throughout the program. M.Ed. courses in which Cs are earned may be retaken. The final semester of coursework includes an Action Research project.

Candidates in an embedded teaching position are granted a 3-year Tennessee Practitioner's License. They will enroll in EDUC 4450 Clinical Teaching Practicum for two consecutive semesters. The M.Ed. degree will be conferred following successful completion of the professional clinical experience, program completion requirements and all state mandated assessments for licensure.

Academic Programs—Graduate

M.Ed. For Job Embedded Candidates Application Packet Requirements

For specific graduate program application packet requirements, please visit *Acceptance Criteria for Graduate Programs* located within the *Admissions Policies* section of the catalog.

Incompletes

Students in the M.Ed. program may request no more than one incomplete grade in graduate course work. Students must request an incomplete by emailing the professor of the course.

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required

M.Ed. in Curriculum and Instruction Requirements for Job-Embedded Candidates

EDUC 5000	Designing Instruction for Exceptional Learners.....	3 s.h.
EDUC 5010	Research Methods in Education	3 s.h.
EDUC 5015	Instructional Planning.....	3 s.h.
EDUC 5020	Instructional Design	3 s.h.
EDUC 5030	Human Relations in the Classroom	3 s.h.
EDUC 5040	Advanced Assessment and Evaluation.....	3 s.h.
EDUC 5060	Social Foundations of American Education.....	3 s.h.
EDUC 5070	Advanced Educational Psychology.....	3 s.h.
<i>Choose from the following two courses</i>		
EDUC 4390	Secondary Methods for English Teachers (3 s.h.)	
EDUC 5080	Elementary Methods and Materials (3 s.h.)	
EDUC 5085	Secondary Methods and Materials (3 s.h.)	
EDUC 5090	Theory and Practice in Literacy and Reading Instruction.....	3 s.h.

EDUC 5100	Action Research Project.....	4 s.h.
EDUC 5110	Research Seminar	2 s.h.
EDUC 4700	Clinical Teaching Practicum.....	6 s.h.
EDUC 4950	Capstone Seminar: Grades K-12.....	2 s.h.
EDUC 5990	Comprehensive Assessment.....	0 s.h.

Summary of Total Credits

Major Requirements	44 s.h.
Minimum to Earn M.Ed.	44 s.h.

MASTER OF SCIENCE IN NURSING, MSN ADULT AND GRADUATE STUDIES PROGRAM COORDINATOR: R. MORGAN

The Master of Science in Nursing degree (MSN) at King is designed to prepare professional nurses for specialty roles in advanced professional nursing.

Specialty concentrations currently available at King are: Master of Science in Nursing Administration, Family Nurse Practitioner (FNP), Pediatric Nurse Practitioner (PNP), and Nurse Educator (NE).

The graduate nursing curriculum consists of courses in three areas of study:

1. The advanced practice nursing core (required of all students)
2. The advanced practice direct patient care core
3. The advanced practice functional area content: clinical and didactic experiences.

Although there are 15 semester hours (s.h.) of *core* courses required of all MSN students, each MSN specialty concentration has different course requirements, clinical/practicum requirements, and curricular variations. To meet the requirements for a desired concentration, students and their advisors will formulate a concentration-specific plan of study. All clinical hours require direct supervision by a clinical preceptor with faculty oversight, approved by the course instructor.

The Master of Science in Nursing curriculum in all concentrations is inclusive of theoretical concepts

Academic Programs—Graduate

from sciences and humanities, organizational and leadership theories, quality improvement frameworks, informatics, and advanced-level nursing skills development.

The mission of King University, to prepare students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world, is upheld in the Master of Science in Nursing Program. The program is designed to advance nursing practice in a Christian environment with academic rigor, while preparing professionals who are resourceful, accountable, and with a passion for serving God, community, and society.

MSN Application Packet Criteria

For specific graduate program application packet requirements, please visit *Acceptance Criteria for Graduate Programs* located within the *Admissions Policies* section of the catalog.

Mandatory Fees

Health Assessment Course Materials Fee

A course materials fee of \$300 is charged to Family Nurse Practitioner students for the NURS 5004 Advanced Health Assessment course.

The Nurse Educator and Pediatric Nurse Practitioner students are charged an equipment fee of \$200 for the NURS 5004 Advanced Health Assessment course.

MASTER OF SCIENCE IN NURSING, MSN NURSING ADMINISTRATION CONCENTRATION

ADULT AND GRADUATE STUDIES, ONLINE
PROGRAM COORDINATOR: R. MORGAN

This concentration focuses on the application of specialized knowledge and skills in nursing administration, to prepare the graduate to be successful in mid-level and upper-level management positions. It is offered in a part-time format over five semesters, with courses offered in an online format.

Concepts and theories related to financial and economic aspects of health care, health care policy, nursing delivery systems, human and resource management, program evaluation, and organizational

leadership are applied, with an emphasis on the interpersonal and visionary attributes of the nurse leader. Selected clinical, administrative and research experiences provide the students with the opportunity to function as a nurse executive.

MSN Core Requirements

NURS 5000	
Theoretical Basis of Nursing Practice	3 s.h.
NURS 5001	
Research Designs in Nursing	3 s.h.
NURS 5010	
Social, Cultural, and Political Perspectives on Healthcare and Delivery Systems	3 s.h.
NURS 5012	
Global Health Awareness.....	3 s.h.
NURS 5014	
Healthcare Informatics.....	3 s.h.

Nursing Administration Concentration Requirements

NURS 5050	
Visionary Leadership in Nursing.....	3 s.h.
NURS 5054	
Financial/Accounting Issues for Nurse Managers.....	3 s.h.
NURS 5056	
Continuous Quality Improvement and Outcomes Management.....	3 s.h.
NURS 5058	
Transformational Strategies: Practicum I	3 s.h.
NURS 5059	
Transformational Strategies: Practicum II	5 s.h.
NURS 5060	
Transformational Strategies: Practicum III.....	3 s.h.
NURS 5990	
Comprehensive Assessment.....	0 s.h.
Total	35 s.h.

MASTER OF SCIENCE IN NURSING, MSN NURSE EDUCATOR CONCENTRATION ADULT AND GRADUATE STUDIES, ONLINE PROGRAM COORDINATOR: S. ADAMS

The nursing education concentration in the MSN program prepares professional nurses to function as

Academic Programs—Graduate

nurse educators. This work may be in the areas of staff development, health education, or preparation of nursing students. This concentration focuses on the application of specialized knowledge and skills related to theories and principles of teaching, conceptual learning, curriculum design, assessment and evaluation of education programs and practice, and leadership to promote educational outcomes. Selected teaching and research experiences in clinical and classroom settings provide the student with the opportunity to function as a nurse educator. Practica must be completed in a clinical and a nursing education setting.

MSN Core Requirements

NURS 5000	
Theoretical Basis of Nursing Practice	3 s.h.
NURS 5001	
Research Designs in Nursing	3 s.h.
NURS 5010	
Social, Cultural, and Political Perspectives on Healthcare and Delivery Systems.....	3 s.h.
NURS 5012	
Global Health Awareness.....	3 s.h.
NURS 5014	
Healthcare Informatics.....	3 s.h.

Nursing Education Concentration Requirements

NURS 5002	
Advanced Pathophysiology.....	3 s.h.
NURS 5004	
Advanced Physical Assessment and Health Promotion	3 s.h.
NURS 5006	
Advanced Pharmacology	3 s.h.
NURS 5030	
Principles of Teaching and Learning	3 s.h.
NURS 5032	
Curriculum Development and Implementation in Nursing Education	3 s.h.
NURS 5035	
Focused Clinical Seminar and Practicum..	5 s.h.
NURS 5036	
Nursing Education Practicum.....	4 s.h.
NURS 5990	
Comprehensive Assessment.....	0 s.h.
Total.....	39 s.h.

MASTER OF SCIENCE IN NURSING, MSN FAMILY NURSE PRACTITIONER

CONCENTRATION

ADULT AND GRADUATE STUDIES, BLENDED

PROGRAM COORDINATOR:

O. EISENHOWER, S. LOVE

This Master of Science in Nursing program with the concentration of Family Nurse Practitioner is a five-semester course of study that builds on and expands baccalaureate nursing knowledge with preparation for advanced practice roles specializing in primary care. The focus is advanced theoretical knowledge and practice skills needed to function in increasingly complex care settings. Emphasis is placed on evidence-based practice, outcomes management, clinical research, and advanced clinical decision-making.

Graduates are prepared to assume the role of advanced practice nurse in primary care across the human lifespan. At completion of the FNP course of study, graduates are eligible to take the national certifying examination and may apply for an advanced practice nurse license as appropriate in their legal state of practice.

Those interested in the Family Nurse Practitioner (FNP) program are advised to review the specific state board of nursing where licensure will be obtained. Those wishing to license outside of the states of Tennessee or Virginia should contact the State Board of Nursing in the specific state to confirm the program meets licensure requirements. You may contact the MSN Program Coordinator for additional questions or assistance.

Clinical Requirements

A minimum of 600 clinical practicum hours are required for the advanced practice role as a family nurse practitioner. Students will gain experience in primary care across the lifespan within settings focusing on Pediatrics, Women's Health, and Care of Geriatric and Adult Populations.

These clinical experiences are accomplished under the guidance of a faculty member and a community-based faculty approved preceptor.

Academic Programs—Graduate

The graduate nursing curriculum consists of courses in three areas of study:

1. The advanced practice nursing core (required of all students)
2. The advanced practice direct patient care core
3. The advanced practice functional area content: clinical and didactic experiences.

MSN Core Requirements

NURS 5000	
Theoretical Basis of Nursing Practice	3 s.h.
NURS 5001	
Research Designs in Nursing	3 s.h.
NURS 5010	
Social, Cultural, and Political Perspectives on Healthcare and Delivery Systems.....	3 s.h.
NURS 5012	
Global Health Awareness.....	3 s.h.
NURS 5014	
Healthcare Informatics.....	3 s.h.

Family Nurse Practitioner Concentration Requirements

NURS 5002	
Advanced Pathophysiology.....	3 s.h.
NURS 5004	
Advanced Physical Assessment and Health Promotion.....	3 s.h.
NURS 5006	
Advanced Pharmacology	3 s.h.
NURS 5018	
FNP I: Care of Women and Families	3 s.h.
NURS 5019	
FNP II: Care of Geriatric and Adult Populations	6 s.h.
NURS 5023	
FNP III: Care of Pediatric Population	3 s.h.
NURS 5024	
FNP IV: Seminar and Intensive Practicum	6 s.h.
NURS 5026	
Practice Management and Advanced Role Development.....	3 s.h.
NURS 5990	
Comprehensive Assessment.....	0 s.h.
Total.....	45 s.h.

MASTER OF SCIENCE IN NURSING, MSN PEDIATRIC NURSE PRACTITIONER CONCENTRATION

ADULT AND GRADUATE STUDIES, ONLINE
PROGRAM COORDINATOR: P. NEAL

The Master of Science in Nursing with a concentration in Pediatric Nurse Practitioner is a five-semester course of study that builds on and expands baccalaureate nursing knowledge with preparation for advanced practice roles specializing in pediatric primary care. The focus is advanced theoretical knowledge and practice skills needed to function in increasingly complex care settings. Emphasis is placed on evidence-based practice, outcomes management, clinical research, and advanced clinical decision-making.

Graduates are prepared to assume the role of advanced practice nurse in pediatric primary care from birth through adolescence. At completion of the PNP course of study, graduates are eligible to take the national certifying examination and may apply for an advanced practice nurse license, as appropriate in their legal state of practice.

Those interested in the Pediatric Nurse Practitioner (PNP) program are advised to review the specific state board of nursing where licensure will be obtained. Those wishing to license outside of the states of Tennessee or Virginia should contact the State Board of Nursing in the specific state to confirm the program meets licensure requirements. You may contact the MSN Program Coordinator for additional questions or assistance.

The program is delivered in an online format with low-residency, mandatory two-day intensives each semester.

Clinical Requirements

A minimum of 600 clinical practicum hours are required for the advanced practice role as a pediatric nurse practitioner. Students will gain experience in pediatric primary care within settings focusing on Pediatrics and Women's Health.

Academic Programs—Graduate

These clinical experiences are accomplished under the guidance of a faculty member and a community-based faculty approved preceptor.

The graduate nursing curriculum consists of courses in three areas of study:

1. The advanced practice nursing core (required of all students)
2. The advanced practice direct patient care core
3. The advanced practice functional area content: clinical and didactic experiences.

MSN Core Requirements*

NURS 5000	
Theoretical Basis of Nursing Practice	3 s.h.
NURS 5001	
Research Designs in Nursing	3 s.h.
NURS 5010	
Social, Cultural, and Political Perspectives on Healthcare and Delivery Systems.....	3 s.h.
NURS 5012	
Global Health Awareness.....	3 s.h.
NURS 5014	
Healthcare Informatics.....	3 s.h.

*Core Courses are offered in an online delivery format.

Pediatric Nurse Practitioner Concentration Requirements

NURS 5002	
Advanced Pathophysiology.....	3 s.h.
NURS 5004	
Advanced Physical Assessment and Health Promotion.....	3 s.h.
NURS 5006	
Advanced Pharmacology	3 s.h.
NURS 5018	
FNP I: Care of Women and Families	3 s.h.
NURS 5021	
Pediatric Growth and Development/Health Promotion and Illness Prevention	6 s.h.
NURS 5023	
FNP III: Care of Pediatric Population	3 s.h.
NURS 5025	
Seminar and Intensive Practicum: Pediatric Acute Illness and Chronic Disease Management	6 s.h.

NURS 5026	
Practice Management and Advanced Role Development.....	3 s.h.
NURS 5990	
Comprehensive Assessment.....	0 s.h.
Total	45 s.h.

MASTER OF SCIENCE IN NURSING, MSN PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER CONCENTRATION ADULT AND GRADUATE STUDIES, BLENDED PROGRAM COORDINATOR: C. MAINE

This Master of Science in Nursing program with the concentration of Psychiatric Mental Health Nurse Practitioner (PMHNP) is a five-semester course of study that builds on and expands baccalaureate nursing knowledge with preparation for advanced practice roles specializing in primary mental health care. The focus is advanced theoretical knowledge and practice skills needed to function in increasingly complex care settings. Emphasis is placed on evidence-based practice, outcomes management, clinical research, and advanced clinical decision-making.

Graduates are prepared to assume the role of advanced practice nurse in mental healthcare settings treating patients and populations across the human lifespan. At completion of the PMHNP course of study, graduates are eligible to take the national certifying examination and may apply for an advanced practice nurse license as appropriate in their legal state of practice.

Those interested in the PMHNP program are advised to review the specific state board of nursing where licensure will be obtained. Those wishing to license outside of the states of Tennessee or Virginia should contact the State Board of Nursing in the specific state to confirm the program meets licensure requirements. You may contact the Program Coordinator for additional questions or assistance.

Clinical Requirements

A minimum of 600 clinical practicum hours are required for the advanced practice role as a

Academic Programs—Graduate

psychiatric mental health nurse practitioner. Students will gain experience in mental health disorders, psychopharmacology, and psychotherapies across the lifespan within a variety of settings. These clinical experiences are accomplished under the guidance of a faculty member and a community-based faculty approved preceptor.

The graduate nursing curriculum consists of courses in three areas of study:

1. The advanced practice nursing core (required of all students)
2. The advanced practice direct patient care core
3. The advanced practice functional area content: clinical and didactic experiences.

MSN Core Requirements

NURS 5000	
Theoretical Basis of Nursing Practice	3 s.h.
NURS 5001	
Research Designs in Nursing	3 s.h.
NURS 5010	
Social, Cultural, and Political Perspectives on Healthcare and Delivery Systems.....	3 s.h.
NURS 5012	
Global Health Awareness.....	3 s.h.
NURS 5014	
Healthcare Informatics.....	3 s.h.

Psychiatric Mental Health Nurse Practitioner Concentration Requirements

NURS 5002	
Advanced Pathophysiology.....	3 s.h.
NURS 5004	
Advanced Physical Assessment and Health Promotion.....	3 s.h.
NURS 5006	
Advanced Pharmacology	3 s.h.
NURS 5071	
Introduction to Psychotherapies for the Advanced Practice Nurse.....	1 s.h.
NURS 5072	
Contemporary Approaches to Psychotherapies	1 s.h.
NURS 5073	
Integration and Application of Psychotherapies.....	1 s.h.
NURS 5075	
Advanced Psychopharmacology	3 s.h.

NURS 5076	
Psychiatric/Behavioral Health Disorders and Diagnosis	3 s.h.
NURS 5078	
Psychiatric Mental Health Seminar and Clinical I.....	6 s.h.
NURS 5079	
Psychiatric Mental Health Seminar and Clinical II.....	6 s.h.
NURS 5990	
Comprehensive Assessment.....	0 s.h.
Total	48 s.h.

DOCTOR OF NURSING PRACTICE, DNP ONLINE

PROGRAM COORDINATOR: R. MORGAN

The Doctor of Nursing Practice (DNP) degree at King is designed for nurses seeking a terminal degree in nursing practice. The DNP offers an alternative to the research-focused terminal degree in nursing and prepares professional nurses to assume advanced roles in practice, executive function, quality and safety, informatics, and other positions of leadership in nursing and health care. The DNP student will pursue study based on theoretical frameworks, evidence, practice, research, and application and will develop sophisticated skills in the following highly desired areas:

- Leadership of teams and organizations
- Strategic planning and resource utilization
- Critical evaluation and application of current research and best practice
- Team building and inter-professional collaboration
- Measurement and analysis of health care outcomes
- Development and management of quality improvement initiatives
- Quantitative data management
- Information management and utilization in decision-making

The program is delivered in an online format with three low-residency, mandatory colloquiums. Cohorts begin each fall and meet at the Knoxville Hardin Valley Campus one time each academic year for a two or three-day colloquium. The 36-hour credit program is completed on a part-time basis, with degree

Academic Programs—Graduate

completion typically in two (2) calendar years (18 credits per year). Program progression over a longer period of 3 or 4 years is also possible. The culminating learning experience in the DNP curriculum is the development, implementation, and evaluation of a translational research project, with emphasis on dissemination of new knowledge for outcomes improvement.

The student learning outcomes of the DNP program support the mission of the university by equipping students with the academic underpinnings to translate research into practice, integrate knowledge to improve patient outcomes, advance health policy, and assume leadership roles to influence the ever-changing demands of healthcare. King University's DNP program prepares graduates in a Christian environment of academic rigor to excel as resourceful and accountable professionals in healthcare leadership roles and to integrate scholarship and service into a career focused on serving God, community, and society.

DNP Application Packet Requirements

For specific graduate program application packet requirements, please visit *Acceptance Criteria for Graduate Programs* located within the *Admissions Policies* section of the catalog.

Fees

There is a \$100 technology fee per course for courses delivered in an all online format.

Background Check and Urine Drug Screen

The clinical agencies utilized by King require all students meet standards relating to criminal background. Students must clear a criminal background check and urine drug screen before admission to the clinical settings utilized by King. Failure to undergo the background check or urine drug screen will result in dismissal from the nursing program. All background checks must be completed through the King Security Department and all urine drug screens must be completed through the CastleBranch clinical compliance management system. Students are responsible for all fees associated for background checks and urine drug screening.

Religious Objections

A student has the right to refuse immunizations due to religious objections. If you select this option, we do

ask that you provide an official clergy statement and affirm your reason under the penalties of perjury.

Professional Liability Insurance

King University has a professional liability insurance policy that covers all nursing students while enrolled in a King University nursing program. The cost to the DNP student is charged upon enrollment into the program. The insurance covers the student only for activities directly related to King University. It does not cover an accidental injury to the student that may occur before, during, or after classroom activities. The policy also does not cover the registered nurse or the nursing student while working at their employment setting. Students may carry additional liability insurance at their own expense, but this will not replace the coverage purchased through the University. The fees are included in the DNP student fees. There will be no additional cost to the students at this time.

Technology Requirements

Baseline computer requirements for the DNP program include laptop computer with minimum of Microsoft Office 2010 or later, wireless capability, and a webcam.

Grade Requirements

The school of nursing calculates grades as A, A-, B+, B, B-, C+, C, C-, D, or F. Doctoral nursing majors must earn a B or higher in all NURS courses to maintain an overall GPA of 3.00 on a 4.00 scale. In the DNP program a grade of B- or below is failing. If two grades of B- or lower are earned the student will be dismissed from the DNP program. A failed course must be repeated; a student is only allowed to repeat one course during the DNP program.

Clinical Experiential Learning Hours

All DNP students are required to complete clinical experiential learning hours (residency hours) to meet the requirements for the DNP degree. A minimum of 1000 hours of post-baccalaureate clinical practicum hours is required for completion of the DNP program and graduation. Specific hour requirements may vary for each student based on the number of practicum hours completed in his or her master's program. The King DNP curriculum includes a total of 640 clinical experiential learning hours and offers students the opportunity to take additional semester hours of

Academic Programs—Graduate

study to fulfill the required 1000 post-baccalaureate clinical experiential learning hours.

Comprehensive Competency Assessment (NURS 7990)

All candidates for a degree from King University are required to demonstrate competency in their major field of study. DNP students will demonstrate satisfactory completion of the competencies outlined in the AACN's *The Essentials of Doctoral Nursing Education for Advanced Nursing Practice*, in addition to the DNP student outcomes. These competencies are demonstrated by successful completion of the translational research project and are validated and documented during the final full translational research committee meeting in the last semester of study prior to graduation.

Graduation Requirements

- **Time to Completion/Graduation Standard**
Students in the DNP program must complete all degree requirements within six (6) years from time of entry or first enrollment semester as a degree student. No additional time is given to students electing a Leave of Absence.
- **Degree Completion Requirements**
 1. Completion of all required courses with a minimum cumulative GPA of 3.00 on a 4.00 scale
 2. Completion of all required clinical experiential learning hours for a minimum total of 1000 post-baccalaureate hours
 3. Completion of a culminating translational research project
 4. Demonstration of competency in major field (successful completion of competencies in NURS 7990: Comprehensive Competency Assessment)

DNP Student Handbook

DNP students are required to follow policies set forth in the *DNP Student Handbook*, posted on the Canvas Resource site after the start of each fall semester. All DNP students are required to read and follow university policies relative to appeals and grievances listed in the *DNP Student Handbook*. All students must abide by relevant academic policies in the *King University Catalog*.

Doctor of Nursing Practice Requirements

NURS 7000	Theoretical and Philosophical Foundations of Nursing Practice	3 s.h.
NURS 7001	Nursing Informatics	3 s.h.
NURS 7005	Applied Statistics for Evidence-Based Practice.....	3 s.h.
NURS 7006	Evidence-Based Practice and Translational Research.....	3 s.h.
NURS 7011	Population Health Epidemiology and Data Analysis	3 s.h.
NURS 7012	Translational Research Project Development	3 s.h.
NURS 7016	Leadership of Complex Healthcare Systems and Organizations	3 s.h.
NURS 7017	Healthcare Policy and Advocacy	3 s.h.
NURS 7022	Ethical Issues in Advanced Nursing Practice.....	3 s.h.
NURS 7023	Translational Research Project Implementation.....	3 s.h.
NURS 7027	Theoretical Foundations of Knowledge Development.....	3 s.h.
NURS 7032	Translational Research Project Evaluation.....	3 s.h.

The two courses below are for students who need to fulfill additional experiential learning hours:

NURS 7007*	Clinical Experiential Learning I	
NURS 7018*	Clinical Experiential Learning II	
*As needed to fulfill post-baccalaureate clinical hours		
NURS 7990	Comprehensive Assessment	0 s.h.
Total		36 s.h.

Academic Programs—Post-Graduate

FAMILY NURSE PRACTITIONER POST-MASTER'S CERTIFICATE ADULT AND GRADUATE STUDIES, BLENDED PROGRAM COORDINATOR: O. EISENHOWER, S. LOVE

The Post-Master's Certificate program for the Family Nurse Practitioner (FNP) will serve students seeking post-master's preparation in the FNP role. Applicants must have completed an MSN from an NLNAC or CCNE accredited program. This program, in addition to the student's previous MSN education, will prepare for the advanced practice role specializing in primary care utilizing advanced theoretical knowledge and practice skills needed in complex care settings.

Applicants to the post-master's certificate program will be accepted on a space-available basis. A gap analysis (National Task Force on Quality Nurse Practitioner Education, 2008) will be performed to evaluate each prospective student's academic history. An individualized plan of study will be developed based on the student's transcript evidence of completed coursework for the MSN and the gap analysis.

Applicants who have not completed course equivalents to King University's MSN Core will be required to do so. See MSN Family Nurse Practitioner Concentration for a list of MSN Core courses.

Students in the Post-Master Certificate for FNP program are not eligible for Title IV Aid. This means that no Federal Aid, such as Federal Pell Grants or Direct Stafford Loans, can be received for this certificate program.

Total semester hours will typically range from 18-36, and students will typically be required to attain 600 hours of clinical practice. Students will gain experience in primary care across the lifespan, within settings specializing in Pediatrics, Women's Health, and Care of Adult and Geriatric populations. Clinical experiences are accomplished under the guidance of a faculty member and an approved community-based preceptor. Upon successful completion of the program, post-master's certificate

students will be eligible to take a national certification exam and may apply for an advanced practice nurse license in their legal state of practice.

Those interested in the Family Nurse Practitioner (FNP) post-master's certificate are advised to review the specific state board of nursing where licensure will be obtained. Those wishing to license outside of the states of Tennessee or Virginia should contact the State Board of Nursing in the specific state to confirm the program meets licensure requirements. You may contact the MSN Program Coordinator for additional questions or assistance.

Certificate Program Requirements

NURS 5002	
Advanced Pathophysiology	3 s.h.
NURS 5004	
Advanced Physical Assessment and Health Promotion	3 s.h.
NURS 5006	
Advanced Pharmacology	3 s.h.
NURS 5018	
FNP I Care of Women and Families	3 s.h.
NURS 5019	
FNP II Care of Adult and Geriatric Populations	6 s.h.
NURS 5023	
FNP III Care of Pediatric Population	3 s.h.
NURS 5024	
FNP IV Seminar and Intensive Practicum	6 s.h.
NURS 5026	
Practice Management and Advanced Role Development	3 s.h.
NURS 5991	
Comprehensive Assessment	0 s.h.
Total	30 s.h.

NURSE EDUCATOR POST-MASTER'S CERTIFICATE ADULT AND GRADUATE STUDIES, ONLINE PROGRAM COORDINATOR: S. ADAMS

The Post-Master's Certificate for the Nurse Educator program meets the needs of students seeking post-master's preparation in the role of Nurse Educator. Applicants must have completed a MSN from an

Academic Programs—Post-Graduate

NLNAC or CCNE accredited master’s nursing program. This program, in addition to the student’s previous MSN education, will prepare the student for the direct role of nursing education in a variety of settings, from clinical to academic.

Applicants to the Post-Master’s Nurse Educator Certificate program will be accepted on a space-available basis. A gap analysis will be performed to evaluate each prospective student’s academic history. An individualized plan of study will be developed based on the student’s transcript evidence of completed coursework for the MSN and the gap analysis.

Applicants who have not completed course equivalents to King University’s MSN Core will be required to do so. Additionally, applicants who have not completed course equivalents to King University courses (Advanced Pathophysiology, Advanced Physical Assessment and Health Promotion, and Advanced Pharmacology) will be required to do so. See the MSN Nurse Educator Concentration Plan of Study for a list of MSN Core/required courses.

Students in the Post-Master Certificate program for Nurse Educator are not eligible for Title IV Aid. This means that no Federal Aid, such as Federal Pell Grants or Direct Stafford Loans, can be received for this certificate program.

Total semester hours will typically range from 15-24, and students will typically be required to attain 420 hours of clinical practicum experience with a preceptor and faculty oversight. Students will gain experience and advanced knowledge in a focused clinical area and in nursing education during the clinical practicum learning experiences.

Completion of the Post-Master’s Nurse Educator Certificate program prepares the student to assume a role in professional nursing education, including clinical settings, commercial and community environments, and academic arenas.

Certificate Program Requirements

NURS 5002	
Advanced Pathophysiology.....	3 s.h.

NURS 5004	
Advanced Physical Assessment and Health Promotion.....	3 s.h.
NURS 5006	
Advanced Pharmacology.....	3 s.h.
NURS 5030	
Principles of Teaching and Learning.....	3 s.h.
NURS 5032	
Curriculum Development and Implementation in Nursing Education.....	3 s.h.
NURS 5035	
Focused Clinical Seminar and Practicum (240 clinical hours).....	5 s.h.
NURS 5036	
Nursing Education Practicum (180 Clinical Hours).....	4 s.h.
NURS 5991	
Comprehensive Assessment.....	0 s.h.
Total	15-24 s.h.

PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER

POST-MASTER’S CERTIFICATE

ADULT AND GRADUATE STUDIES, ONLINE
PROGRAM COORDINATOR:

C. MAINE

The Post-Master’s Certificate program for the Psychiatric Mental Health Nurse Practitioner (PM-PMHNP) will serve students seeking post-master’s preparation in the PMHNP role. Applicants must have completed a MSN from an NLNAC or CCNE accredited program. This program, in addition to the student’s previous MSN education, will prepare for the advanced practice role specializing in primary mental health care utilizing advanced theoretical knowledge and practice skills needed in complex care settings.

Applicants to the post-master’s certificate program will be accepted on a space-available basis. A gap analysis (National Task Force on Quality Nurse Practitioner Education, 2008) will be performed to evaluate each prospective student’s academic history. An individualized plan of study will be developed based on the student’s transcript evidence of completed coursework for the MSN and the gap analysis.

Academic Programs—Post-Graduate

Students in the Post-Master Certificate for PMHNP program are not eligible for Title IV Aid. This means that no Federal Aid, such as Federal Pell Grants or Direct Stafford Loans, can be received for this certificate program.

Total semester hours will typically range from 24-33, and students will typically be required to attain 600 hours of clinical practice. Students will gain experience in psychiatric mental health disorders, psychopharmacology, and psychotherapies across the lifespan, within a variety of settings. Clinical experiences are accomplished under the guidance of a faculty member and an approved community-based preceptor. Upon successful completion of the program, post-master's certificate students will be eligible to take a national certification exam and may apply for an advanced practice nurse license in their legal state of practice.

Those interested in the Psychiatric Mental Health Nurse Practitioner (PMHNP) post-master's certificate are advised to review the specific state board of nursing where licensure will be obtained. Those wishing to license outside of the states of Tennessee or Virginia should contact the State Board of Nursing in the specific state to confirm the program meets licensure requirements. You may contact the Program Coordinator for additional questions or assistance.

Certificate Program Requirements

NURS 5002	
Advanced Pathophysiology.....	3 s.h.
NURS 5004	
Advanced Physical Assessment and Health Promotion.....	3 s.h.
NURS 5006	
Advanced Pharmacology	3 s.h.
NURS 5071	
Introduction to Psychotherapies for the Advanced Practice Nurse	1 s.h.
NURS 5072	
Contemporary Approaches to Psychotherapies.....	1 s.h.
NURS 5073	
Integration and Application of Psychotherapies.....	1 s.h.
NURS 5075	
Advanced Psychopharmacology	3 s.h.

NURS 5076	
Psychiatric/Behavioral Health Disorders and Diagnosis	3 s.h.
NURS 5078	
Psychiatric Mental Health Seminar and Clinical I.....	6 s.h.
NURS 5079	
Psychiatric Mental Health Seminar and Clinical II.....	6 s.h.
NURS 5991	
Comprehensive Assessment.....	0 s.h.
Total	33 s.h.

Course Descriptions

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 Elementary Piano	1 s.h.
APMU 1310, 1320 Elementary Organ	1 s.h.
APMU 1410, 1420 Elementary Voice.....	1 s.h.
APMU 1510, 1520 Elementary Harpsichord....	1 s.h.
APMU 1610, 1620 Elementary Woodwinds.....	1 s.h.
APMU 1710, 1720 Elementary Brass	1 s.h.
APMU 1810, 1820 Elementary Percussion	1 s.h.
APMU 2210, 2220 Intermediate Piano.....	1 s.h.
APMU 2310, 2320 Intermediate Organ.....	1 s.h.
APMU 2410, 2420 Intermediate Voice	1 s.h.
APMU 2510, 2520 Intermediate Harpsichord.....	1 s.h.
APMU 2610, 2620 Intermediate Woodwinds.....	1 s.h.
APMU 2710, 2720 Intermediate Brass.....	1 s.h.
APMU 2810, 2820 Intermediate Percussion	1 s.h.
APMU 3210, 3220 Advanced Piano	1 s.h.
APMU 3310, 3320 Advanced Organ	1 s.h.
APMU 3410, 3420 Advanced Voice	1 s.h.

APMU 3510, 3520 Advanced Harpsichord

1 s.h.

APMU 3610, 3620 Advanced Woodwinds

1 s.h.

APMU 3710, 3720 Advanced Brass.....

1 s.h.

APMU 3810, 3820 Advanced Percussion

1 s.h.

BIBLE

BIBL 2250 Bible Study That Matters. An introduction to the practice of Biblical hermeneutics. The class will examine the history and development of hermeneutics, including the most recent developments. Also included is practice in the interpretation of the different kinds of Biblical literature.....

4 s.h.

BIBL 2251 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 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 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 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 The Historical Geography and Archeology of the Southern Levant. 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 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised

Course Descriptions

experiential learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies sectioncredit to be arranged
Prerequisite: 12 s.h. of Philosophy and Religion

BIBL 3900 Special Topics. Open to advanced students with the consent of the department.....credit to be arranged

BIBL 4030 The Torah. The origin stories and foundational concepts (such as creation, exodus, Torah, and covenant) of Israel's heritage are considered in detail in this study of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy 4 s.h.

BIBL 4050 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 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 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 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 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 week4 s.h.
Prerequisite: BIOL 1010

BIOL 1110 Principles of Biology. Introductory biology for non-majors offered on all delivery platforms. This course is not appropriate for students who wish to pursue a career in the health or natural sciences. This course does not count toward major requirements in Biology, and Biology majors who receive credit for Biology 2110 cannot receive credit for this course. Topics include the hierarchical organization of life, cell structure and function, cellular metabolism, cell reproduction, transmission and molecular genetics, and diversity of organisms. Four hours of lecture, two hours of laboratory per week.....4 s.h.

BIOL 2110, 2120 General Biology I and II. The first courses taken by all Biology majors and minors and by those preparing for a career in the health sciences. Topics include molecules of living organisms, energetics, cell structure and function, survey of kingdoms, flowering plants, cell reproduction, ecological relationships, population dynamics, and evolutionary relationships. Four hours of lecture, two hours of laboratory each week..... 4 s.h.

BIOL 2500 Microbiology and Immunology. The fundamental principles of morphology, physiology, virulence of microbes, and vertebrate immune responses. Laboratory experiments in pure culture techniques, classification, and epidemiology will be conducted. This course is not recommended for Biology majors. Four hours of lecture, two hours of laboratory each week4 s.h.

BIOL 3100 Plant Biology. This course explores topics unique to plants, including plant evolution, diversity, and domestication; physiological strategies that plants use to harvest light for energy, obtain and conserve water, and respond to various environmental cues; and the importance of plants to the local, national, and global economies. Laboratory sessions consist of mostly outdoor sessions in plant identification and field trips to

Course Descriptions

various local sites. Four hours of lecture, three hours of laboratory each week 4 s.h.
Prerequisite: BIOL 2110, BIOL 2120, CHEM 2110

BIOL 3130 Ecology. This course is designed to introduce students to ecology using both animal and plant examples. Students will study the interactions of individual organisms with their abiotic environment, interactions within their own population, and interactions with other species. The course will primarily focus on individuals and populations; however, some community and ecosystem elements will be explored. Four hours of lecture, three hours of laboratory each week 4 s.h.
Prerequisite: BIOL 2110, 2120

BIOL 3200 Histology. Histology is the study of tissues and organs at the microscopic level. This course focuses on understanding the microscopic anatomy of the human body with emphasis on structure/function relationships. All levels of organization from the cellular through the system level are incorporated into a holistic integration of microscopic anatomy with physiology. Special emphasis is placed on understanding the physiological and metabolic role of individual tissues, glands, and organs with regards to homeostasis, metabolism, and reproduction. The laboratory component uses both physical and virtual microscopy to integrate structure with function. Four hours lecture and three hours of lab 4 s.h.
Prerequisite: BIOL 2110, 2120

BIOL 3250 Bioinformatics. This course introduces students to the cutting-edge field of bioinformatics, with emphasis on fundamental concepts of computational models and statistical analysis of high-throughput data. Students will become familiar with various DNA sequence analysis and alignment algorithms, and the application to genomic and phylogenetic analyses. Students will learn how to create and use algorithms, databases, systems, and web applications to solve problems in molecular biology. In addition, students will be introduced to the latest techniques in protein and microarray analysis..... 4 s.h.
Prerequisite: BIOL 2110

BIOL 3260 Clinical Neuroanatomy. This course explores the relationship between the location of

various neuroanatomical structures and their function within the nervous system. Students learn how to read and correctly interpret patient charts, basic neuroradiology, and how various signs and symptoms help point to distinct locations in the brain and spinal cord. Highly anatomical in nature, the course begins with the basic anatomy of the brain and spinal cord, and quickly integrates clinical diagnostic tests and neural function. Furthermore, actual case studies are used to demonstrate the importance of taking detailed patient histories, and how to match signs and symptoms with their neuroanatomical correlates. Four hours of lecture, three hours of laboratory each week4 s.h.
Prerequisite: BIOL 1010 and 1020, or
BIOL 2110 and 2120

BIOL 3300 Cell Biology. A study of the molecules of living systems, physical and chemical principles applicable to cells, enzymes, structure and function of eukaryotic organelles, membrane structure and function, transport mechanisms, cellular energetics, signal transduction pathways, and development of cancer. Four hours of lecture, three hours of laboratory each week4 s.h.
Prerequisite: BIOL 2110, 2120, CHEM 2110

BIOL 3310 Human and Vertebrate Comparative Anatomy. A study of the morphological and evolutionary relationships among various vertebrates. The laboratory involves dissection of a dogfish shark, an amphibian, and a mammal. Four hours of lecture, three hours of laboratory each week4 s.h.
Prerequisite: BIOL 2120

BIOL 3430 Developmental Biology. Advances in molecular and cell biology over the last 20 years have changed the science of organismal development. Once more popularly known as the field of embryology, the incorporation of molecular and cellular research has evolved the field into developmental biology, where life is tracked and studied from fertilization to birth. From developmental biology, more recent advances have led to the widely fascinating field of *Evo-Devo*, or the evolution of development. Weaving genetics, cell biology, molecular biology, evolution, anatomy, and environmental science, developmental biology is a highly interdisciplinary subject. It aims to elucidate the transmission of information from gene to cells, to

Course Descriptions

tissues, to organs, and, eventually, to the whole being. Essentials to the discipline are the understanding of patterning, signaling, cellular differentiation, and cell death in a developing organism. Learning will be achieved via lectures primary literatures, popular readings, and a poster session..... 4 s.h.
Prerequisite: BIOL 2110, BIOL 2120
Corequisite: BIOL 3760

BIOL 3600 Human and Mammalian Physiology. Advanced study of the physiology of human and mammalian organ systems. Mechanisms are studied from the cellular, tissue, organ, and system levels. The laboratory emphasizes computer simulations, animal experiments, and experimental human physiology. Four hours of lecture, three hours of laboratory each week 4 s.h.
Prerequisite: CHEM 1110, 1120; BIOL 2110, 2120

BIOL 3700 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.
Prerequisite: CHEM 2110, 2120

BIOL 3750 Research Methods in Biology. This course is designed to give students first-hand experience in biological experimentation. Students will work closely with Biology faculty members to learn about hypothesis formation, experimental design, data collection and analysis. By the end of the course, students will present their research to their peers. This course is also designed to prepare students for additional research opportunities, and is required for students who want to complete a senior thesis project 4 s.h.
Prerequisite: BIOL 2110, 2120, 3300, and permission of the instructor

BIOL 3760 Genetics. Genetics is the science of heredity, from chromosomes to genes, to DNA. Emphasis in this course will be placed on classical Mendelian, non-Mendelian, complex and population genetics. Personal genomics, bioinformatics, and bioethics are also covered. Lectures, literature reading, group projects and laboratory exercises will be used to provide students with a foundation in

classical and modern genetics. Four hours of lecture, three hours of laboratory each week 4 s.h.
Prerequisite: BIOL 2110

BIOL 3770 Molecular Biology. This course is required for the Cell and Molecular Biology track and is an upper-level course that expands on most materials covered in the cell biology and genetics courses. It investigates the complex nature and mechanisms of biological macro-molecules; and explores the control of genes and their expression in specifying physical traits, mutations, and genomic maintenance. This course emphasizes the comprehension and interpretation of experimental evidences in an array of molecular biology sub-topics; these include gene regulation, translation, editing and evolution. Most major laboratory techniques for DNA/RNA manipulation will be covered in lectures and will be selectively used in lab. Four hours of lecture, three hours of laboratory each week 4 s.h.
Prerequisite: BIOL 3760 or BIOL 3300

BIOL 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies sectioncredit to be arranged

BIOL 3900 Special Topics. For junior and senior Biology majors credit to be arranged

BIOL 4350 Immunology. The remarkably complex and fascinating role of the immune system is studied in-depth. Students will gain a clear understanding of normal relationships between structure, function, and regulation of the immune system as a foundation for exploring abnormalities present in a myriad of medical conditions. Information is provided through lecture, group discussion and projects, and study of the primary literature. Four hours of lecture each week..... 4 s.h.
Prerequisite: CHEM 2120, BIOL 2110, 2120. BIOL 3300 strongly recommended.

Course Descriptions

BIOL 4400 Microbiology. This class focuses primarily on the diversity of prokaryotic organisms and viruses, including morphological/ultrastructural diversity, methods of culture and control, selected physiological and metabolic pathways, contributions of microbes to global biogeochemical cycles, the importance of microbes in relation to human disease, and the role of microbes in modern technology. The laboratory is focused on culturing and identifying medically important bacteria. Four hours of lecture, three hours of laboratory each week 4 s.h.
Prerequisite: BIOL 2110, 2120, CHEM 2110

BIOL 4690 Systems Biology. This course introduces the field of Systems Biology by focusing on approaches to understand molecular mechanisms underlying the myriad phenotypes of living cells and organisms. Following the paradigm shift in the production of large scale biological data (also called 'omics), Systems Biology has arisen as a new area of research that strives to make connections between metabolic, signaling and regulatory networks involved in cellular processes. Using a holistic rather than reductionist approach to understanding and controlling biological complexity, this course will introduce large-scale data sets used in genomics, proteomics, metabolomics, and epigenetics. Techniques such as network analysis and modeling approaches will then be introduced, providing a framework for a systematic view of the etiology of complex traits. This course is intended as a capstone course for Biology majors (especially those in the Bioinformatics track), who are interested in pursuing careers in graduate school, medical school, or the biotech industry. Four hours of lecture, three hours of laboratory each week 4 s.h.
Prerequisite: BIOL 3760; BIOL 3770 or 3300

BIOL 4700 Evolutionary Biology. This course is a capstone for the biology major. Lectures, critical reading of primary literature, and a field trip will introduce students to fundamental evolutionary concepts, modern evolutionary biology research, and specific case studies of evolution in action. Discussions will be over numerous classical texts on evolution, especially those published during the formative years of the Theory of Evolution. Students will be trained to sharpen their scientific inquiry, hypothesis formation, evidence-based deduction, and

general critical thinking. The course will cover the breadth of evolutionary biology: from the origins of life and investigation of fossil records, to studying the mechanisms of evolutionary changes that govern all living beings. Four hours of lecture, three hours of laboratory each week 4 s.h.
Prerequisite: BIOL 3760

BIOL 4910, 4920 Senior Thesis Research in Biology. This course is designed for biology majors, in their senior fall and spring semesters, who are pursuing original research projects with biology faculty with the intent of writing up their results as a senior thesis project. The course includes laboratory or field research, as well as literature research necessary for submitting a manuscript related to original research. Participation in this course will also allow students to work towards Honors in Independent Study in Biology 2-4 s.h.
Prerequisite: A departmental committee must approve proposals.

BIOL 4990 Comprehensive Assessment. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.A. or B.S. in Biology, students must earn a passing grade on the Biology Major Field Achievement Test 0 s.h.

BUSINESS ADMINISTRATION

BUSA 1700 Introduction to Business. This is an introductory course for both business and non-business majors. The course provides a broad understanding of the business community, its functions, terminology, occupational choices in the various fields of business, and the place of business in the American economy. Students will also learn about the challenging facets of business and its dynamic role in today's environment. Students will be broadly introduced to business topics and gain a working knowledge of the components of business including management, human resources, marketing, and finance. Overall, the course will explore the field of business as offered in the Business Administration program to identify specific areas of interest or specialization 4 s.h.

Course Descriptions

BUSA 1900 Introductory Special Topics.

General topics elective for the non-major as well as the major credit to be arranged

BUSA 2000 ENACTUS. ENACTUS is a global non-profit organization that partners with business and higher education to establish ENACTUS student teams on university campuses. The mission of ENACTUS is “Mobilizing university students to create economic opportunity for others while discovering their own potential.” Students are challenged to develop community outreach projects that reach ENACTUS's four educational topics: (1) Market Economics; (2) Entrepreneurship; (3) Personal Financial Success Skills; and (4) Business Ethics. ENACTUS team members leverage their personal educational experiences, the expertise of their faculty advisors, the support of their local business advisory boards, and the resources of their institutions to implement programs that create real economic opportunities for members of their communities..... 1 s.h.

BUSA 2010 Digital Skills for 21st Century Workplaces. Students master Microsoft Office as they design resumes, write cover letters, as well as learn and practice basic Excel spreadsheet and PowerPoint presentation skills. Students also create a personal presence on the web by making a blog that becomes a site for their personal professional portfolios. The course stresses digital literacy by teaching students cloud computing for individuals, simple design principles, some basic information about computers, how to designate safe and strong passwords, and what helps them be safe in social web environments 4 s.h.

BUSA 2100 Management Communication.

Techniques and practices in business writing and oral communication, including communicating through letters, memoranda, reports, effective speaking, interviewing and conference skills..... 4 s.h.

BUSA 2130 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.
Prerequisite: ENGC 1110

BUSA 2200 Management Information Systems. An introduction to management information systems for decision-making. Students will learn the basic concepts of databases, spreadsheet software, and information technology as they relate to managerial decision-making and the maintenance of competitive advantage..... 4 s.h.

BUSA 2250 Principles of Marketing. Extensive study of business activities that seek to satisfy customer needs. Topics covered include an analysis of the marketing environment, industrial and consumer markets, buyer behavior, measuring and forecasting demand, and the marketing mix (product, price, promotion, and place). In addition, an emphasis on the interaction of management and marketing decision-making will be stressed 4 s.h.

BUSA 2251 Principles of Management. This is an introductory level management course examining management theory and application to real-world situations. Examination focuses on terminology, practices, and the four managerial functions: Planning, Organizing, Leading, and Controlling 4 s.h.

BUSA 2301 Financial Accounting. An introduction to financial accounting principles and practices, financial statement analysis, as well as managerial accounting..... 4 s.h.

BUSA 2302 Managerial Accounting. An introduction to managerial accounting, an accounting process where accounting information is used for managerial decisions. In addition, this course will make use of a spreadsheet for managerial problem solving and scenario analysis 4 s.h.
Recommended: BUSA 2301

BUSA 3010 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.

Course Descriptions

BUSA 3100 Cost Accounting. An advanced study of (1) cost accounting: job order, process, and activity-based cost accounting systems, and (2) managerial accounting as a decision support information system, helping managers make decisions regarding pricing, product mix, and resource allocation..... 4 s.h.

BUSA 3110, 3120 Intermediate Accounting I and II. An analytical study of accounting theory and practice 4 s.h.
Prerequisite: BUSA 2301

BUSA 3210 Management of Organizations. A survey course with an overview of business operation, terminology, and practices with an emphasis on introducing fundamental management practices 4 s.h.

BUSA 3230 Corporate Finance. A study of the foundations of corporate financial management, including cash flow analysis, financial analysis and planning, management of financial resources, and Capital for the firm 4 s.h.
Recommended: BUSA 2200, 2301

BUSA 3260 Statistics and Business Research Methods. An introduction to inferential statistics and the major areas of research in business. Attention is given to problem definition, research design, information gathering, and data analysis and presentation to assist managers in the decision-making process. Each student will develop a research proposal and carry out a field project in a related business discipline..... 4 s.h.

BUSA 3271 Human Resource Management. Introduces the student to the human resources/personnel functions. Topics covered include recruitment, assessment, compensation, motivation, appraisal, development, legal environment, labor relations, and employee relations. Emphasis on how managers can deal with and utilize the human resources function..... 4 s.h.

BUSA 3275 Operations Management. An introduction to the tools and techniques of Operations Management, including forecasting, quality control, inventory management, supply chain management, and project management. Throughout

the different elements of the course the core aspects will be strategy and productivity..... 4 s.h.

BUSA 3276 Business Law. An introduction to legal institutions and processes followed by a study of the laws governing contracts, torts, employment law, agency, sales, intellectual property, forms of business, and business regulation 4 s.h.

BUSA 3280 Strategic Management and Business Policy. An overview course that seeks to integrate the concepts, techniques, and knowledge from business administration and economics courses. Its primary focus is on strategic, ethical decision-making and servant leadership. This course culminates with a dynamic computer simulation case 4 s.h.

BUSA 3400 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 3560 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.

BUSA 3620 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 3660 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 2250

BUSA 3680 Promotion Strategies. A study of the promotion strategies within the marketing function. Emphasis is on planning, creating, and evaluating effective advertising, sales promotion,

Course Descriptions

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 2250

BUSA 3740 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 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged
Prerequisite: BUSA 3740

BUSA 3841 Federal Taxation. An introduction to the taxation of individuals, partnerships, and corporations. Computerized tax preparation will be introduced using sample returns 4 s.h.
Prerequisite: BUSA 2301 or concurrent enrollment

BUSA 3850 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.
Prerequisite: ECON 2000, BUSA 2250, BUSA 2251, and 2301 or concurrent enrollment

BUSA 3900 Special Topics. Guided research in special topics selected by conference between instructor and student. The proposal must be approved by instructor and reviewed by the department in advance of registration credit to be arranged

BUSA 4001 Business Policy and Strategic Management. A capstone course required of all graduating seniors in Business Administration and Economics which seeks to integrate the concepts, techniques, and knowledge from business administration and economics courses. Its primary focus is on strategic, ethical decision-making and servant leadership. This course culminates with a dynamic computer simulation case 4 s.h.
Prerequisite: Open only to graduating seniors

BUSA 4230 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.
Prerequisite: BUSA 2250, 3660/3680

BUSA 4790 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 2250

BUSA 4810 Advanced Accounting. A study of special topics in financial accounting, including business combinations, fund accounting and foreign exchange transactions 4 s.h.
Prerequisite: BUSA 3110 or concurrent enrollment

BUSA 4820 Advanced Cost Accounting. An advanced study of (1) cost accounting; job order, process, and activity-based cost accounting systems and (2) managerial accounting as a decision support information system, helping managers make decisions regarding pricing, product mix, and resource allocation 4 s.h.
Prerequisite: BUSA 2301, 2302

BUSA 4870 Principles of Auditing. The theory and practice of auditing and the standards used in the

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development of auditing techniques. The course examines audit practices for public and nonpublic organizations 4 s.h.

Prerequisite: BUSA 3110

BUSA 4890 Business Principles Seminar: Statistics.

This course has been carefully designed to sharpen the graduate learner's skill in quantitative analysis to make the quantitative and research methods course more productive and rewarding. Topics include coverage of basic spreadsheet analysis and inferential and descriptive statistics. This course is two weeks long and is exclusively online 0 s.h.

BUSA 4891 Business Principles Seminar: Economics.

This course has been carefully designed to sharpen the graduate learner's skill in economics analysis to make the Managerial Economics course more productive and rewarding. Topics include coverage of microeconomics. This course is two weeks long and is exclusively online..... 0 s.h.

BUSA 4892 Business Principles Seminar: Accounting.

This course is designed to give the graduate business student an introduction to accounting. It is not a comprehensive course but a preparation for a more comprehensive course that the student will take during the progress of the graduate program. This course is for the student who either has no prior exposure to accounting or that exposure was long enough ago as to be effectively not useful to the student. This course is two weeks long and exclusively online 0 s.h.

BUSA 4893 Business Principles Seminar: Finance.

This course is carefully designed to equip learners with fundamental skills and understanding of financial analysis. Topics include coverage of basic financial statement analysis and time value of money. This course is two weeks long and exclusively online 0 s.h.

BUSA 4894 Business Principles Seminar: Marketing.

This course is an introduction to marketing principles in preparation for BUSA 5050 Strategic Marketing. Topics to be introduced include an analysis of the marketing environment and the marketing mix. This course introduces marketing principles to MBA students who have not taken an

under-graduate marketing course. This course is two weeks long and exclusively online0 s.h.

BUSA 4990 Comprehensive Assessment.

Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. All students will have to pass according to the minimum requirement of their department.

Any student who does not meet the requirement (Pass) of their comprehensive assessment of their major field will not graduate until the requirement has been met. Comprehensive assessment in business0 s.h.

BUSA 5010 Leadership. The course examines the leadership process as an influence relationship among leaders and followers. A central tenet of this course is that leadership can be learned. The course explores important organizational and behavioral issues in the leader-follower relationship; including the evolution of leadership theory, personal characteristics of leaders and followers, motivation and empowerment, teamwork, power, and influence, and change management.....3 s.h.

BUSA 5020 Managing for Organizational Effectiveness. This course addresses the critical need of managing human resources for organizational effectiveness. Topics include motivating individuals and teams, performance evaluation, distribution of power, information, and resources; intervention in systems; and creation of change-oriented cultures.....3 s.h.

BUSA 5030 Quantitative and Research Methods. This course is an introduction to quantitative research methods in business. It addresses the various purposes and approaches to conducting research, studies the research process, and develops methods of analyzing data using statistical software as a tool to aid in management decision-making. Emphasis is on understanding the concepts of statistical analyses, choosing appropriate tools and procedures to use in a given context, using the computer to carry out the procedures, and then interpreting the computer results within the given context. Graduate learners will have an opportunity to synthesize these concepts as consumers of research (by critiquing published

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research) and as producers of research (quantitative analysis is built into the remaining elements of the business program) 3 s.h.
Prerequisite: BUSA 4890 or a signed course waiver

BUSA 5040 Economics of Organizational Architecture and Strategy. This course is designed to expand the graduate learner's understanding of how economic analysis can help corporate managers maximize firm value. Management theory has long recognized the importance of thoroughly assessing a firm's internal and external environments as a foundation for strategic and operating initiatives. A thorough application of the tools of economics can enrich this process, providing new insights and strategic options. Accordingly, this course will concentrate on the use of economic tools to enhance the effectiveness of strategic positioning and organizational structure. Cases and problems are used to gain an understanding of these economic tools and their potential use for solving real-world problems..... 3 s.h.
Prerequisite: BUSA 4891 or a signed course waiver

BUSA 5050 Marketing. Marketing Management encompasses an extensive range of activities and concepts and is based on the systems approach to management. Today, marketing takes place in a very dynamic marketplace where national economies are being affected by globalization and technological changes. This course provides managers with a broad overview of marketing principles for both for-profit and not-for-profit organizations, including an emphasis on customer/client satisfaction and advanced marketing strategies. Graduate learners are given the opportunity to perform case analysis and develop a marketing plan..... 3 s.h.
Prerequisite: BUSA 4894 or a signed course waiver

BUSA 5051 Promotions and Advertising Strategy. An advanced study of the promotion strategies within the marketing function. Emphasis is on planning creating, and evaluating effective advertising, sales promotion, and publicity programs to communicate among producers, intermediaries, and consumers 3 s.h.

BUSA 5052 Consumer Behavior. An advanced study of consumer behavior and theory. Topics include the consumer decision-making process,

segmentation, targeting, positioning, and brand loyalty. Course also emphasizes the development, implementation, and evaluation of effective marketing strategies based on these concepts.....3 s.h.

BUSA 5053 Marketing Research and Analysis. A study of market research theory and techniques. Orientation to research design, questionnaire design, primary data collection, sampling of human populations, data analysis, and research report writing. Designed to promote the understanding of the interrelationship between marketing research and marketing management 3 s.h.

BUSA 5060 Managerial Communication. Professional managers must develop effective communication skills to enhance their ability to inform and motivate many interest groups: employees, supervisors, stockholders, clients, and other professionals. Assuming a managerial role, students prepare oral and written presentations for study groups and faculty. Students learn through feedback from individual reports, cases, letters, emails, and memos. In addition, teams will participate in the exercises in which students fill the role of executives in a business environment 3 s.h.

BUSA 5061 Accounting for Managerial Decision-Making. This course focuses on Cost centers and profit centers, examines cost accounting, job order process, and activity-based cost accounting systems, and managerial accounting as a decision support system. Cases and problems are used to gain an understanding of these economic tools and their potential use for solving real-world problems.....3 s.h.
Prerequisite: BUSA 4892 or a signed course waiver

BUSA 5062 Strategic Financial Management. This course is designed to help managers understand financial analysis so that they can work effectively with financial decision-makers in organizations. Topics covered include financial statement analysis, risk and return, discounted cash flow analysis, cost of capital, capital budgeting, long-term financing, and working capital management 3 s.h.
Prerequisite: BUSA 4893 or a signed course waiver

BUSA 5066 Managing Information Systems. This course focuses on management's role in planning, designing, implementing, and controlling

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information systems (IS). Information is a critical organizational resource. Topics include recent technological advances in hardware and software, systems design and applications development, end-user computing, telecommunications, management of systems projects, the role and organization of the IS function in the firm, strategic planning of information systems, and the use of information for competitive advantage..... 3 s.h.

BUSA 5069 Business Law. This course addresses legal problems confronting professionals in business. It focuses on sources of law, contracts, torts, employment, business organizations and other areas of interest to managers, business owners, and others in the business arena. Course work is targeted toward the practical application of rules of law in the workplace..... 3 s.h.

BUSA 5090 Strategic Management. In this course, graduate learners examine strategic processes that influence the direction of an organization. Graduate learners explore techniques for defining the mission and objectives of an enterprise, understanding competitive forces and industry dynamics, analyzing components of sustained competitive advantage, matching organizational strengths with environmental opportunities, and developing strategies and policies to achieve the organization's mission and balance the interests of relevant stakeholders..... 3 s.h.

BUSA 5200 Building Competitive Advantage—Human Resource Development. This course gives the graduate learner the opportunity to study, in a seminar setting, the most recent thinking on building competitive advantage through human resource development (HRD). An integrated portfolio of topic areas and the opportunity to present current, relevant strategies and resources in today's organizations will be focused upon throughout the course (elective)..... 3 s.h.

BUSA 5201 Operations Management. An advanced study of the field of operations management and decision theory as related to business, economic, and industrial decision-making in a changing global and technological environment. Emphasis is placed on the business processes that transform organizational and human resources into value-added goods and

services. Extensive use of the spreadsheet as a decision support tool is integrated throughout the course 3 s.h.

BUSA 5202 Managing Risk in Human Resources. This course provides the graduate learner an opportunity to learn about managing risk in Human Resources. An integrated portfolio of topics including legal compliance, disaster preparation, business continuity/ recovery planning, financial implications of managing risk, the employee-supervisor relationship, and Human Resources related audits will be covered 3 s.h.

BUSA 5203 Training and Development of Human Resources. This course provides the graduate learner an opportunity to learn about managing training and development in Human Resources. An integrated portfolio of topics including learning theories, needs assessment, conducting training, facilitating employee development, and determining Return On Investment (ROI) will be covered 3 s.h.

BUSA 5300 Strategic Marketing Planning. This course examines the process of entrepreneurship, including the generation of potential business opportunities, evaluation of venture potential, development of a new venture team and an entrepreneurial organization, startup, growth, and harvest strategies for entrepreneurial ventures, and marketing of new ventures (elective)..... 3 s.h.

BUSA 5400 International Business Practicum. Designed to integrate field experiences in international business with the major theoretical and analytical developments in the field of international business and management. (elective, additional fees required)..... 3 s.h.

BUSA 5550 Project Management Essentials. This course will focus on the essential activities of project management that include planning, implementation, scheduling, project control, closure, and termination. Additionally, the course will provide a generic approach and perspective to the project management process 3 s.h.

BUSA 5560 Project Management Body of Knowledge. This course utilizes a holistic approach that provides students with the skills and knowledge

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to manage technology, human resources, culture, stakeholders, and other diverse elements necessary to complete a project successfully. Utilization of leadership, team building, conflict resolution, negotiation, and influence in equal amounts with traditional technical skills of any field will be practiced 3 s.h.

BUSA 5570 Project Process Architecture. The focus of this course is Project Process Architecture (PPA), which is a methodology specifically designed for IT/Business Projects so that movement through the projects can be accomplished at an accelerated pace. The student will be exposed to a process that involves 6 Stage Gates and 33 Steps, all of which are similar but uniquely different from the Process Groups and Knowledge Areas of Project Management Body of Knowledge. The process that will be mastered in this course has been successfully used in the following industries: banking, publications, manufacturing, finance, insurance, healthcare, education, apparel, communications, non-profits, and public organizations 3 s.h.

BUSA 5600 Business Developing and Networking Experience I. This pass/fail course is intended to make the MBA program more productive and rewarding for the student. It is designed to increase the graduate learner's networking skills, to familiarize them with the changing business environment and to develop strategies for long term career success ... 0 s.h.

BUSA 5601 Business Developing and Networking Experience II. This pass/fail course is intended to make the MBA program more productive and rewarding for the student. It is designed to increase the graduate learner's networking skills, to familiarize them with the changing business environment and to develop strategies for long-term career success ... 0 s.h.

BUSA 5610 Systems Analysis. This course covers the project design and management of information systems in an organization. This course includes information about needs analysis, systems integration, and project management required to lead information systems projects in the modern firm. This is the first course of three in the MIS Specialization 3 s.h.

BUSA 5620 Information Security and Risk Management. This course covers the management requirements for identifying, auditing, and managing information systems security practices for the modern firm. The course includes information systems policy development, legal requirements of protected information handling, and information systems risk management and mitigation. This is the second course of three in the MIS Specialization 3 s.h. Prerequisite: BUSA 5610

BUSA 5630 Strategic Management of Information Systems. This course will cover the management of information systems as an element of the overall strategy of a modern firm. The course includes information systems management, information systems as a source of competitive advantage, and the role of information systems in a globalized workplace 3 s.h. Prerequisite: BUSA 5610, 5620

BUSA 5710 Entrepreneurship Accounting and Finance. This course examines the initial financing of a small business including development of financial plans, alternative methods of financing, financial analysis and planning as well as the management of financial resources. The course will include the development of an accounting system, the early stages of the accounting process, and using accounting information to make managerial decisions..... 3 s.h.

BUSA 5720 Small Business Management and Social Entrepreneurship. This course will explore the entrepreneurial mindset in the 21st century and how to implement an entrepreneurial venture in today's global business environment. It will include how to begin an entrepreneurial venture including the development of a business plan and strategies to successfully grow and expand the new business in a sustainable and ethical manner..... 3 s.h.

BUSA 5730 Applied Management Science. This course emphasizes the application of quantitative models to complex business situations and the communication of model results to business executives. The quantitative topics addressed in the course are linear programming, inventory control models, time series and causal forecasting models, and the critical path method for project management..... 3 s.h.

Course Descriptions

BUSA 5800 Internships/Cooperative Education.

Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section 2 s.h.

BUSA 5990 Comprehensive Assessment. Graduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. All students will have to pass according to the minimum requirement of their department. Any student who does not meet the requirement (Pass) of their comprehensive assessment of their major field will not graduate until the requirement has been met. Comprehensive assessment in business 0 s.h.

CHEMISTRY

CHEM 1010 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 Chemistry for the Health Sciences. A survey of topics in chemistry that is relevant to the health sciences. Includes some topics in general chemistry such as solution equilibrium, kinetics, and buffer systems as well as a survey of organic chemistry. Three hours of lecture, three hours of laboratory each week 4 s.h.

CHEM 1110 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 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 Organic Chemistry. A study of the structure, functional groups, syntheses, reactions of organic compounds, introduction to spectroscopy, and reaction mechanism. Three hours of lecture, four hours of laboratory each week 4, 4 s.h.
Prerequisite: CHEM 1110, 1120

CHEM 3000 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.
Prerequisite: CHEM 1110, 1120

CHEM 3200 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 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 organic synthesis 4 s.h.
Prerequisite: CHEM 2110, 2120

CHEM 3500 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.
Prerequisite: CHEM 1110, 1120, 2110, 2120, 3000, or permission of instructor

CHEM 3600 Inorganic Chemistry. A study of the principles of inorganic chemistry. Topics include

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atomic theory, chemical bonding, the periodic system, acid base theories, complex ions, and organometallics 4 s.h.

Prerequisite: CHEM 1110, 1120, 2110

CHEM 3800 Internship/Cooperative Education.

Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies sectioncredit to be arranged

CHEM 3900 Special Topics. Open only to advanced students with the consent of the department.....credit to be arranged

CHEM 4000 Physical Chemistry I. Theoretical principles of gases, liquids, solids, atomic and molecular structure, elementary thermodynamics and thermo-chemistry, solutions, reaction kinetics, chemical equilibria, phase rule, colloidal systems, catalysis, electrochemistry, photochemistry, and radiochemistry. Three hours of lecture, six hours of laboratory 5 s.h.

Prerequisite: CHEM 1110, 1120; PHYS 2210, 2220 and MATH 2350, 2360

CHEM 4200 Physical Chemistry II. Theoretical principles of gases, liquids, solids, atomic and molecular structure, elementary thermodynamics and thermo-chemistry, solutions, reaction kinetics, chemical equilibria, phase rule, colloidal systems, catalysis, electrochemistry, photochemistry, and radiochemistry. Three hours of lecture, six hours of laboratory 5 s.h.

Prerequisite: CHEM 1110, 1120; PHYS 2210, 2220 and MATH 2350, 2360

CHEM 4930 Chemistry Capstone*. To meet the college requirement of comprehensive assessment, chemistry majors will enroll in this 1 credit course the last semester of their senior year. The course will be an independent study which is designed to help each student review the chemistry content from their four years of study. There will be a letter grade assigned, and as with every other major requirement, the

student will be required to pass the course (C- or higher) to graduate. Student performance will be evaluated based upon a series

of exams and a final..... 1 s.h.

*Not designed for transfer

CHEM 4990 Comprehensive Assessment.

Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.A. or B.S. in Chemistry students must earn a passing grade on the Chemistry Department Comprehensive Assessment Exam..... 0 s.h.

COMMUNICATION

COMM 1500 Basics of COMM at King Seminar*.

This course is mandatory for new students at the beginning of their first semester in the Communication program. This required online course introduces students to fundamental skills like organized writing, citing, and APA style that prepare them for the COMM program at King..... 1 s.h.

*Not designed for transfer

COMM 2400 Professional Communication.

Students practice traditional methods of written and oral expression in professional communication environments. Assignments emphasize audience-centered writing, industry-specific expectations, and organized communication. Students also hone resumes and practice effective interviewing..... 4 s.h.

COMM 2500 Visual Rhetoric. This course is an introduction to basic design. Students design visually persuasive documents including resumes, business cards, letterhead, and other content. The course examines the production of everyday texts both written and visual. This course requires student-created projects and modification..... 4 s.h.

COMM 2600 Introduction to Media

Communication. This introductory course examines and analyzes how radio, television, newspapers, books, films, the Internet, citizen media and social media shape society. Students consider the ethical influences of media and develop a critical lens for analyzing mass media texts and mediums..... 4 s.h.

Course Descriptions

COMM 2700 Advanced Speech Communication.

This course develops student mastery of professional speech, focusing on both theory and practice of presentational skills. Students learn how to speak effectively to various audiences by learning stress reduction techniques, organized speech principles, ethical strategies for presenting ideas, and visual aids. This course also incorporates listening and ethical critique of speeches 4 s.h

COMM 3000 Communication Theory and Practice.

An introduction to communication theory that maps different schools of thought. This course teaches people to use theories to explain, predict, or control their communicative experiences and relationships. Course includes a theory-rich, application paper 4 s.h.

COMM 3200 Interpersonal Communication.

This course overviews interpersonal communication, conflict management, and theory. Students learn the basics of interpersonal relationships, rules that guide those personal and professional relationships, and effective tools for negotiating such complex connections. Students assess their own patterns to understand interactions. Students learn to initiate, maintain, repair, and negotiate effective interpersonal relationships 4 s.h.

COMM 3300 Editing for Special Topics in Communication.

This course explores special topics in communication. The special topics change to include recent developments in communication, news stories of interest, and best practices for communication practitioners. Example topics include negotiation, effective crisis communication, social media campaigns, family conflict resolution, and countless other trends in the field of communication. Students write papers pertaining to the selected topics and revise these works to develop strong editing skills..... 4 s.h.

COMM 3400 Rhetoric and Persuasion.

An introduction to the study and practice of ethical and unethical persuasion. Course covers issues such the role of emotion, motives and values, propaganda and the abuse of persuasion, political persuasion, and media persuasion 4 s.h.

COMM 3500 Public Relations. An introduction to the many aspects of public relations (PR) such as relating to the mass media, managing crises, and preparing campaigns. Students learn conventional and new-media approaches to effective public relations. Students practice research in public relations and learn how to prepare PR plans, press releases, memos, and proposals..... 4 s.h.

COMM 3600 Organizational Communication.

This course explores the fundamentals of effective organizational structures, communicative processes, and innovations at organizations. Students learn historical and developing approaches to organizing. Course emphasizes student-learned contributions to organizational communication that permeates companies, procedures, and effectiveness..... 4 s.h.

COMM 3800 Internship/Cooperative Education.

Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative policy under the Academic Policies section credit to be arranged

COMM 4100 Ethics in Communication.

A study of philosophical and religious theories of ethics and of their application to realistic ethical dilemmas that enable students to consider the complexities of ethical decision-making. Emphasis on critical thinking and learning to apply ethical frameworks in communication and behavior..... 4 s.h.

COMM 4500 Leadership Communication.

This course overviews professional and personal leadership styles. Students assess their own predispositions and learn to strengthen their leadership abilities and effectiveness habits in a variety of personal and professional contexts 4 s.h.

COMM 4990 Comprehensive Assessment.

Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. Comprehensive assessment for the Communication

Course Descriptions

program requires students to demonstrate competency in writing effectiveness and application of communication knowledge by means of a portfolio that is presented to department faculty and an outside reviewer (when available). Students are required to successfully complete comprehensive assessment during their last semester to earn a B.S. in Communication. Any student who does not meet the minimum requirement (Pass) of their comprehensive assessment will not graduate until the requirement has been met0 s.h.

CRIMINAL JUSTICE

CRJU 1500 Introduction to Criminal Justice. This is an introductory course for the Criminal Justice program. It is a survey of the history and function of the different sections of the American criminal justice system including courts, corrections, and law enforcement. Additional topics will include the future of the justice system as well as an introduction to alternatives to our current justice responses....4 s.h.

CRJU 2500 Criminal Investigation for Forensic Science. This course is an introduction to the criminal justice system's use of forensic science technology. The focus will be on collecting and preserving evidence, learning forensic science technologies, and presenting evidence in court. Current research, hands-on exercises, and mock crime scenes will be used4 s.h.

CRJU 2610 Criminal Procedure. This course is designed to survey the foundations of our criminal course system as defined in the U. S. Constitution, Federal, and State laws. Topics will include due process and procedure of criminal courts. Special emphasis will be placed on the safeguards provided to citizens in the U.S. Constitution4 s.h.
Prerequisite: CRJU 1500

CRJU 2620 Criminal Law. Criminal Law examines state and federal crimes of the United States. This course provides an historical overview of the philosophy and foundations of criminal law and examines elements of crime, purposes, and functions of law, and the limits of law. It also covers topics such as defenses to prosecution4 s.h.
Prerequisite: CRJU 1500

CRJU 2800 Serial and Mass Murders. This course explores current research and case studies of serial killers and mass murders. Topics of discussion will include profiling, behavioral case studies, typologies, the history of these phenomena, and our culture's fascination with this behavior4 s.h.

CRJU 2900 Special Topics in Criminal Justice. This course will cover different topics within the study of criminal justice. A slate of topics including Serial and Mass Murder and Race, Gender, and Crime will be rotated with every offering4 s.h.
Prerequisite: CRJU 1500

CRJU 3000 Juvenile Justice. This course will provide an overview of the beginnings and philosophy of the juvenile justice system in the United States. There will be a focus on theories of delinquency, special interventions for juveniles, status offenses, drug crime, and gangs. Important court cases and the constitutional rights of juveniles will also be discussed.....4 s.h.
Prerequisite: CRJU 1500

CRJU 3100 American Systems of Corrections. American Systems of Corrections is an overview of the history and development of the punishment system in the United States. Discussion will include the genesis of our current system and how other countries shaped its formation. There will also be an emphasis on the goals and types of punishments, alternatives to incarcerations, and capital punishment. Christianity's influence on historical penitentiaries and modern correctional facilities will also be a focus4 s.h.
Prerequisite: CRJU 1500

CRJU 3110 American Policing. American Policing will provide a broad survey of the history and progression of law enforcement in America beginning with its early relationship to British law enforcement. The focus will be on understanding law enforcement as a type of social control. We will also analyze the use of policy in shaping law enforcement practices and techniques as well as the special problems associated with this type of employment such as stress4 s.h.
Prerequisite: CRJU 1500

Course Descriptions

CRJU 3330 Research Methods in Criminal Justice. Research Methods in Criminal Justice will include an examination of qualitative and quantitative methods of social science research with an emphasis on criminal justice theory and policy. Various research strategies, including sample surveys, observation, experiments, and evaluation, are discussed4 s.h.
Prerequisite: CRJU 1500

CRJU 3440 Applied Research Methods. This course will focus on the use of statistical methods in the analysis and interpretation of research in the field of criminal justice. Topics of discussion will include how research and statistics are used to better understand criminology, human behavior, and criminal justice policy4 s.h.
Prerequisite: CRJU 1500

CRJU 3600 Theories of Criminology. Theories of Criminology will include focused discussions on the analysis of the major criminological, sociological, and psychological theories that seek to explain why people commit crimes and how people become victims of crimes4 s.h.
Prerequisite: CRJU 1500

CRJU 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged

CRJU 4200 Ethics and Justice. This course includes discussion of the different ethical issues faced by criminal justice professionals such as prosecutorial and judicial misconduct, corrections issues, and law enforcement deviance. The examination of different ethical dilemmas and scenarios will be used..... 4 s.h.
Prerequisite: CRJU 1500

CRJU 4550 Criminal Justice Policy. This course discusses current issues in criminal justice policy and criminology research. This course will deal with new research and policy implications in a wide range of areas. Topics will include research methodological

issues, police operations, correctional treatment programs, court and legal issues, gun control, corrections, and drug issues4 s.h.
Prerequisite: CRJU 1500

CRJU 4600 Alternatives to Justice: Restorative Justice. This course focuses on alternatives to the traditional ways crime is addressed by the criminal justice system and how they can be implemented in our current system. Students will examine ways they can be agents of cultural transformation in the lives of the citizens they interact with over the course of their careers. Discussion will focus on alternatives to our current justice system.....4 s.h.
Prerequisite: CRJU 1500

CRJU 4990 Comprehensive Assessment. Upon completion of all criminal justice coursework, students will take a comprehensive examination to demonstrate competency in the field. The exam will be taken at the student's assigned campus, online, or at an ETS testing center. Students must make a passing grade to meet this requirement. The passing grade is based on nationally normed data and must be higher than two standard deviations below the mean for that academic year. If students do not receive a passing score, they will have the opportunity to complete and pass either a program portfolio demonstrating their coursework during the program or to complete a departmental exam 0 s.h.

DIGITAL MEDIA ART AND DESIGN

DMAD 1500 Introduction to Web Presence and Social Media Strategy. This course will introduce students to the practice of web publishing, the basic principles of social media strategy, and web integration. Students will explore how to effectively utilize current digital media tools and applications for communication and content curation on the Internet. Furthermore, the proper use of web publishing tools, content management systems, and multimedia software will be demonstrated at an introductory level..... 4 s.h.

DMAD 1600 Media Production. This course is an introduction to hardware and software management for the Macintosh Computing platform. Topics include creating a personal data management system and workflow, general maintenance, trouble shooting

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and repair of Macintosh software and hardware. This course also serves as an introduction to multimedia creation and publishing with an emphasis on creating professional, engaging presentations using the Macintosh environment. This class will prepare students for a broad range of media projects as well as proficiency in the major tool of a digital creative, the Macintosh computer..... 4 s.h.

DMAD 2000 History of Photography. This class is a survey of the history of photography. We will discuss photography's creation as an art form, as a method of communication, as a social responsibility and contemporary photography in a global context. We will also discuss major movements within photography through the prominent artists of the medium to provide an understanding of their influence on photography as we know it today ... 4 s.h.

DMAD 2200 The Arts in Historical Context. This course will explore important works of visual art/ photography, film/theatre, and music and their place in world history. Through a series of reading, lectures, and writings, students will learn to better "read" art and understand its place in society 4 s.h.

DMAD 2400 Introduction to Visual Rhetoric and Graphic Design. This course exposes students to the concept of visual rhetoric, invites them to create their own working definition of that term, and demands that they demonstrate their understanding of both traditional concepts of rhetoric with words that use implied visuals and 21st century concepts of rhetoric that incorporate explicit visuals. The course touches on semiotics, design theory, and classical rhetoric as well as explores the meaning of visual literacy and how that skill/awareness changes communication, persuasion, and storytelling. Students will analyze texts on pages and screens and design texts for print and digital application to show their developing understanding of human communication through media 4 s.h.

DMAD 2900 Project Lab I. This course gives students the opportunity to research and create work to build a portfolio that exemplifies their technical skill and their identity as an artist. Students will conceptualize and produce bodies of work centered around personal vision and creating identity 2 s.h.
Prerequisite: PHOT 2010

DMAD 3000 B&W Darkroom. This course offers an introduction to silver-based black and white photography and darkroom practices. Through multiple and varied class projects, lectures, critiques, and demonstrations, the course is designed to give students a basic understanding of black and white film capture, as well as photographic silver gelatin printing techniques. Students will explore the medium of analog photography while improving their skills in composition, image capture, and printing 4 s.h.
Prerequisite: PHOT 1010 or PHOT 2010

DMAD 3020 DSLR/DSLM Video Production. This course explores the production, presentation, and publishing of advanced media elements through project-based scenarios. Students will study advanced digital video capture, audio capture, editing, and various venues for release of finished products... 4 s.h.
Prerequisite: PHOT 2010, PHOT 3010

DMAD 3030 Advanced Lighting. This course presents advanced theory and technical application of photographic lighting as it applies to imaging and video. Topics include location and studio management, professional application, and personal creative vision 4 s.h.
Prerequisite: PHOT 2010, PHOT 3010

DMAD 3200 Imagery in Society. This course is an introduction to imagery in the mediums of photography, web, video, and animation as they relate to digital media's impact on society through the exploration of concepts and technique 4 s.h.

DMAD 3410 Multipage Design. This course is an introduction to procedures to create, plan, and produce visual communication design. Emphasis is on acquiring and working with visual vocabulary to gain mastery of conceptual and creative procedures by learning technical skills that translate ideas and concepts into visual design and graphic imagery 4 s.h.
Prerequisite: DMAD 2400

DMAD 3420 Branding and Identity Design. In this course, students will apply graphic design theory to create conceptual approaches for communicating ideas visually. Through a series of assignments, students will plan, develop, manage, and execute

Course Descriptions

projects for multiple platforms including print and digital media. The emphasis of the course is to create practical design materials while developing a professional portfolio.....4 s.h.
Prerequisite: DMAD 2400

DMAD 3640 Digital Media Business Practices. This course is an introduction to the management of a digital media company. Students will be introduced to basic business concepts, including the legal formation of a business, financial management tools and techniques, business communications, and an introduction to marketing concepts. Topics include the development of a business idea; crafting a business and financial plan; alternative models of financing, marketing, and launching. The ultimate outcome of this course will be to develop creative individuals with the entrepreneurial and managerial skills necessary to conceive, launch, and manage a sustainable digital media enterprise in the increasingly complex economic environment of contemporary artmaking.....4 s.h.

DMAD 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged

DMAD 3900 Project Lab II. This course gives students the opportunity to research and create work to build a portfolio that exemplifies their technical skill and their identity as an artist. Students will conceptualize and produce bodies of work centered around personal vision and creating2 s.h.
Prerequisite: DMAD 2900

DMAD 4020 Advanced Web. This course covers development of logical and efficient site structures, importation and use of a variety of graphic file formats, color management for online publication and successful utilization of typography. Using HTML and CSS, students will design, construct, and publish a professional personal website. Emphasis is

placed on successful publishing and management of the student's own work. Students will become familiar with Content Management software and the integration of JavaScript for animation and interactive elements4 s.h.

DMAD 4900 Project Lab III. This course gives students the opportunity to research and create work to build a portfolio that exemplifies their technical skill and their identity as an artist. Students will conceptualize and produce bodies of work centered around a personal vision and creating identity ... 2 s.h.
Prerequisite: DMAD 3900

DMAD 4990 Comprehensive Assessment. Comprehensive assessment in Digital Media Art & Design demonstrates competency in the graduating student's major field with a capstone project and an exhibition. Students must earn a grade of C- or higher on the capstone project.....0 s.h.

ECONOMICS

ECON 2000 Introduction to Economic Principles. This course covers both micro-economic theory (theories of demand, supply, production, cost, and market structures) and macroeconomic theory (theories of economic institutions, GDP, unemployment, and inflation)4 s.h.

ECON 3250 Money and Banking. A theoretical and analytical approach to financial institutions, regulations in the banking system, central banking, and monetary policy and control4 s.h.
Prerequisite: ECON 2000

ECON 3260 Intermediate Microeconomic Theory. A study of selected areas of advanced price theory and their applications. This course balances theories with real-world applications4 s.h.
Prerequisite: ECON 2000

ECON 3270 Intermediate Macroeconomic Theory. A study of the various theories of aggregate income determination and of inflation, unemployment, and business cycles. The course will also study the various views of the feasibility of counter-cyclical stabilization policy and demand management4 s.h.
Prerequisite: ECON 2000

Course Descriptions

ECON 3280 Issues in Political Economy. The course studies the interaction between government and markets. For example, the conflicts between efficiency and the politically favorable, the dilemma of political failures and market failures. The course will also provide a forum to integrate economics and political science as we discuss current events; for example, healthcare, income inequality, and international trade4 s.h.
Prerequisite: ECON 2000

ECON 3290 Managerial Economics. Students will learn how to apply economic theory, principles, and techniques to business decision making4 s.h.

ECON 3810 Economic Issues in Public Policy and Current Events. This course is intended to be a capstone course for students pursuing the Economics Track or Minor. This course helps students develop skills in writing about, discussing, interpreting, and presenting economic policy analysis. In this class, we will analyze selected policies in a variety of formats: lectures and class discussions, as well as oral and written presentations by individual students on their own topics4 s.h.
Prerequisite: ECON 3260 and ECON 3270 or approval by Instructor

ECON 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged

ECON 3900 Special Topics. Guided research in special topics selected by conference between the instructor and student. The proposal must be approved by the instructor and reviewed by the department in advance of registration credit to be arranged

ECON 5900 Graduate Research Hours in Economics. Supervised student activities on research projects identified on an individual or small-group basis0 s.h.

EDUCATION

EDUC 1500 Foundations of Lesson Planning. This non-credit course provides application of pedagogical theory and practice that focuses on creating effective lesson plans for teaching. Topics include curriculum and instruction, student diversity and classroom management with emphasis on developmentally appropriate curriculum content, specific instructional strategies, and assessment techniques. This course must be passed as one of the requirements for Admission to the Teacher Education Program (Pass/Fail).....0 s.h.

EDUC 2030 Introduction to Teaching, K-Grade 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 portfolio2 s.h.
Corequisite: EDUC 2031

EDUC 2031 Introduction to Teaching Practicum, K-Grade 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.
Corequisite: EDUC 2030

EDUC 2370 Reflective Teaching: Planning for Classroom Instruction. This course emphasizes instructional planning, including developmentally appropriate curriculum content, specific instructional strategies, and assessment techniques. Students are expected to observe in classrooms as a part of this course3 s.h.
Corequisite: EDUC 2030/2031

EDUC 2800 Fundamentals of Pedagogy. This course provides an overview of pedagogical theory and practice that accompanies effective teaching. Topics include curriculum and instruction, student diversity and classroom management with emphasis on developmentally appropriate curriculum content, specific instructional strategies, and assessment techniques. Students are expected to complete

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assignments of the Teacher Education electronic portfolio, and to complete observation hours in public school classrooms and in non-traditional settings that offer diverse student populations ... 4 s.h.

EDUC 2900 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 Technology for 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.
Prerequisite: EDUC 2030/2031 or EDUC 2800

EDUC 3120 Principles of Grammar and Writing: ESL. This is the study of grammar and syntax of the English language as it relates to the teaching of writing to non-native speakers of English. Students will be exposed to principles of phonology, grammar, mechanics, syntax, and composition, enabling them to be effective in adapting course content appropriate for ESL students at varying levels of English proficiency 2 s.h.

EDUC 3170 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-1st), evolving (2nd-4th), and maturing (5th-8th) readers 4 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800

EDUC 3180 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 daily. Designed to prepare elementary and middle school teachers to teach reading in Grades K-8, this course also focuses on reading in the content areas (across the curriculum). Direct experience in working with students in an elementary or middle school setting is required. Students are expected to provide their own transportation 2 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800

EDUC 3360 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 Secondary Curriculum and Methods. This course is a survey of general secondary teaching methods, materials, classroom management, and assessment 3 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800

EDUC 3392 Content Specific Practicum, Elementary Music Education. Supervised fieldwork and teaching in elementary music education to accompany Elementary Music Methods 1 s.h.
Prerequisite: Admission to Teacher Education
Corequisite: EDUC 3541

EDUC 3393 Content Specific Practicum, Secondary Music Education. Supervised fieldwork and teaching in secondary music education to accompany Secondary Music Education Methods 1 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800
Corequisite: EDUC 3542

EDUC 3394 Content Specific Practicum, Secondary Instrumental Music Methods. Supervised fieldwork and teaching in secondary instrumental music to accompany Secondary Instrumental Music Methods 1 s.h.

Course Descriptions

EDUC 3530 Language Arts and Social Studies Methods. This course is designed to be a survey of materials and methods appropriate for teaching language arts and social studies in elementary and middle schools and to develop instruction and assessment skills in these subjects. Curriculum content and grade level objectives for each subject will be explored separately with an emphasis on the integration of these content areas into the total curriculum, Grades K-8. Individual and group projects, including instructional planning and assessment, and fieldwork are required components of the course..... 3 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800

EDUC 3540 Math and Science Methods. This course is designed to survey materials and methods appropriate for teaching math and science in elementary and middle schools and to develop instruction and assessment skills in these subjects. Curriculum content and grade level objectives for each subject will be explored separately with an emphasis on the integration of these content areas into the total curriculum, Grades K-8. Individual and group projects, including instructional planning and assessment, and fieldwork are required components of the course..... 3 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800

EDUC 3541 Elementary Music Methods. This course is designed to survey materials and methods appropriate for teaching music concepts to children in elementary and middle schools, and to develop instruction and assessment skills in this subject. Curriculum content and grade level objectives will be explored separately. Grades K-6. Individual and group projects, including instructional planning, assessment, and fieldwork, are required components of the course..... 3 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800;
and MUSC 1010, 1020, 3620
Corequisite: EDUC 3392

EDUC 3542 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 course3 s.h.
Prerequisite: MUSC 1010, 1020, 1110, 2010, 2020, 3020, 3620
Corequisite: EDUC 3393

EDUC 3543 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 Integrated 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: EDUC 2030/2031 or EDUC 2800

EDUC 3590 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 fieldwork in 7-12 classrooms 3 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800

EDUC 3600 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: EDUC 2030/2031 or EDUC 2800

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EDUC 3630 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 3050

EDUC 3640 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 3050

EDUC 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged

EDUC 3900 Special Topics..... 1-4 s.h.

EDUC 4110 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 2 s.h.

EDUC 4120 Principles of Second Language Acquisition. Explores ESL theory and practice for inclusion of non-native English speakers in public school classrooms..... 2 s.h.

EDUC 4360 ESL Methods and Materials. Selection and development of instructional materials and strategies for instruction of non-native

English speakers in bilingual and multilingual classrooms 2 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800

EDUC 4380 Practicum in ESL Instruction. Supervised practicum in assessment and instruction of non-native English speakers in public school classroom during the PreK-12 school year 2 s.h.

EDUC 4390 Secondary English Methods and Materials. This course is a survey of effective methods, skills, strategies of teaching English/ language arts in the middle and secondary grades. Teacher candidates will apply and explore a variety of theoretically grounded and effective strategies, techniques and methods for teaching English based on Tennessee's Literacy Standards for ELA Middle and Secondary English. It is a requirement of all secondary English candidates 3 s.h.

EDUC 4470 Student Teaching, K-Grade 5. This course consists of clinical experience featuring observation, co-teaching, and teaching under the supervision of a mentor teacher and university supervisor. Students are placed in local partner schools for their clinical experience. Students must apply for admission to student teaching and be approved before enrolling in this course 10 s.h.
Prerequisite: All courses in the academic major and all professional level Teacher Education courses

Corequisite: EDUC 4950

EDUC 4490 Student Teaching, Grades 6-12. This course consists of clinical experience featuring observation, co-teaching, and teaching under the supervision of a mentor teacher and university supervisor. Students are placed in local partner schools for their clinical experience. Students must apply for admission to student teaching and be approved before enrolling in this course 10 s.h.
Prerequisite: All courses in the academic major and all professional level Teacher Education courses

Corequisite: EDUC 4950

EDUC 4660 Student Teaching: K-12. This course consists of clinical experience featuring observation, co-teaching, and teaching under the supervision of a

Course Descriptions

mentor teacher and university supervisor. Students are placed in local partner schools for their clinical experience. Students must apply for admission to student teaching and be approved before enrolling in this course 10 s.h.
Corequisite: EDUC 4950

EDUC 4700 Clinical Teaching Practicum.

Candidates who are hired as teachers of record in area partner schools are enrolled in this course in both fall and spring semesters to practice and demonstrate their teaching effectiveness. They will teach under the supervision of a university supervisor and a local mentor/administrator 3 s.h.
Prerequisite: Post baccalaureate status, undergraduate major or equivalent in licensure area, and enrollment in King M.Ed. program. Register for 2 semesters (full academic year).

Corequisite: EDUC 4950

EDUC 4940 Introduction to edTPA. This online course is designed to introduce the edTPA process to students who are preparing to student teach. The course will offer an overview of the edTPA process and a review of all rubrics associated with edTPA. A final project in the class will include students assessing their own teaching episodes using edTPA rubrics 1 s.h.

EDUC 4950 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.
Corequisite: EDUC 4470, 4490, 4660, or 4700

EDUC 4990 Comprehensive Assessment.

Comprehensive Assessment (passing state-required Praxis II Exams or successful portfolio completion and a successful portfolio defense) 0 s.h.

EDUC 4991 Licensure Assessments. Assessments required by the Tennessee Department of Education for a teaching license (Pass/Fail) 0 s.h.
Prerequisite: Senior Status

EDUC 5000 Designing Instruction for Exceptional Learners. This course is an intensive study of

exceptional learners. There is focus on extending principles of learning and intellectual, socio-cultural, emotional, and physical development to persons with disabilities. Emphasis is placed on how to design and modify learning environments to meet individualized needs while integrating standards into learning experiences 3 s.h.

EDUC 5010 Research Methods in Education. This course is an introduction to the function and means of various practices of educational research. The course will promote understanding of the language of educational inquiry, aims and uses of research, various ways of framing research questions and designing studies, and procedures for obtaining, analyzing, and interpreting qualitative and quantitative data 3 s.h.

EDUC 5015 Instructional Planning. This course is a practical introduction to the lesson planning process that offers ample opportunities for practice and revision. Students will practice framing lessons using district and state curriculum standards, writing measurable objectives, developing, and using formative and summative assessments, and planning for differentiated instruction. Students will also learn how to access prior knowledge of the students in their classrooms, offer guided practice and modeling, foster critical thinking and problem-solving skills, and complete a lesson with intentional closure 3 s.h.

EDUC 5020 Instructional Design. This course is a study of curriculum and instructional design, and instructional strategies consistent with such designs. Students will examine curricula theory and practice on multiple levels in designing responsive curricula. There will be an emphasis on understanding complex processes in learning and in curriculum development 3 s.h.

EDUC 5030 Human Relations in the Classroom.

This course focuses on intrapersonal, interpersonal, and intergroup relations issues in schools. Theory will be blended with practice in the study of instructional, classroom management, and conflict resolution practices. The course will examine the critical issues associated with discipline and management, community building practices, strategies for working with families, transition

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practices, and practices related to multicultural education. This course also emphasizes teacher self-awareness as a major aspect of the human relations approach..... 3 s.h.

EDUC 5040 Advanced Assessment and Evaluation. This course investigates principles of assessment and evaluation with emphasis on practices applicable to a variety of educational settings. The course focuses on preparing educators to analyze a wide range of data sources and to use that data to initiate and support improvement in K-12 schools..... 3 s.h.

EDUC 5060 Social Foundations of American Education. The focus of this course is culture as a motivating influence in learning, and the ways in which ethnicity, race, social class, gender, and language background affect access to education and economic opportunity and achievement. Social, economic, and political contexts within which schools must function, and values which provide direction for our schools, will be addressed. The course includes an overview of the historical, philosophical, and social influences shaping educational practices, beliefs, and goals through history..... 3 s.h.

EDUC 5070 Advanced Educational Psychology. This course examines in depth the contributions of psychology to the teaching and learning processes. The theories and applications of psychology applied to cognitive, social, and emotional learning are emphasized. In addition, students will investigate how behavioral, cultural, and cognitive theories inform effective instruction and classroom management..... 3 s.h.

EDUC 5080 Elementary Methods and Materials. This course provides students structured investigation into the planning, teaching, and assessment strategies that are appropriate to their intended teaching area. Specific topics include national standards, scope, and sequence in their subject, and main concepts of the discipline. There will be emphasis on instructional design, media, and methodology as well as recent developments in content and instructional procedures as they relate to elementary schools 3 s.h.

EDUC 5085 Secondary Methods and Materials. This course provides students structured

investigation into the planning, teaching, and assessment strategies that are appropriate to their intended teaching area. Specific topics include national standards, scope, and sequence in their subject, and main concepts of the discipline. There will be emphasis on instructional design, media, and methodology as well as recent developments in content and instructional procedures as they relate to middle and secondary schools.....3 s.h.

EDUC 5090 Theory and Practice in Literacy and Reading Instruction. This course focuses on literacy acquisition as a developmental process and on effective methods of applying research to practice. Emphasis is on the developmental stages of reading, evaluation of materials for reading instructions, diagnostic assessment, and effective reading programs. Students will also investigate instructional techniques regarding how diverse children develop abilities to decode, interpret, and use language to gain content knowledge..... 3 s.h.

EDUC 5100 Action Research Project. This course requires an action research project designed to explore an issue or line of inquiry chosen by the student. Emphasis will be placed on selecting a project relevant to an issue in local schools. This course focuses on the gathering of qualitative and quantitative data, data analysis, interpretation techniques, drawing conclusions, developing an action plan, and preparing a publishable research report.....4 s.h.

EDUC 5110 Action Research Seminar. This course provides students the opportunity to work with a high degree of independence to meet well-defined goals under the supervision of a member of the graduate faculty. Included in the course will be small group meetings for the exchange of ideas, debate of issues, or presentation of research in stages through completion2 s.h.

EDUC 5210 Trends and Issues in Educational Technology. This course will further develop students' technology skills for use in the educative process. A central focus will be research to determine emerging technologies appropriate for use in schools. Students will investigate the use of

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technology to accomplish data-driven decision-making, and to solve school-based issues effectively and efficiently..... 3 s.h.

EDUC 5220 Leading Change in Educational Organizations. Instruction will focus on engaging stakeholders in effectively developing and implementing the school's vision, mission, and goals; creating a culture conducive to learning throughout the school community; making best use of resources to achieve the school mission; and carrying out responsibilities ethically. The student will understand the challenges of continuous improvement while managing the school and fostering a school culture focused on teaching and learning. Discussions will include methods and procedures for developing programs and instructional staff in addition to assessment strategies applied to both areas. Principles and techniques of effective leadership will be assessed against the legal, moral, and ethical implications of teacher leaders' actions and beliefs. Concepts and methodologies from learning theory, systems theory, group dynamics, and organizational culture assessments will be applied to collective learning and organizational culture 3 s.h.

EDUC 5230 Inclusion and Diversity in the Classroom. This course is designed to examine school culture as it relates to creating a learning environment that supports multiculturalism, under-resourced learners, and students with special needs. Participants will investigate research-based instructional strategies that support the academic achievement of diverse learners..... 3 s.h.

EDUC 5240 Legal and Ethical Dimensions in Education. This course is an examination of federal and state constitutional and statutory influences on public schools, with a focus on how judicial interpretation shapes and influences educational policy. Students will analyze ethical and professional decisions affecting stakeholders within the school community 3 s.h.

EDUC 5250 Cultural Diversity in American Education. This course is designed to increase knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interaction with colleagues,

students, families, and the larger community. Incorporating the methodologies of history, anthropology, sociology, cultural studies, political science and economics, the course is intended to create a rich yet critical understanding of the cultural influences that may influence the success of students of different backgrounds. It is also intended to help teacher leaders think about how to create an inclusive culture where diverse perspectives are welcomed and encouraged. In addition to the study of the cultural characteristics of major ethnic groups in America, topics include multiculturalism, racial identity development and ethnic identity development. Students will explore their own understandings of diversity to consider how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students 3 s.h.

EDUC 5260 Curriculum Theory and Instructional Design. Instruction will focus on an overview of past, present, and emerging curriculum trends, to include discussion of educational and curricular philosophy and how philosophy impacts school programs. This course is designed to enhance the teacher leader's capabilities to manage and direct the development and organization of curriculum and materials. The concepts and skills of curriculum development and application to actual course planning are explored..... 3 s.h.

EDUC 5270 Contemporary Issues in Education. This course examines critical issues in education. The focus will be researching, analyzing, and comparing emerging issues to promote scholarly thought within learning communities 3 s.h.

EDUC 5990 Comprehensive Assessment. Successful completion of all Tennessee Department of Education mandated, at the time of graduation, PRAXIS II Content Knowledge and pedagogy (Principles of Learning and Teaching) examinations. Successful completion and presentation of electronic portfolio demonstrating competency in state and national standards. Successful completion of the Master of Education comprehensive examination. Successful completion of the comprehensive assessment is a requirement for graduation and recommendation for teacher licensure 0 s.h.

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ENGLISH COMPOSITION

ENGC 1001 College-Level Writing: Documentation and Formatting. This course introduces online and AGS students to the conventions of college-level writing across the disciplines with a specific focus on documentation and formatting. It provides students with the tools needed to properly format and ethically document written work in their courses. Topics covered in the course will include documentation and writing context, in-text citation, bibliographic citation, and incorporation of source material into written work 1 s.h.

ENGC 1002 College-Level Writing: Grammar and Mechanics. This course is a study of grammar that is necessary for punctuated writing. It offers students a refresher course in grammar and mechanics and will prepare them to write more effective papers in all their classes. Topics covered in this class include parts of speech, subject-verb agreement, verb tenses, pronouns, sentence fragments, comma splices, fused sentences, and punctuation 1 s.h.

ENGC 1003 College-Level Writing: Thinking and Writing. This course is a study of the relationship between thinking critically and writing successful essays. It offers students a refresher course in the steps of the writing process, including pre-writing, writing, and revising, and will prepare them to write more effective papers in all their classes. Topics covered in this class include prewriting strategies, thesis statements, outlines, organizational strategies, and revision 1 s.h.

ENGC 1010 English Composition: Basic Communication Skills*. A review of basic elements of the writer's craft, including grammatical rules, sentence-building skills, paragraph development, logic for exposition/analysis, and the practice of composition and revision. Required of all students who do not demonstrate adequate writing skills (as determined by ACT/SAT scores, high school grades, or the initial writing sample) upon entry to King, or who do not achieve at least a C- average in ENGC 1110. May not be substituted for English 1110 to fulfill core requirements. Offered in face-to-face and online formats 4 s.h.

*Not designed for transfer

ENGC 1110 Composition: Writing and Speech.

This course introduces and reinforces the conventions of ethical and excellent citizenship in the academic community. It demonstrates how to use the critical tools of academic exploration: careful reading, thoughtful listening, analytical writing, proper research techniques, and effective speaking 4 s. h.

NOTE: Every student must earn a grade of C- or higher to pass ENGC 1110 or ENGC 1180. A grade below a C- is equivalent to a grade of F. Should a student transfer in English composition from another institution, the student must have a C- or higher in that course.

ENGC 1180 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 ENGC 1110 4 s.h.

NOTE: Every student must earn a grade of C- or higher to pass ENGC 1110 or ENGC 1180. A grade below a C- is equivalent to a grade of F. Should a student transfer in English composition from another institution, the student must have a C- or higher in that course.

ENGC 2010 Composition: Research and Writing.

This course reinforces the conventions of ethical and excellent citizenship in the academic community: appropriate research methodologies, presentation formats both written and oral, and documentation. Students will study and practice writing and research within their major disciplines (or intended major disciplines in the AA Program). The course is a bridge to major area and career preparation. Students will join their disciplinary discourse communities through reading, research, conversation, and writing 2 s.h. Prerequisite: ENGC 1110 or 1180.

Recommendation: Declaration of Major prior to taking this course

ENGC 2920 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

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understanding and defining audience, and on choosing the best strategies to accomplish the writer's purpose. Also practice on choosing appropriate narrative strategies for processes (instructions), events (journalism), and investigations (research). Required of those seeking English certification in Tennessee. Taught alternating Spring semesters, even years, and offered online..... 4 s.h.
Prerequisite: ENGC 1110/1180

ENGLISH

ENGL 2110 20th and 21st Century World Literature. This course examines a global array of literature from the 20th and 21st centuries, addressing the most pressing issues of the last century: violent cultural shifts and their effects on the margins of society, the clash of cultures in the developing world, and the challenge to authority. All these issues define and refine the notion of citizenship: Who is my neighbor? What are my obligations to society? To what sort of nation or leader do I owe my allegiance? 4 s.h.

ENGL 2120 Introduction to Appalachian Literature. This course is designed to introduce students to the literature, history, and culture of the southern Appalachian region. The course will examine cultural identity, sense of place, regional and racial identity of Appalachian people found in current as well as past forms of regional literature and scholarship. The course will examine different genres of literature such as travelogues, poetry, local color writing, manuscripts, and novels. The course may also incorporate sociological, economical, and religious examinations as well. The course is designed particularly for Adult and Graduate Studies students seeking to fulfill a core literature requirement 4 s.h.

ENGL 2160 Literature and American Identity. A study of representative works of American literature from its beginnings to the present. Texts will include poetry, drama, fiction, and non-fiction and will explore the evolution of American ideals and character 4 s.h.
Prerequisite: ENGC 1110/1180

ENGL 2450 Appalachia in Literature and Film. This course seeks to acquaint students with the ways of studying and evaluating literature and film as interconnected artifacts. It will introduce the

essential terminology related to literature and film analysis, explore notable aspects of the region of Appalachia, and focus on comparing literature versus film as creative texts. In considering matters of genre, theme, narrative technique, and imagery, students will engage film as if it were another form of literature. ENGL 2450 can fulfill the Human Creative Products core requirement 4 s.h.

ENGL 2480 The Oxford Christian Writers. An introduction to some of the most influential British Christian authors of the middle of the 20th century: C.S. Lewis, J.R.R. Tolkien, Dorothy Sayers, and Charles Williams. It will examine selected works from both literary and theological perspectives, so as to consider the marriage of the mind, imagination, and spirit 4 s.h.
Prerequisite: ENGC 1110/1180

ENGL 2910 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 drama 4 s.h.
Prerequisite: ENGC 1110/1180
Recommended: ENGL 3340

ENGL 3120 Appalachian Literature. This course is designed to broaden students' understanding of the literature, history, and culture of the southern Appalachian region. The course will examine cultural identity, sense of place, regional and racial identity of Appalachian people found in current as well as past forms of regional literature and scholarship. The course will examine different genres of literature such as travelogues, poetry, local color writing, manuscripts, and novels. The course will not be strictly limited to literature of the region, but may also incorporate sociological, economical, and religious examinations as well 4 s.h.

ENGL 3140 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 elementary grades. Limited to those seeking certification in elementary education or to those seeking certification in secondary English 3 s.h.

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ENGL 3150 Adolescent Literature. A review of traditional and contemporary literature of value and interest to young people in middle and high school 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3200 Survey of World Literature. A survey of the western literary tradition with an examination of representative texts from the major eras 4 s.h.

ENGL 3330 Traditional English Grammar and Literacy. This course will provide an intensive fundamental overview of traditional grammar concepts, terminology, and structures within a literacy framework for effective reading, writing, and speaking. Limited to those seeking certification in elementary education..... 2 s.h.
Prerequisite: ENGC 2010

ENGL 3340 English Grammar. This course will introduce students to the fundamentals of English grammar: phonology, morphology, and syntax. A section on applied grammar will offer students insight into how a sound knowledge of grammatical structures can make for more effective writing 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3345 History of the English Language. This course is designed to survey the rich and complicated history of the English language and to consider some of the ways that English is shaping and being shaped by the cultures in which it appears. Although History need not be taken simultaneously with English Grammar, it will provide an excellent companion to that course..... 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3360 Religion and Literature. This course will introduce students to the study of religion and literature, considering both the literary dimensions of religious texts and the ways in which literature influences readers spiritually and morally..... 4 s.h.
Prerequisite: ENGC 1110/1180

ENGL 3370 Post-Colonial Literature. A study of the great variety of modern literature written in English by writers coming from such previously colonized

regions as Africa, South Asia, the Caribbean, and Ireland 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3380 Literary Theory. Designed to acquaint students with the origins, means, and implications of recent theoretical movements. Beginning with the New Critical method, students will study the seminal theorists in such movements as Reader Response criticism, Structuralism, Deconstruction, Psychoanalysis, Marxism/New Historicism, and Feminism 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3400 Survey of British Literature. A survey of British literature from its beginnings until the present with an examination of representative texts 4 s.h.

ENGL 3430 Medieval Literature: Knights, Saints, and Pilgrims. A study of representative literary works from medieval Britain. Readings will address major authors, genres, and themes from the period: epic heroes, Arthurian legend, allegory and dream visions, mystics, and Chaucer's pilgrims 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3450 Renaissance and Restoration Literature. A study of representative literary works from the English Renaissance and Restoration. Readings will address major authors, genres, and issues from the period 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3461, 3462 Shakespeare. A thematic and genre study of representative plays. Students may receive credit for both courses, since different plays will be studied in alternating years..... 4, 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3485 18th Century British Novel. An introduction to the eighteenth-century British novel, focusing on the origins and development of the genre through the work of Defoe, Richardson, Fielding, Burney, and the like 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3490 Special Topics in Pre-1800 British Literature. Designed for seniors and junior honors

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students. Majors are limited to 4 s.h. for major credit..... 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3540 British Romanticism and the Nineteenth Century. A study of representative works of poetry, non-fiction prose, and drama from the Romantic and Victorian periods..... 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3550 Victorian Novel. An examination of representative Victorian novels, considered in the light of their literary and cultural significance.... 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3560 Modern and Contemporary British Novel. A survey of the modern and contemporary British novel, with attention to questions of genre, social context, and critical reading 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3565 Modern and Contemporary British Literature. A study of representative poetry, prose, and drama from the twentieth century to the present..... 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3580 Literature and the Christian Imagination. This course will examine the writings of two of the Oxford Inklings—C.S. Lewis and J.R.R. Tolkien—and their literary ancestor, George MacDonald..... 4 s.h.

ENGL 3590 Special Topics in Post-1800 British Literature. Majors are limited to 4 s.h. for major credit. Designed for seniors and for junior honor students 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3600 Survey of American Literature. A survey of American literary tradition from its beginnings up until the present with an examination of representative texts 4 s.h.

ENGL 3610 Early American Literature. An introduction to the writings and documents of the first generations of European settlers throughout the revolutionary period 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3615 American Romanticism. An introduction to the literature of the early 19th century from Emerson, Thoreau, Hawthorne, Melville, Poe, Dickinson, Whitman, and others..... 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3620 American Realism and Naturalism. An introduction to the writings of the late nineteenth and early twentieth centuries from the Civil War to World War I..... 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3625 Modern and Contemporary American Literature. An introduction to the writings of the post WWI era into the twenty-first century..... 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3660 The American Novel. Masterworks of the genre, considered in the light of their literary and cultural significance 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3690 Special Topics in American Literature. Designed for seniors and for junior honor students. Majors are limited to 4 s.h. for major credit..... 4 s.h.
Prerequisite: ENGC 1110/1180, HUMN 2171/2172

ENGL 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged

ENGL 3940 Creative Writing: Non-Fiction. This course seeks to acquaint students with the essentials of writing creative non-fiction, including memoir. Students will read from a variety of essayists and memoirists and develop their own collection of essays 4 s.h.
Prerequisite: ENGC 1110
Recommended: ENGL 2910

ENGL 3960 Creative Writing: Fiction. This course seeks to acquaint students with the essentials of

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writing fiction, especially the short story and the novel. Students will draw on their acquaintance from courses in American and British novels and in the short story in developing their own work of fiction 4 s.h.

Prerequisite: ENGC 1110

Recommended: ENGL 2910

ENGL 3970 Creative Writing: The Stage Script.

This course seeks to acquaint students with the essentials of writing scripts for the stage. Students will develop their own scripts 4 s.h.

Prerequisite: ENGC 1110

Recommended: ENGL 2910

ENGL 3980 Creative Writing: Screenwriting. This course seeks to acquaint students with the essentials of writing scripts for the screen. Students will develop their own screenplays..... 4 s.h.

Prerequisite: ENGC 1110

Recommended: ENGL 2910

ENGL 3990 Creative Writing: Poetry. This course seeks to acquaint students with the essentials of writing poetry. Students will read from a variety of poets and poetic forms and develop their own collection of poems 4 s.h.

Prerequisite: ENGC 1110 and any ENGL course including a short story poetry component

Recommended: ENGL 2910

ENGL 4900 Honors in Independent Studies.

Directed research or reading in a designated area. A departmental committee must invite and approve proposals..... credit to be arranged

ENGL 4910 English Capstone Seminar. The capstone seminar explores the intersections between faith, language, literature, and vocation. English faculty will also review each student's previous course work and assign individualized reading lists. Students will compile their senior portfolios and present one of those papers orally. Limited to seniors 2 s.h.

ENGL 4990 Comprehensive Assessment.

Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major

fields. For a B.A. in English students must earn a passing grade on the English Department Comprehensive Exam.....0 s.h.

EXERCISE SCIENCE

EXSC 2500 Introduction to Nutrition. This course is designed to provide students with basic knowledge of nutrition as it relates to preparing athletes for practice, training, and game competition. This class will look into the latest technologies available and how to use them in keeping with the Dietary Guidelines for Americans..... 2 s.h.

EXSC 2510 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 4 s.h.

EXSC 2600 Strength and Conditioning Theory and Practice. This course is designed to provide students with basic knowledge of physical conditioning and research for many different sports, both individual and team. The class will also examine and implement a multitude of fitness assessments to determine baseline data and training procedures 2 s.h.

EXSC 2940 Psychology of Coaching. This course includes the application of basic psychological principles to everyday coaching situations and problems..... 2 s.h.

EXSC 3010 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.

EXSC 3300 Exercise Programs for Special Populations. This course provides a study of the

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recommended procedures for exercise testing and prescription for special populations, children, youth, elderly and pregnant women. It includes an in-depth analysis of the biological, behavioral, and environmental factors that influence initial and continued participation in physical activity 2 s.h.
Prerequisite: EXSC 2600

EXSC 3400 Exercise and Nutrition in Chronic Disease. This course will provide knowledge of the evidence-based relationship between exercise, diet patterns and behaviors, and major chronic diseases. Students will obtain an understanding of the epidemiology and pathophysiology of prevailing chronic diseases..... 2 s.h.
Prerequisite: EXSC 2500, EXSC 2600

EXSC 3500 Exercise Training and Performance. This course is designed to further develop the student to an advanced level of theory and practical application in exercise training and performance. Specific emphasis is placed on components of strength training and conditioning including but not limited to aerobic and anaerobic training, speed and agility training, Olympic-style weightlifting, and periodization training 4 s.h.
Prerequisite: EXSC 2600

EXSC 3680 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.
Prerequisite: BIOL 1010, 1020

EXSC 3690 Exercise Physiology. A study of the physiological and biochemical responses of the human body to exercise 4 s.h.
Prerequisite: BIOL 1010, 1020

EXSC 3700 Health Fitness Assessment. This course is designed to develop the student's competency to assess the health and physical fitness of various populations. Emphasis will be placed on fitness appraisal and the development of individualized exercise regimen. Students will critically evaluate the status of their clients' health and physical fitness, create individualized exercise programs, and implement the programs with measurable objectives. Students will monitor their clients' progress using outcomes and fitness measures pertinent to the

clients' health and fitness goals. Students will utilize the exercise science laboratory to measure maximal and submaximal graded exercise, cardiorespiratory and muscular fitness, body composition, balance, flexibility, and fundamental movement quality... 4 s.h.
Prerequisite: EXSC 2500, EXSC 2600

EXSC 3750 Biomechanics. Biomechanics is the study of the neuromuscular and mechanical principles and how they influence human movement. The purpose this course is to introduce students to concepts of mechanics as they apply to human movement, particularly those pertaining to exercise, sport, and physical activity. The student should gain an understanding of the mechanical and anatomical principles that govern human motion and develop the ability to link the structure of the human body with its function from a mechanical perspective..... 4 s.h.
Prerequisite: EXSC 3680

EXSC 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged

EXCS 4990 Comprehensive Assessment. Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.S. in Exercise Science, all students will create a portfolio of their work as the comprehensive assessment for the program. Students will compile a collection of 5-7 items that reflect competency in the program objectives, current resume, and generic cover letter. Suggested and required inclusion items will be provided. This course is graded pass/fail, and all students must receive a passing grade to graduate. The portfolio serves not only as a final assessment for the program; it also helps graduates capitalize on workplace advancement opportunities 0 s.h.

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FINE ARTS

FINE 2210 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 History of Art II. A survey of the history of western art through investigation of the architecture, painting, and sculpture from the 17th Century through the present day 4 s.h.

FINE 2250 History of American Art. A study of American art forms as they relate to successive periods in American history and as they compare to European work from the 17th century to the 21st century..... 4 s.h.

FINE 2410 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 will have the opportunity to explore various media such as charcoal, chalk, pencil, pen, ink and wash, etc. 4 s.h.

FINE 2420 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 Painting I. The study of the language of painting through color, form, materials, and techniques. Aspects of traditional and modern pictorial composition are studied including proportion, space, and color theory through the representation of a variety of subjects 4 s.h.

FINE 2520 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 Special Topics. Open to advanced students with the consent of the department..... credit to be arranged

GEOGRAPHY

GEOG 2010 Physical Geography. An introduction to maps and map projections, weather and climate factors, world distribution patterns of climate, the controls of climate on man's activities, and the study of landforms shaped by natural processes 3 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800

GREEK

GREK 1000 Ancient Greek I. An introductory study of grammar and basic vocabulary for reading Hellenistic, especially New Testament, Greek..... 4 s.h.

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

GREK 3010 Intermediate Greek Reading. Guided readings of ancient Greek texts and study of their textual form..... 2 s.h.

HEALTH INFORMATICS

HINF 3210 Informatics for Healthcare Leaders and Decision-Makers. This course introduces the use of computers, technology, and data as informative tools to aid in healthcare managerial decision-making. Students develop skills in database access, database management, and information systems to promote sustainability and quality advantage in healthcare. Topics addressed include the selection, analysis, design, implementation, operation, and evaluation of health information systems in a variety of healthcare systems such as hospitals, medical practices, and community agencies..... 4 s.h.

HINF 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/

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Cooperative section under the Academic Policies section credit to be arranged

HINF 4410 Project Management. This course introduces the student to project management tools and techniques that result in the ability to create and follow a project management plan. Students will receive a broad overview of project management including distinctive characteristics of health IT projects. Students examine processes, knowledge areas, and organizational influences that are critical to successful projects..... 4 s.h.

HINF 4420 Electronic Health Records. This course covers fundamentals of selection, installation, and maintenance of typical Electronic Health Records systems. Students will be introduced to the principles underlying system configuration including basic hardware and software components, system selection, planning, testing, troubleshooting, and final deployment. System security and procedures will also be introduced in this course..... 4 s.h.

HINF 4430 Networking and Health Information Exchange. This course will address the OSI, including the purpose and content of each of its seven layers: physical, data link, network, transport, session, presentation, and application. Products, processes, protocols, and tools at each level will be explained. This course will also focus on the flow of data through the models as data is transmitted and received by end devices..... 4 s.h.

HINF 4440 Current Topics in Informatics. This course will provide an in-depth discussion in current and future trends in healthcare related information technologies and management. Students are provided a unique opportunity to explore cutting edge concepts and innovations in this fast paced and ever-changing environment 4 s.h.

HINF 4990 Comprehensive Assessment. All candidates for a degree from King University are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. In their last semester of major courses, all Health Informatics students will create a portfolio of their work as the comprehensive assessment for the program. Students will compile a collection of 5-7

items which reflect competency of program objectives, as well as a cultural transformation essay, current resume, and generic cover letter. Suggested and required inclusion items/artifacts will be provided. This course is graded pass/fail and all students must receive a passing grade to graduate. The portfolio serves not only as a final assessment for the program; it also helps graduates capitalize on workplace advancement opportunities 0 s.h.

HEALTHCARE ADMINISTRATION

HCAD 1700 Introduction to Healthcare Administration. This course introduces a career concentrated in healthcare administration. Students will be introduced to core competencies required to be successful as a healthcare administrator. They will be exposed to potential settings in which a degree in healthcare administration could be utilized, along with specific positions within those settings. An overview of communication and relationship management, professionalism, leadership, knowledge of the healthcare environment, and business skills will be included. Upon completion, students should be able to determine whether they wish to pursue a degree or career in Healthcare Administration. This course is not a major requirement for the BSHA program..... 4 s.h.

HCAD 2100 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.

HCAD 3004 Human Diseases. This course provides a broad-based approach to the understanding of diseases based on genetic, biologic, and physiologic concepts and population profiles. Students learn to correlate basic physiological functions with the abnormal occurrence of disease when homeostasis is disrupted. Topics include biological, physical, and emotional response to injury and stress, and disturbances of homeostasis in major body organs and body systems. This course is not a major requirement for the BSHA program..... 4 s.h.

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HCAD 3020 Financial Management of Healthcare Organizations. This course introduces the student to the elements of financial management concepts at the organizational level. Students will understand the evolving history of the financial management process and application at both the department and organization level. Students will become fully versed in topics such as tax status, third-party payers, recognition of operating revenue, working capital utilization and the interface capital has on the organization's execution of revenue cycle management. Through appropriate use and understanding of operating capital and resource allocation the student will understand how to strategically plan, operationalize, and analyze service line products resulting in a positive return on investment (ROI). This course is designed to expose students who typically do not have a background in either finance or accounting disciplines to the basic definitions, concepts, use of mathematical applications to determine the positive or negative result of the organizational efforts in delivering healthcare 4 s.h.

HCAD 3110 Introduction to Epidemiology and Biostatistics. This course takes a managerial perspective to the prevention and control of diseases in the public and private arenas. Basic concepts of epidemiology and biostatistics are applied to outbreak, geography of disease management, intervention, and policy development/implementation..... 4 s.h.

HCAD 3120 Introduction to Healthcare Organization and Policy. This course provides an overview of the complex structure and function of the healthcare system in the United States. Topics include historical foundations, international comparisons, resource development and allocation, impact of technology, payment systems, and care delivery models for uninsured and special populations..... 4 s.h.

HCAD 3130 Population-Based Health. This course provides a paradigm that can influence the health of multiple groups within a community or region. This population-based approach focuses on unique health issues within groups as defined by chronological measure, geographic and ethnic boundaries, physiologic aberration, and at risk and vulnerable

populations. Content includes population-based health practices, challenges and levels of maintenance and prevention..... 4 s.h.

HCAD 3220 Research and Evidence-Based Practice. In this course, students obtain a basic understanding of how reliable evidence is used to form practice guidelines. Emphasis is placed on the research process including data collection, documentation, and dissemination of evidence. Students will learn to use their knowledge of the healthcare process, communication skills, and critical thinking skills to promote evidence-based care within the inter-professional team. This course requires effective use of library and internet resources 4 s.h.

HCAD 3230 Management of Quality Improvement and Outcomes. This course introduces the student to the elements of process improvement and project management. Content is devoted to quality management methodologies to implement projects in a healthcare organization to reach goals and to maximize outcomes. This course encompasses healthcare cases for quality, process tools, team development, and outcomes measures 4 s.h.

HCAD 3310 Applied Communication for Healthcare Leadership. This course allows students to explore and practice fundamentals of several sub-areas of communication studies, including interpersonal, small group, and organizational communication, as well as leadership and public speaking, which are essential skills for healthcare professional roles. Specifically, students will learn and analyze theories related to interpersonal relationships and conflict management, interact with and become comfortable with varying dynamics of small group communication, dissect the roles of leadership and management in organizations, and effectively prepare and deliver public speeches and presentations in front of an audience 4 s.h.

HCAD 3320 Management and Leadership. This course addresses the critical need of managing human resources for organizational effectiveness. Classes examine organizational leadership and the role that visionary leaders play in empowering employees, providing environments for effective work teams, and promoting an ethical climate. Students explore various leadership styles, including servant

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leadership, and will reflect on their own style of leadership and how it affects their ability to be an effective leader. Other topics include motivating individuals and teams, performance evaluation, distribution of power, intervention in systems, and creation of change-oriented cultures 4 s.h.

HCAD 3800 Internship/Cooperative Education

Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies sectioncredit to be arranged

HCAD 4420 Ethics and Legal Issues. This course examines the contemporary application of legal and ethical issues involved in the management and delivery of healthcare services. Topics covered include regulatory compliances, contracts, torts, damages, negligence, risk management, patient rights, liability of hospital and staff for personal injury to patients, medical records and disclosure of patient information, informed consent, ethical billing and coding practices, medical staff credentialing and ethical issues in healthcare4 s.h.

HCAD 4430 Marketing and Understanding Sustainability in Healthcare.

Healthcare organizations do not always understand the impact of market share on sustainability. This course emphasizes the identification, analysis, and selection of target markets; development and management of healthcare service lines and products; the power of consumerism; pricing; demand analysis and forecasting; distribution systems; and advertising and promotions..... 4 s.h.

HCAD 4990 Comprehensive Assessment. All candidates for a degree from King University are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. In their last semester of major courses, all BSHA students will create a portfolio of their work as the comprehensive assessment for the program.

Students will compile a collection of 5-7 items that reflect competency in the program objectives, as well as a cultural transformation essay, current resume, and generic cover letter. Suggested and required inclusion items will be provided. This course is graded pass/fail, and all students must receive a passing grade to graduate. The portfolio serves not only as a final assessment for the program; it also helps graduates capitalize on workplace advancement opportunities.....0 s.h.

HCAD 5410 Healthcare Systems. An introduction to the structure and function of the medical care delivery system. Includes basic concepts and measures of health, disease, quality, values, needs and utilization; issues in healthcare manpower, institutions, and system organization; general issues in policy; reimbursement and regulation; broad community, and organizational considerations in medical care organizations.....3 s.h.

HCAD 5420 Legal and Ethical Issues in Healthcare.

Exposes the students to the legal system as it affects the healthcare industry. The course addresses the numerous legal and ethical issues raised by advances in technology, changing societal values, decreasing resources, and increasing professional liability....3 s.h.

HCAD 5430 Managed Healthcare.

In-depth analysis of the various managed healthcare delivery models. Emphasis is given to the managed care continuum. Topics include types of managed care organizations, provider payment plans, utilization control, underwriting and rate setting, management and marketing aspects, and legal and healthcare policy issues.....3 s.h.

HEBREW

HEBR 1000 Ancient Hebrew I. An introductory study of grammar and basic vocabulary for reading classical (Biblical) Hebrew 4 s.h.

HEBR 2000 Ancient Hebrew II 4 s.h.

HISTORY

HIST 2110 Twentieth Century Global History. This course covers a broad overview of world history in the

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twentieth century, and examines topics such as the following: World War I and II, the Russian Revolutions, Stalinist Soviet Union, Decolonization in Africa, China's Cultural Transformation, the Cold War and its proxy conflicts, the end of communism in the USSR and eastern Europe, the foundation of Israel and the Arab-Israeli wars of the latter 20th century, modern terrorist organizations, and globalization 4 s.h.

HIST 2150 History of Appalachia. This course is designed to introduce students to the history of the southern Appalachia and its inhabitants. The course will examine the chronological history of Appalachia from the 17th century to the modern era. The course focuses on the social, cultural, and political history of the southern Appalachian region. In addition to discussing and analyzing major events in the region's past, the course investigates major trends and themes which are vital to an understanding of the history of the region. The organization of the course is chronological, but within the chronology the course examines specific topics (e.g. slavery, coal mining, and activist movements)..... 4 s.h.

HIST 2161 The United States to 1877. This course covers the colonial origins of the United States, and formation of the American governmental system, the development of an American identity, the Westward movement, versions of American democracy, the development of Southern sectionalism, the Civil War and Reconstruction..... 4 s.h.

HIST 2162 The United States from 1877 to Present. This course covers the economic, social, and industrial development of modern America, the United States' various roles in world affairs, and social, cultural and intellectual trends throughout the period. Also includes American involvement in World War I and II, the civil rights and other 20th century movements, and the Cold War..... 4 s.h.

HIST 2171 Western Civilization in Global Context I. This course surveys Western politics, society, religion, culture, and intellectual movements from ancient Greece through the Renaissance... 4 s.h.

HIST 2172 Western Civilization in Global Context II. This course surveys Western politics, society, religion, culture, and intellectual movements from the Renaissance to the present..... 4 s.h.

HIST 2181 Tudor England and Stewart Scotland 1475–1603. A survey 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 4 s.h.

HIST 2182 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 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 20th century and the post-colonial legacy that continues to shape these former imperial possessions, as well as the modern British state 4 s.h.

HIST 3000 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 3001 Public History. While many Americans claim to dislike history as a school subject, they spend their spare time visiting historic sites, watching movies about historic events, doing genealogical research, or reading historical fiction. These activities fall in the realm of "Public History." This course is designed to introduce students to the theory, methods, issues and practice of history outside the classroom. Students will explore the many ways in which people package, convey and consume history. Students in the course will explore the fascination

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with the past and recognize the challenges and opportunities of historical work in historic sites, museums, oral history, archives and other public history settings..... 4 s.h.

HIST 3010 Cultures in Contact: The Middle Ages. The foundations of modern European society from the fall of Rome to the Renaissance, with stress upon the religious, aesthetic, and intellectual forces of medieval Europe 4 s.h.

HIST 3020 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 3030 Cultures in Contact: The Atlantic World, 1440-1888. This course introduces students to a global community connected by the Atlantic Ocean from 1400 to 1888. This zone of cultural interaction was the cradle of democracy and the modern nation state but also the location of the dehumanizing and brutal African slave trade and the deconstruction of many indigenous American societies..... 4 s.h.

HIST 3110 The Age of Revolutions: Europe 1789-1914. The political, social, and diplomatic currents of the nineteenth century from the French Revolution to the First World War, nationalism, imperialism, and the influence of democratic and socialistic ideas 4 s.h.

HIST 3120 Europe and the Great Wars. The First World War, Europe between the two wars, and the development of fascism and totalitarianism mark 20th century European history. This course also includes the role of nationalism and imperialism, and the influence of democratic and socialistic ideas during this period, as well as a comprehensive survey of the second world war and its immediate aftermath.. 4 s.h.

HIST 3300 Intellectual and Cultural History of the United States. A broad survey of the major intellectual and cultural trends in American history, this course includes investigations of Puritanism, democratic ideals of the Revolutionary era and Federal period, and political ideas of the Civil War

era. It also explores scientific and social Darwinism, the ideas of the Progressive movement, twentieth century realism, and contemporary American thought.....4 s.h.
Prerequisite: HIST 2161, 2162

HIST 3440 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 Cultures in Contact: Islam, Christianity and Colonialism in Africa. From the Atlantic slave trade to the current crisis in Africa, this course takes a look at sweeping historical change African peoples have experienced and shaped. Topics covered include colonialism, African countries' struggle for independence, the introduction and spread of Islam and Christianity on the continent, and challenges to the modern African state.....4 s.h.

HIST 3710 American Revolution/Early Republic. This class will cover American history from the Seven Years War to the conclusion of the War of 1812. Major topics include the causes of the American Revolution, the successful American war effort, and the creation of the Constitution. The class will also highlight the tumultuous politics of the Early Republic, particularly the debate between the Hamiltonian Federalists and the Jefferson Republicans. The course will also emphasize the transformations wrought on American society regarding slavery, Native American relations, and the status of women 4 s.h.

HIST 3730 The Civil War. This course spans the decades prior to and after the Civil War, America's greatest period of civil strife. We will cover the causes of the conflict, roam widely across battlefields, witness the vulnerability of the homefronts, and investigate the attempts made to resolve the conflict during the era of Reconstruction. Important questions of slavery and emancipation, dissent and opposition to the war, spiritual and cultural impacts, and legacies of the war on American politics, society

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and values will be the main topics of the course. We will concentrate on the social, political and economic aspects of the war; this is not a course in military history but we will learn about battles and wartime conditions. This class will expose students to a variety of sources on the conflict, including scholarly books and articles, memoirs, fiction, and primary historical documents..... 4 s.h.

HIST 3755 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 3762 Race, Politics, and the Rights

Revolution in Modern America. This class will cover American history from 1945 to the present. It will focus on the Civil Rights movement starting with its origins in World War II. The class will analyze how the Civil Rights movement influenced the larger “rights revolution” of the 1960s, the political process in which civil rights legislation was passed, and both the resistance and backlash the movement encountered. The course will also place civil rights and race relations within the larger historical context of modern America, including the consensus culture of the 1950s, the Cold War, Vietnam, the rise of Liberalism, and the rise of the “New” Right..... 4 s.h.

HIST 3770 Science in Culture: Inquiry in the Laboratory and Field.

The laboratory has long been a space for exploring scientific principles and expanding the knowledge of what humans know about the world. The scientific inquiry moved outside in lab into “the Field”, challenging notions of objectivity. This course examines the history of science focusing on important discoveries, evolutionary thought, genetics, field biology, and nuclear science. Students will analyze the approaches

scientists have taken to understand the biggest questions of the human experience; the origin of life, how the natural world works, and the ways science and society intersect. This is a course beneficial to both students of science and the humanities, bridging the disciplinary gap..... 4 s.h.

HIST 3775 Great Depression/WWII. This class will cover American history from 1919 to 1945. It will analyze the consequences of WWI, the causes of the Great Depression, and the achievements and limitations of the New Deal. The class will further highlight the causes of WWII, America’s tepid response to the international crises of the 1930s, and American involvement in the war. The class will also analyze the varied transformations wrought on American society during these tumultuous years. This course will provide an upper level elective for history majors/minors 4 s.h.

HIST 3785 History of Modern Espionage. This mid-level course proposes a historical approach to 20th-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.

HIST 3800 Internship/Cooperative Education.

Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged

HIST 3900 Special Topics Readings Course. A reading course for individual students on the junior or senior level. The topics read will depend upon the needs of the individual student. The students and instructor will devise a learning contract.....2, 4 s.h.

HIST 4001 History Seminar. This course focuses on specialized topics. It requires a research paper or

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other research project demonstrating mastery of the skills and a sophisticated demonstration of content knowledge in history..... 4 s.h.

HIST 4110 The Holocaust and Genocide in Modern History. The study of the Holocaust is extraordinarily challenging because of the additional emotional and moral demands it makes on us, aside from the intellectual and cognitive challenges. This course investigates the origins and progression of the onslaught against the Jews and against the non-Jewish “Others,” also deemed undesirable by the Nazi regime. This course will examine the Holocaust and Nazi regime from a psychological and sociological perspective, using an interdisciplinary approach, the groups of individuals associated with the Holocaust (perpetrators, victims, bystanders, resistance fighters, and rescuers). Using a comparative history approach, we will also look at other genocides in the 20th century..... 4 s.h.

HIST 4950 Senior Honors Research Paper. Open only to exceptionally qualified students at the invitation of the Department 2, 4 s.h.

HIST 4990 Comprehensive Assessment. Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. To demonstrate competency in history, graduating students must earn a passing grade on the ACAT—Area Concentration Achievement Test in history..... 0 s.h.

HUMANITIES

HUMN 2171 The Quest for a Meaningful Life I. The greatness of a society might be determined in numerous ways—the sophistication of its political system, its military prowess, its artistic and scientific achievements. It might be said that what lies behind its aspirations and achievements, what drives these, in fact, is its definition of the “good life,” with all its complexity of meaning. In this 2-semester course, we will survey those societies that have shaped the modern world and examine how they have defined the good and meaningful life, both in the goals they have sought to achieve and in their literary legacy.

In doing so, we hope to challenge students to consider their own definition of a meaningful life in the light of their own culture and of the Christian Gospel 4 s.h.
Prerequisite: ENGC 1110/1180

HUMN 2172 The Quest for a Meaningful Life II. The greatness of a society might be determined in numerous ways—the sophistication of its political system, its military prowess, its artistic and scientific achievements. It might be said that what lies behind its aspirations and achievements, what drives these, in fact, is its definition of the “good life,” with all its complexity of meaning. In this 2-semester course, we will survey those societies that have shaped the modern world and examine how they have defined the good and meaningful life, both in the goals they have sought to achieve and in their literary legacy. In doing so, we hope to challenge students to consider their own definition of a meaningful life in the light of their own culture and of the Christian Gospel 4 s.h.
Prerequisite: ENGC 1110/1180

INFORMATION TECHNOLOGY

ITEC 2000 Computer Concepts. An introduction to computer science: exposure to system architecture, data structures, operating systems, storage, and data retrieval 4 s.h.

ITEC 2010 Programming for STEM. Most organizations use computer technologies extensively in day-to-day operations and research. This course focuses on core concepts of computer science beyond the introductory level, including Python programming and Linux/UNIX shell commands..... 4 s.h.

ITEC 2020 Introduction to Programming. An introduction to problem solving, algorithm development, and algorithm analysis implemented in a high level, block structured programming language (such as C++ or Java) 4 s.h.
Prerequisite: ITEC 2000

ITEC 2700 Foundations of Information Technology. An introduction to information technology fundamentals. Includes basic input/

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output processes, storage, and file management; fundamentals of webpage design; basic networking principles; rudimentary information security; basic database concepts; introductory programming and logic; exposure to systems development..... 4 s.h.

ITEC 3450 Database Management. A study of techniques for designing and maintaining large data bases..... 4 s.h.

ITEC 3460 Systems Analysis. Describes the role of the systems analyst in information systems. Presents the concepts of systems analysis, design, and implementation in the system development life cycle. Considers the current modeling tools of the systems analyst, including data flow diagrams, entity-relation diagrams, decision support systems, and project management..... 4 s.h.

ITEC 3500 Network Management. This is an introductory networking course introduces the concepts of local area networks, wide area networks, network design, analysis, performance evaluation, protocols, and the ISO Open Systems Interconnect Model. Emphasis is placed upon data links, networks, and transport protocols. 4 s.h.

ITEC 3530 Enterprise and Wide Area Networks. Overview of the protocols, equipment, and best practices for Enterprise and Wide Area Networks. Emphasis on structuring and managing networks in large enterprise and organizations requiring multi-site connectivity..... 4 s.h.
Prerequisite: ITEC 3500

ITEC 3655 Introduction to Web Programming. A study of web programming concepts and techniques, including advanced JavaScript, PHP, and database integration, and application programming. Focus will be on a systems approach and will include the development of a comprehensive application project from concept to final product 4 s.h.
Prerequisite: ITEC 2000

ITEC 3710 Cloud Computing. This course covers cloud computing from an end-user perspective. Students will learn to utilize open source and readily available applications, collaboration tools, and storage options housed on the Internet. The focus of this course is cloud computing from a business or

managerial point of view rather than a network or software engineering viewpoint. Students will be exposed to legal, ethical, and privacy issues associated with cloud computing..... 4 s.h.

ITEC 3755 Current Issues in Technology. Capstone seminar dealing with new technologies, ethics, and other issues..... 2 s.h.
Corequisite: ITEC 3780

ITEC 3760 Introduction to Cybersecurity. This course introduces the threats to information resources and appropriate security measurement. Topics include cryptography, identification and authentication, access control models and mechanisms, steganography, Internet security, and intrusion detection and prevention 4 s.h.

ITEC 3761 Cybersecurity Policy. This course introduces the concepts of risk assessment, acceptable use and enforcement of information technology security policies. Students will develop a comprehensive information technology security policy using SANS (System Administration, Audit, Networking and Security) guidelines 4 s.h.

ITEC 3762 Computer Forensics. Students will investigate computer network intrusions including gathering evidence, chain of custody, detection systems, and incident reporting. This course makes extensive use of hands-on techniques used by computer forensics professionals 4 s.h.

ITEC 3764 Cloud Computing and Virtualization. This course introduces virtualization technology, virtual machine storage, virtual networking, and access control. Students should be able to manage installation, configuration, and management of cloud storage systems..... 4 s.h.
Prerequisite: ITEC 2000, 3710

ITEC 3765 Gamification and Digital Business. This course introduces gamification and digital business. Students will gain the knowledge necessary for designers and developers to engage and motivate people to achieve digital business goals using game mechanisms, game training, and digital business marketing 4 s.h.
Prerequisite: ITEC 2000

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ITEC 3766 Digital Business Strategies and Solutions. This course introduces the innovative and disruptive strategies as a part of the change management needed to complete a digital transformation of any business or company. Students will learn scope, business models, operations, and the frameworks needed for transforming a company to a digital business. The course uses real case studies to help bring practical experience and understanding of digital transformations 4 s.h.
Prerequisite: ITEC 2000

ITEC 3767 Virtual Reality, Augmented Reality, and Communication. This course introduces students to virtual and augmented reality basics and conceptualizations. Students will learn how to apply the “entertain, explain and train” phenomena that VR/AR bring to any industry. In this course, the student will learn to develop a successful campaign for the implementation of a VR and AR, as well as manage and create a successful VR or AR campaign and project 4 s.h.
Prerequisite: ITEC 2000, 3765

ITEC 3768 Applied Game Design and Development. This course introduces students to game design and development, coding, level design, game theory and mechanics, interactive narrative for gaming, and gaming project management. Students will also explore the technical workflow and other key components essential for game development and production cycle. The student will create a game project for a digital business 4 s.h.
Prerequisite: ITEC 2000, 3765

ITEC 3769 Ethical Hacking. This course teaches students the methodologies for dealing with various types of hacking attacks and how to effectively deal with these types of attacks. Students in this course will be exposed to real-world scenarios in a series of virtual labs for a better understanding of network analysis and system hardening..... 4 s.h.

ITEC 3780 Final Portfolio Presentation and Assessment*. The purpose of this course is to allow student candidates for the degree of Bachelor of Science in Information Technology to demonstrate their major field achievements through constructing and presenting a final portfolio of their work. The portfolio presentation is submitted online during

ITEC 3780, at the end of the semester in which the student intends to graduate. Any student who does not meet the requirements of the assessment of the portfolio will not graduate until the requirements have been met 2 s.h.
Corequisite: ITEC 3755
*Not designed for transfer

ITEC 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged
ITEC 4990 Comprehensive Assessment 0 s.h.

INTERCULTURAL STUDIES

ICST 2100 The World Christian Movement. An introductory course in the Biblical foundation, historical development, and strategic expansion of Christian world mission 4 s.h.

ICST 2120 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.

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ICST 2200 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 instruction4 s.h.

ICST 2310 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 3110 Appalachian Culture. This course offering is an introduction to southern Appalachian history and culture beginning with the European settlement and continuing through the modern era. The course will examine cultural “otherness”, about how people perceive each other across cultural boundaries—specifically boundaries that correlate with social class4 s.h.

ICST 3500 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 considered4 s.h.

ICST 3510 Global Health Workshop. Medical work/Elective course. A hands-on experience in the field of study. An oral debriefing and a written report are required2-4 s.h.

ICST 3520 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 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 Mission Experience. Ministry work/Elective course. A hands-on experience in the field of study. An oral debriefing and a written report are required.....2-4 s.h.

ICST 4510 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 energy4-8 s.h.

INTERDISCIPLINARY STUDIES

IDST 2150 21st Century Research Skills. This course focuses on the practical aspects of research for college success but will also explore the lifelong implications of being an information literate individual in the 21st Century. The course will explore how information is produced, how to find information, how to integrate information into research projects, and how to use information ethically1 s.h.

IDST 4500 Interdepartmental Science and Mathematics Seminar*. This course is required for Junior and Senior students majoring in the natural sciences. The seminar is designed to prepare students for careers in graduate studies, and thus includes a major research paper and oral research presentation to be given to the assembly of upper-level science students and faculty. Several class sessions focus on preparing application materials and other career-focused activities. Students must enroll for four

Course Descriptions

semesters, with each semester consisting of 0.5 s.h., for a total of 2 s.h. required for degree completion. Three semesters are graded as Pass/Fail, with the presentation semester receiving a traditional letter grade. 0.5 s.h.

*Not designed for transfer

KING

KING 1000 First Year Seminar.* This course is designed to assist students in making the transition to university by providing them with an introduction to King and equipping them with skills and strategies for success in the areas of intellectual development, social growth, and vocational accomplishment ...1 s.h.

*Not designed for transfer

KING 1010 ACORN. All students on all delivery platforms in undergraduate major programs must take the ACORN. The test is the mandatory Pre-Test for the Quality Enhancement Plan. The ACORN is a test that students take through Canvas in their first semester at King University. Any student who does not take the exam will not be able to register for the next semester.0 s.h.

KING 1500 Introduction to Higher Education*.

This course is designed to equip students with strategies and skills to assist them in achieving success academically as well as professionally and personally. The course is intended to challenge students to examine their understanding and assumptions about themselves and their educational journey, particularly in the context of Christian higher education.

Students will also learn about distinctive aspects of King while exploring the ideas of service and vocation in relation to the University's mission..4 s.h.

*Not designed for transfer

KING 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 King2 s.h.

*Not designed for transfer

KING 1610 Preparing for College-Level Work*.

This course is designed to improve students' study skills as well as organizational skills. There will be an emphasis on planning and executing study times, creating communication with the Academic Center for Excellence, as well as setting academic goals while at King.....4 s.h.

*Not designed for transfer

KING 2000 Transfer Year Seminar*. This course will focus on academic skills, engagement with campus life, and transitional success; it will also present strategies for overall spiritual and social growth directly related to the transfer student's experience. This course is offered as pass/fail.....1 s.h.

*Not designed for transfer

KING 3000 Cross-Cultural Experience. The cross-cultural experience allows students to confront their own presuppositions about what culture is and what culture means. The experience also helps students broaden their awareness and appreciation of diverse cultures. It seeks to prepare them to operate more thoughtfully in a world that is increasingly interconnected. As students encounter other cultures, they may realize ways to interact creatively to meet needs they see, and will also realize that new situations transform them.....0 s.h.

KING 4000 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.

*Not designed for transfer

KING 4020 OAK. All students on all delivery platforms in undergraduate major programs and students in the Associate of Arts program must take OAK, which stands for Outcomes Assessment at King. The test is the mandatory Comprehensive Assessment for general education. OAK is a test that students take through Canvas in their graduation semester. Students' transcripts will indicate that the comprehensive assessment requirement has been

Course Descriptions

fulfilled. Any student who does not meet the requirement for comprehensive assessment of general education will not graduate until the requirement has been met.....0 s.h.

LATIN

LATN 1000 Beginning Latin. Study of Latin grammar, vocabulary, and syntax 4 s.h.

LATN 2000 Intermediate Latin. Continuing study of Latin grammar, vocabulary, and syntax. Guided readings of Latin texts such as the Vulgate translation of the Bible and Caesar's Gallic Wars..... 4 s.h.
Prerequisite: LATN 1000

LEADERSHIP

LEAD 1000 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 personal development, skills training, volunteering opportunities, and team building. In addition to the monthly class sessions, the Bristol Youth Leadership students are assigned to Community Service Projects to increase awareness of the community and provide the opportunity to serve. These projects are submitted by various agencies, governmental entities, and nonprofit organizations and require the participants to complete research, plan various events, participate in the community activities, and create presentations. The students work diligently to determine a course of action and follow through with success. (Enrollment is by invitation only and students must be accepted by the Bristol Youth Leadership Selection Committee. The application process occurs each spring during the month of May. Students may enroll in this course twice.) 1 s.h.

LEAD 1500 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 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 Introduction to Leadership. This course is designed to address the needs of students who have demonstrated leadership potential yet desire additional experience and training necessary to successfully assume significant leadership positions on campus. Participation in the class will also provide a strong base of knowledge and experience as the student prepares to assume responsibility in his or her community upon graduation 2 s.h.

LEAD 2200 The 7 Habits of Highly Effective People. Based on the powerful, proven principles found in Dr. Stephen R. Covey's best-selling business book, *The 7 Habits of Highly Effective People*, this course will guide students in first looking inward by learning to exercise greater initiative, establish priorities, and optimize time. Then students will focus on working interdependently with others by valuing individual strengths and cultivating high trust relationships 2 s.h.

LEAD 2400 Mentoring. This course will examine the mentoring role in the context of leadership including the skills required for mentoring, negotiating the logistics of the mentor-mentee relationship, ethical considerations, and life cycle of the mentoring relationship 2 s.h.

LEAD 3000 Leadership Theory. This course will explore contemporary leadership theory. Students will learn to examine how purpose in life influences personal goals and leadership, discover new maps for a rapidly changing world, and learn how to shape organizations or communities. Furthermore, the course will explore the fundamental aspects of leadership by addressing current topics relating to the subject..... 2 s.h.
Prerequisite: LEAD 2100

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LEAD 3500 Great Texts in Leadership. This course is a seminar course devoted to an examination of leaders and the various examples of leadership as found in great texts in various genres 2 s.h.

LEAD 3810 Leadership Experience. All students minoring in leadership must complete a practical leadership experience. This requirement can be met through a traditional 2 s.h. internship (100 contact hours) or by documenting a significant leadership experience, with a roughly equivalent time commitment, such as serving as an elected officer or board member of a campus, social or community organization, chairing a community, workplace, or church committee, or other leadership role approved by the advisor 2 s.h.

LIBERAL STUDIES

LIBS 3000 The Quest for Self-Knowledge. Students in this course will engage in a challenge at the roots of the Western intellectual tradition: Socrates' charge, "Know thyself." Students will be asked to consider various dimensions of this challenge: How do we know ourselves accurately? How do our past, our community, our landscape shape us? What is it to be a human being? How do we relate to God? Why are we here? 4 s.h.

LIBS 3400 The Quest for Community and an Ordered Society. In Genesis Chapter Two, God observes that "it is not good for man to be alone," but as human beings, one of our greatest challenges is to live at peace with other people. This course will examine the individual's role in the community and the community's role in society. Topics will include the defining characteristics of communities, the responsibility of communities to the disenfranchised, the political structure of society, and the uses and misuses of power and authority..... 4 s.h.

LIBS 3600 The Quest for Stewardship and Ethical Responsibility. Students will look at two of the most controversial challenges our society faces today—stewardship of the earth plus our fellow human beings and the question of right and wrong behavior. Students will be prompted to think critically about the role of stewardship and ethical behavior in their careers—whom or what must we care for? What is the

right thing to do in a given situation? Where does our sense of right and wrong come from? What is our duty in life?..... 4 s.h.

LIBS 4000 The Quest for Career and Vocation. In this course, students will explore the role of career and vocation in relation to their own lives and careers. Using Frederick Buechner's definition of vocation as "the place where your deep gladness and the world's deep hunger meet," students will read novels, short stories, and essays and view films that will lead them to consider questions relating to career, vocation, and family and community life: What role does career and vocation have in my life and in the life of my family? What does it mean to be fulfilled? How can I balance obligations to my work, my family, my community? What role does spirituality have in my work? 4 s.h.

MATHEMATICS

MATH 1000 Principles of Mathematics*. This course is designed to prepare students for college-level mathematics courses. Topics will include basic computation with positive and negative integers, fractions, ratios and proportions, conversions, percentages of increase and decrease, scientific notation, and basic algebra..... 4 s.h.
*Not designed for transfer

MATH 1010 Basic Algebra. This course focuses on algebra skills and basic analytic geometry 2 s.h.

MATH 1220 College Algebra. Primarily a service course for education students, topics in this course will include functions and their graphs, linear equations, polynomials, exponential and logarithmic functions, and applications involving exponential growth and decay 4 s.h.

MATH 1230 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 Cryptology. The Science of Secret Writing. A study of the classic methods of encryption and decryption, focusing on several historical

Course Descriptions

methods of encryption and simple techniques involving transposition ciphers, modular arithmetic, and matrices 4 s.h.

MATH 1560 Introduction to Statistics. A study of the fundamentals of probability and statistics, including regression analysis and correlation. Specific focus is placed on probability distributions and their application to confidence intervals and hypothesis testing for data samples..... 4 s.h.

MATH 2100 Programming with Graphics, Symbols, and Text. An introduction to a computer algebra system and a symbolic word processing system, specifically *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 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 Calculus I. A study of limits, the derivative and its applications, and an introduction to the integral..... 4 s.h.

MATH 2360 Calculus II. A study of the integral and its applications, including series..... 4 s.h.
Prerequisite: MATH 2350 or equivalent

MATH 2370 Vector Calculus. Continuous mapping from \mathbb{R}^n to \mathbb{R}^m , vector analysis, line integrals, surface

integrals, the divergence theorem and Stokes' theorem4 s.h.
Prerequisite: MATH 2360

MATH 2410 Discrete Mathematics. A mathematical foundations course including logic, set theory, binary relations, mathematical induction, recursion, and counting arguments. This course is intended to be a bridge course, transitioning the student from algorithmic procedures to proof construction.....4 s.h.

MATH 2450 Linear Algebra. A study of linear transformations of vector spaces including matrices, orthogonality, least-squares approximations, determinants, eigenvalues, and diagonalization ..4 s.h.
Prerequisite: MATH 2350 or consent of instructor

MATH 2480 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 Graph Theory. Basic theory, trees, planar graphs, hamiltonicity, vertex colorings, search algorithms, and Ramsey theory4 s.h.

MATH 3110 Combinatorics. A study of enumeration techniques applied to arrangements, patterns, and designs, including general counting methods, generating functions, recurrence relations, and the inclusion-exclusion principle2-4 s.h.

MATH 3120 Number Theory. A study of the integers, congruence relations, prime distributions, Diophantine equations, number theoretic functions.....2 s.h.

MATH 3150 Mathematical Statistics. Probability theory, distributions and densities, sampling theory4 s.h.
Prerequisite: MATH 2360

MATH 3250 Geometry. Topics selected from Euclidean constructions, transformations, projective plane geometry, non-Euclidean geometry, tilings and other geometrical patterns.....4 s.h.
Prerequisite: MATH 2350

Course Descriptions

MATH 3430 Differential Equations. Linear first and second order differential equations and their applications 4 s.h.
Prerequisite: MATH 2360

MATH 3470 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 3480 Complex Analysis. A study of the algebra of the complex plane, including power series manipulation, the logarithm and exponential functions, the Cauchy-Riemann equations, winding numbers, residues, and Laurent series. 4 s.h.
Prerequisite: MATH 2360

MATH 3510 Abstract Algebra. Finite groups, rings, ideals, and fields..... 4 s.h.
Prerequisite: MATH 2410 and one of 2370, 2450, 3430

MATH 3520 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 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 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 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/

Cooperative section under the Academic Policies section credit to be arranged

MATH 3900 Special Topics. For Junior and Senior majors..... credit to be arranged
Prerequisite: MATH 2360

MATH 4800 Research in Mathematics. This course will consist of research or independent study in mathematics under the direction of a faculty member. A GPA of 3.50 in mathematics courses at or above the 2100-level and permission of the instructor are required..... 2 s.h.

MATH 4930 Mathematics Capstone*. This course is designed to help students prepare for the Major Field Achievement Test in mathematics (MFAT) or the PRAXIS in mathematics by reviewing the mathematics content from their four years of study. Although this course is optional, for a degree in mathematics students must earn a passing score on either the MFAT in mathematics or the PRAXIS in mathematics 1 s.h.
*Not designed for transfer

MATH 4990 Comprehensive Assessment. Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a degree in mathematics, students must earn a passing grade on either the MFAT (Major Field Achievement Test) in mathematics, or the PRAXIS if they are pursuing secondary education licensure 0 s.h.

MILITARY SCIENCE (ROTC)

These courses are offered at East Tennessee State University and are only available to students enrolled in the Army ROTC program. Courses are counted as general electives towards graduation. In addition, for each course completed in the ROTC program, the student will satisfy the General Education requirement, Wellness for Life, after completing 2 s.h. of physical activity within the ROTC program by completing MSCI 1217 or 3217. No more than 3 s.h. of physical activity courses can be counted towards the total 124 hours required for the King degree.

Course Descriptions

MSCI 1180 (F) Leadership/Personal Development (Lab). Practical application of leadership skills and an introduction to military drills and ceremonies. Uniforms will be issued to participants. Repeatable for credit one time 1 s.h.

MSCI 1181 (S) Tactical Leadership (Lab). Practical application of leadership skills and an introduction to military drills and ceremonies. Uniforms will be issued to participants. Individuals who sign up for MSCI 1181 must also enroll in MSCI 2110. Repeatable for credit one time 1 s.h.
Corequisite: MSCI 2110

MSCI 1210 (F) Leadership/Personal Development. Introduces students to the personal challenges and competencies critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to civilian and military leadership professions. Students will utilize the *Basler Challenge* course and receive basic marksmanship training..... 1 s.h.

MSCI 1217 (F/S) Physical Fitness (Basic). Designed to promote overall fitness with an emphasis on nutrition, endurance, and strength training as part of an overall lifestyle. This course may be repeated up to (4) times for credit..... 1 s.h.

MSCI 1220 (S) Introduction to Tactical Leadership. A study of leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills that relate to civilian and military leadership professions. Students will utilize the *Basler Challenge Course* and receive basic marksmanship training 1 s.h.
Prerequisite: Completion of MSCI 1210 or approval of Professor of Military Science

MSCI 2110 (F) Innovative Team Leadership. A study of civilian and military leadership traits and behavior theories. Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Case studies provide tangible context for learning the *Soldier's*

Creed and *Warrior Ethos* as they apply in changing operating environments 2 s.h.

MSCI 2150 (S) Military Skills I. Examines the challenges of leading tactical teams in complex and changing operating environments. Course highlights the dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the leadership framework explores the dynamics of adaptive leadership in the context of military operations. Students develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills..... 2 s.h.

MSCI 2580 (U) Leadership Training Courses. This option is available only for students who did not qualify for the *Advanced Phase* by completing four (4) *Basic Phase* courses during their freshman and sophomore years. *The Basic Camp*, conducted at Fort Knox, Kentucky, is a five (5) week leadership development course where students are placed in an intensive training environment where they live, work, and learn in a cooperative group under 24-hour-a-day leadership instruction and receive detailed appraisal of their displayed leadership performance..... 1-6 s.h.
Prerequisite: Approval of Professor of Military Science

MSCI 3110 (F) Adaptive Tactical Leadership. Course continues to challenge students to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Students receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, students continue to develop their leadership and critical thinking abilities 3 s.h.
Prerequisite: Completion of the Basic Course or equivalent or Approval of Professor of Military Science

MSCI 3120 (S) Leadership in a Changing Environment. Course utilizes increasingly intense situational leadership challenges to build awareness and skills in leading tactical operations up to platoon level. Students will review aspects of combat, stability, and support operations; conduct military briefings to

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develop proficiency in giving operation orders; focus on exploring, evaluation, and developing skills in decision-making, persuading, and motivating team members in changing operating environments ...3 s.h.

Prerequisite: Completion of MSCI 3110 or Approval of Professor of Military Science

MSCI 3217 (F/S) Physical Fitness (Instructor). Designed to prepare the MS III and IV contracted Cadets to conduct and evaluate military physical fitness training. Course is required for contracted Cadets. This course may be repeated up to three (3) times for credit..... 1 s.h.

MSCI 4110 (F) Developing Adaptive Leaders. Course develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates as part of civilian and military leadership professions. Students assess risk, make ethical decisions, identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates 3 s.h.
Prerequisite: Completion of MSCI 3120 or Approval of Professor of Military Science

MSCI 4120 (S) Leadership in a Complex World. Course explores the dynamics of leading in the complex situations of current military operations in changing operating environments. Students examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Course also explores aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support..... 3 s.h.
Prerequisite: Completion of MSCI 4110 or Approval of Professor of Military Science

MSCI 4580 (U) Leadership Development and Assessment. The *Advanced Camp* is a five (5) week leadership course conducted at Fort Lewis, Washington. Students will rotate through leadership positions, supervising their peers through both academic and tactical activities in both garrison and field environments. Students will be under leadership

evaluation 24 hours a day for the duration of the course, will receive a detailed appraisal of their displayed leadership performance, and return to campus qualified to enter the 4000-level *Military Science* and *Leadership* courses 6 s.h.
Prerequisite: Completion of MSCI 3110 and MSCI 3120

MSCI 4582 (F/S) Military History. A historical perspective to decisions made by American military leaders from the colonial period through the current operating environment. Will explore the military's role in society, the evolution of war and the progression of military professionalism, the major wars fought by the United States Army, and the role of the United States military in joint operations and humanitarian operations 3 s.h.

MUSIC

MUSC 1010 Music Theory I. 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 s.h.

MUSC 1020 Music Theory II. 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 s.h.
Prerequisite: MUSC 1010

MUSC 1011 Aural Skills I. A lab course coordinated with the content of MUSC 1010 to assist in developing the aural skills of student musicians..... 0 s.h.

MUSC 1021 Aural Skills II. A lab course coordinated with the content of MUSC 1020 to assist in developing the aural skills of student musicians..... 0 s.h.

MUSC 1110 King Chorale. A mixed choral ensemble (SATB) that studies and performs a wide variety of music from various cultures and periods. Three hours of rehearsal per week is required 1 s.h.
Prerequisite: Audition

MUSC 1130 Small Choral Ensemble. A small auditioned choir that will focus on various styles of repertoire..... 1 s.h.

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MUSC 1150 Instrumental Ensembles (Symphonic Band and Chamber Ensembles). Exploration, interpretation and performance of concert band and smaller ensemble literature, including new and lesser known pieces as well as standard literature. Three hours of rehearsal per week..... 1 s.h.
Prerequisite: Audition

MUSC 1170 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 Introduction to Music Research. A course which explores the basic techniques and resources for doing musical research. The course focuses upon music research, but the skills learned can be applied to any academic discipline 2 s.h.

MUSC 2010, 2020 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 harmony4, 4 s.h.
Prerequisite: MUSC 2010 is a prerequisite for MUSC 2020

MUSC 2011 Aural Skills III. A lab course coordinated with the content of MUSC 2010 to assist in developing the aural skills of student musicians.....0 s.h.

MUSC 2021 Aural Skills IV. A lab course coordinated with the content of MUSC 2020 to assist in developing the aural skills of student musicians.....0 s.h.

MUSC 2100 History of Music I. Analytical overview of Medieval, Renaissance, and Baroque Music. Emphasis given to the development alongside the early Christian church, 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 2101 History of Music II. Analytical overview of Classical, Romantic, and Modern Era music. Major components include understanding the expanded tonalities in music and the introduction of new musical systems. Special emphasis is given to score reading and listening skills. Out-of-class listening assignments and attendance at live performances are required..... 4 s.h.

MUSC 2110 Introduction to Instrumental Music. Comprehensive study of methods of teaching instrumental music for the elementary, middle, and secondary schools. Emphasis is placed upon philosophy, objectives, and techniques of various instrumental ensembles. Special emphasis on the repair and maintenance of various instruments.. 3 s.h.

MUSC 2181 History of Jazz. The History of Jazz is intended to familiarize students with the unique American art form of Jazz. Course study encompasses pre-Jazz history through today's current trends. A multi-media approach is a feature of this class as well as attendance at live Jazz performances allowing first-hand experience and application of course material. This course is an option for Music and Music Education majors and can be used to fulfill the Human Creative Products core curriculum requirement 4 s.h.

MUSC 2300 American Folk Music. This course explores the roots of music that has been identified as American folk music in the context of history, geography, performance, song content, and circulation 4 s.h.

MUSC 2700 Diction for the Singer. Emphasis is upon learning the International Phonetic Alphabet (IPA) and applying it to the study of singing. Work will be done in English, French, German, and Italian 2 s.h.
Prerequisite: Permission of program coordinator

MUSC 2950 Music Technology. A survey of technology used in the music and music education fields including sound reinforcement hardware and applications, MIDI, notation software, recording and editing hardware and software, notation software, and drill design software. The course includes instruction and assessment in commonly used non-music software and applications such as word

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processing and spreadsheet programs, cloud based computing and Smart Board use. For Music Education majors, the course will be a substitution for EDUC 2950 and includes selected content from that course with the addition of the music components..... 2 s.h.

MUSC 3010 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 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 Arranging/Orchestration. A one-semester course focusing upon writing music for various combinations of voices and instruments 2 s.h.

MUSC 3040 Post-tonal Music Theory. This course in an introduction to the various techniques of composition and analysis that were a focus of twentieth-century music..... 2 s.h.
Prerequisite: MUSC 2020

MUSC 3110 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 one hour per week is required 1 s.h.
Prerequisite: Audition only

MUSC 3120 Introduction to Appalachian Music. This course is designed to broaden students' understanding of musical traditions of the southern Appalachian region. The course will examine the chronological history of music as an oral tradition in Appalachia, its origins, and its progression through modern times. The course will not be strictly limited to a specific type of music or oral tradition in the Appalachian region and will incorporate sociological, economical, and religious examinations of traditional music as well. The history and progression of

traditional music from a communal, family entertainment to a consumer-fueled commodity for a mass-produced record industry will be discussed. The role of radio, its influence on traditional musicians, and its impact on southern culture will be addressed. Finally, the influence of 'agents of change' (railroads, rural postal service, and radio) and how these agents affected traditional musicians and their music will be discussed..... 4 s.h.

MUSC 3150 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 Baroque and Classical Music. Analytical overview of western music from the 17th and 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 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 The Modern Era of Music. Analytical overview of western music from the 20th and 21st centuries. This is the period of new musical systems, mostly coming from America. Special emphasis is given to the development of listening skills and understanding the cross-disciplinary character of modern music. Out-of-class listening assignments and attendance at live performances are required..... 4 s.h.

MUSC 3291 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

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MUSC 3500 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 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 Conducting I.

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 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 Conducting III: Instrumental.

A one-semester course that seeks to develop the fundamentals of gesture and expression for the instrumental conductor. Opportunities to conduct and critique are essential to the class 2 s.h.
Prerequisite: MUSC 3620

MUSC 3880 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 Church Music Internship.

Opportunity to have a supervised workplace 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 Special Topics in Music History.

Advanced research and analysis in music history..... 4 s.h.
Prerequisite: Approval of program coordinator

MUSC 3910 Piano Literature.

A study of piano music beginning with the 17th Century. Attention is given to the development of the piano and the subsequent effect on the literature..... 4 s.h.
Prerequisite: Consent of instructor

MUSC 3920 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 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 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 Public School Music Literature.

A survey of music literature appropriate for use in the public-school setting with emphasis upon age appropriateness. Basic musical terms, literacy, and instructional methodology for different repertoires will be introduced 4 s.h.

MUSC 3960 Band Literature.

A one-semester course that surveys the development of band literature from the 19th century to the present. Special emphasis is given to literature for wind instruments 4 s.h.
Prerequisite: MUSC 3631

MUSC 4990 Comprehensive Assessment.

Comprehensive assessment in music demonstrates competency in the graduating student's major field. Students must earn a passing grade on the MFAT—Major Field Achievement Test in music..... 0 s.h.

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NURS 2000 Nursing Orientation. This course will focus on the transition to the nursing major. It will provide strategies which promote success in the nursing program and as a professional nurse. Dosage calculation review is included. This course will cover resources available at King to assist in student success. A review of King policies, academic integrity and conduct expectations, the School of Nursing policies and resources will also be covered.....0 s.h.
C-requisite: NURS 3015

NURS 3000 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 program4 s.h.
Prerequisite: BIOL 1010, 1020, 2500

NURS 3002 Informatics in Professional Nursing. This course introduces the basic concepts relevant to nursing informatics, which is an evolving discipline affecting all areas of nursing practice. Beginning nursing students establish a foundational framework of knowledge for understanding and applying nursing informatics in healthcare settings. They also explore concerns about information protection, information system integrity and to ethically manage data, information, knowledge, and technology. Additional informatics' topics covered in this course include comparison of different eras in time, models and theories, computerized applications, technological advancements, and the use of information technology to promote safety and enhance quality in patient-centered care4 s.h.

NURS 3005 The Science of Human Pathophysiology. This course uses a concept-based approach to examine pathophysiology and disruptions in normal body functioning in

individuals across the lifespan. Objective and subjective manifestations of common health problems resulting from environmental, genetic, and stress-related maladaptations are assessed and analyzed. Assessment findings, diagnostic testing, and interventions for specific health problems are discussed. Pharmacologic treatments for specific health problems are explored4 s.h.
Prerequisite: NURS 3310

NURS 3015 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 setting5 s.h.
Prerequisite: BIOL 1010, 1020, 2500, MATH 1560, PSYC 3050

NURS 3020 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 program4 s.h.
Prerequisite: BIOL 1010, 1020, PSYC 3050
Corequisite: NURS 3015

NURS 3115 Nursing in Adult Health Care I. This course introduces the junior-level nursing student to health promotion topics, minor disease processes, diagnostic and laboratory testing, and nursing care management across the health-illness continuum to include the elderly population. Special emphasis is placed on the nursing process which will assist the

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nursing student to perform physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments..... 6 s.h.
Prerequisite: NURS 3000, 3015, 3020
Corequisite: NURS 3130

NURS 3130 Pharmacology I. This course focuses on introducing the relationship between pharmacologic and pharmacokinetic knowledge and nursing practice with emphasis placed on understanding the reasons behind selection of route, dose, and dosing schedules required for the safe administration of medications to individuals across the lifespan 3 s.h.
Prerequisite: NURS 3000, 3015, 3020
Prerequisite/Corequisite: NURS 3115

NURS 3140 Evidence-Based Practice. In this course, students obtain a basic understanding of how reliable evidence is used to form practice guidelines. Emphasis is placed on the research process including data collection, documentation, and dissemination of evidence. Students will learn to use their knowledge of the nursing process, communication skills, and critical thinking skills to promote evidence-based care within the inter-professional team. Course requires effective use of library and internet resources..... 2 s.h.
Prerequisite: NURS 3020

NURS 3165 Nursing in Women's Health and Newborn Care. In this course students gain knowledge in the care of women, newborns, and families during the normal childbearing cycle in the context of various demographic, socio-cultural, and environmental factors. Emphasis is focused on integrating knowledge related to perinatal and newborn care; assessing protective and predictive factors influencing health outcomes; incorporating the patient/family's health beliefs, values, attitudes, and practices related to the perinatal experience in developing interventions supported by current evidence-based clinical practice; and evaluating the effectiveness of the interventions. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting 4 s.h.
Prerequisite: NURS 3000, 3002, 3015, 3020

NURS 3310 Dimensions of Professional Nursing. This course introduces the student to the scope of professional practice, which builds on personal

strengths and prior nursing knowledge acquired in lower-division nursing courses. The course also focuses on self-awareness and the transformation experience, which socializes the returning RN into the role of the baccalaureate nurse. The course will focus on the quest for self-knowledge, personal planning and career advancement, and the unending issues in inter-professional nursing practice aiming to sharpen critical thinking skills and to strengthen conceptual and theoretical nursing knowledge ... 4 s.h.

NURS 3315 Introduction to Healthcare Informatics. This course introduces the basic concepts relevant to healthcare informatics and the use of computerized information systems in healthcare organizations to registered nurse students. The main focus is to discover how computerized applications aid the inter-professional team to evaluate health, wellness, and illness to provide and communicate positive patient outcomes across the lifespan 4 s.h.
Prerequisite: NURS 3310

NURS 3330 Introduction to Evidence-Based Practice. This course provides a basic understanding for registered nurse students of how reliable evidence is used to form practice guidelines. Emphasis is placed on effectively evaluating and utilizing research to promote evidence-based practice within the inter-professional healthcare team to improve patient outcomes across the lifespan 4 s.h.
Prerequisite: NURS 3310

NURS 3410 Health and Physical Assessment. This course is designed to improve and build upon health assessment skills the RN-BSN students are already familiar with. Through didactic and practice sessions, the students will build upon their knowledge of history taking and physical assessment. The focus will be on the assessments of adults who are healthy or have commonly occurring deviations from health. Skills taught and practiced include interview techniques, the use of standard assessment instruments, data analysis, documentation, and interventions to promote and maintain health. Skills related to knowledge integration, inter-professional communication, and decision-making for a culturally diverse population will be emphasized 4 s.h.
Prerequisite: NURS 3310

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NURS 3420 Spiritual and Cultural Considerations in Nursing. This course promotes the provision of nursing care within a spiritual and cultural framework. Emphasis will be placed on the importance of understanding human behavior and of promoting, maintaining, and restoring the holistic health of individuals, families, and communities within their cultural, socioeconomic, and religious contexts. Emphasis will also be placed on how cultural and spiritual beliefs influence a person's health care practices..... 4 s.h.
Prerequisite: NURS 3310

NURS 4020 Community/Public Health Nursing. In this course, students will focus on the health of individuals, families, and populations in the community, through analysis of the community's culture, values and wellbeing and by designing and implementing nursing interventions to promote and maintain health of populations within the community. In addition, students spend 90 hours in this course assessing, planning, and delivering health care to individual clients of different cultures, ethnic and socioeconomic backgrounds when practicing within the public health clinics, occupational health facilities, home health agencies, the public schools, and community volunteer organizations serving vulnerable populations. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting..... 4 s.h.
Prerequisite: NURS 3000, 3015, 3020, 3115

NURS 4100 Nursing in Child and Family Health Care. This course focuses on a family centered approach to the nursing care of children and adolescents. Students focus on promoting, maintaining, and restoring health and facilitating adaptation in the family using a holistic approach. Principles included are growth and development, assessment, risk reduction and child and family education. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting 4 s.h.
Prerequisite: NURS 3000, 3015, 3020, 3115, 3130, 3165

NURS 4110 Nursing in Mental Health Care. This course focuses on knowledge and skills needed to promote mental wellness, maintain mental health,

and care for persons experiencing mental illness across the lifespan. Emphasis is placed on cultural competence, human rights, advocacy, altruism, therapeutic communication, interdisciplinary collaboration, milieu management, socioeconomic awareness, holism, and professionalism. Clinical emphasis is placed on delivering safe, humanistic high-quality care to individuals, families, groups, communities, and populations experiencing mental illness in a variety of settings. Credit for this course requires satisfactory completion of clinical experience in related health care setting 5 s.h.
Prerequisite: NURS 3000, 3015, 3020, 3115, 3130

NURS 4115 Nursing in Adult Health Care II This senior-level nursing course continues to integrate nursing knowledge and skills mastered in the NURS 3115 course. The student will be expected to identify and incorporate health promotion interventions, understand more advanced disease processes, utilize diagnostic and laboratory testing resources, and implement nursing care specific to the patient population being served in the health care environment. The focus of this course will be centered on the elderly population. Special emphasis is placed on nursing students successfully applying critical reasoning skills both in the classroom and clinical setting 6 s.h.
Prerequisite: NURS 3000, 3015, 3020, 3115, 3130
Corequisite: NURS 4130

NURS 4120 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: 3015, 3140, 3115

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NURS 4130 Pharmacology II. This course continues to focus on the relationship between pharmacologic and pharmacokinetic knowledge and nursing practice with emphasis placed on applying critical thinking skills to safe medication administration across the lifespan 3 s.h.
Prerequisite: NURS 3000, 3020, 3015, 3115, 3130
Corequisite: NURS 4115

NURS 4200 Capstone for Nursing Practice. This course is a combined didactic and clinical practicum course to support the transition of the senior-level nursing student to a professional practice role. The didactic portion prepares the senior nursing student for the required comprehensive competency assessment, the National Council Licensure Examination for Registered Nurses (NCLEX-RN), and the role of the professional registered nurse. The didactic portion combined with the clinical integration portion of this course emphasizes effective communication, nursing assessment, diagnostic and laboratory interpretation, appropriate nursing interventions, patient and family education, critical reasoning skills, interdisciplinary teamwork, prioritization and delegation, and time management skills essential for the successful transition into professional practice. Successful completion of this course required the student to satisfactorily complete 120 precepted clinical hours..... 5 s.h.
Prerequisite: All 3000-level NURS courses, NURS 4000, 4020, 4100, 4115, 4130
Prerequisite/Corequisite: NURS 4120, 4110

NURS 4310 Nursing Ethics. In this course, students will explore ethical considerations in contemporary nursing. Topics include: historical forces influencing the development of nursing, ethical theory and principles, values clarification, ethical decision-making, legal issues, inter-professional relationship issues, practice issues related to technology, patients' right to self-determination, palliative care and end of life issues, scholarship, economic, social, and gender issues, and global nursing. This course will require students to demonstrate a competency in caring for the body, mind, and spirit of the individual, family, and community, while exploring their own ethical and values systems..... 4 s.h.
Prerequisite: NURS 3310

NURS 4330 Community and Population Health. In this course, the student will learn about population health, public health issues, epidemiology, and the promotion of community preventive health programs with a focus on local, regional, national, and global public health challenges that affect individuals, groups, and populations. This course is both community-based and community-focused, reflecting today's changing societal needs and the role environment plays in the health of communities. The course addresses the assessment and care of communities and target populations as the student learns to view health needs from a population health perspective..... 4 s.h.
Prerequisite: NURS 3310

NURS 4410 Principles of Leadership and Management. This course provides registered nurse students with the opportunity to synthesize knowledge, learning, and experiences related to the role of professional nurse as leader and manager to provide quality health care in an ever-changing health care environment. RN-BSN students will investigate and further develop their own professional role as managers of patient care and leaders in health care settings. Leadership and management in areas, such as health care policy, advocacy, collaboration, teamwork, and education. Coursework integrates change theory, organizational structure, delegation skills, negotiation tactics, effective communication, conflict resolution, workplace culture, and includes a quality improvement project. 4 s.h.
Prerequisite: NURS 3310, 3315, 3330, 3410, 3420, 4310
Prerequisite/Corequisite: NURS4330

NURS 4990 Comprehensive Assessment. Undergraduate-level and Registered Nurse students. All candidates for a degree from King are required to demonstrate competency in their major field of study. The final competency is focused on assessment of readiness to practice as a registered nurse at the baccalaureate level. For traditional BSN students, a standardized, proctored assessment will be given to help determine students' preparedness for the NCLEX. Prior to graduation, seniors in the traditional nursing program are required to successfully pass this standardized comprehensive assessment. Failure to achieve at least 95% predictability of passing the NCLEX on a proctored

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standardized comprehensive predictor will result in a grade of F. Registered Nurse students will address the standards and competencies outlines in the American Association of Colleges and Nurses (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* in a reflective written assignment. This comprehensive writing assignment will link knowledge gained through educational experiences to professional practice congruent with the AACU standards and competencies..... 0 s.h.

NURS 5000 Theoretical Basis of Nursing Practice. This is a core course that prepares students to critique, evaluate, and utilize theory within their practice. In addition to nursing theories, relevant theories from related disciplines are addressed. The goal is to help students conceptualize a theoretical basis for advanced nursing practice that is comprehensive and holistic, and has the potential to impact patient care delivery models and improve patient outcomes..... 3 s.h.

NURS 5001 Research Designs in Nursing. This is a core course which focuses on the knowledge and skills needed to critically analyze and evaluate research literature to answer clinical questions. The student will learn how to initiate a line of inquiry using comprehensive databases. Statistics and research methods will help the student to effectively critique the status of the existing evidence to determine if a change is indicated to improve nursing practice and patient outcomes. Students gain knowledge and skills in evidence-based practice by the collection, interpretation, and integration of the best available evidence 3 s.h.

NURS 5002 Advanced Pathophysiology. This course prepares nurses with advanced knowledge and understanding of the pathologic mechanisms of disease to serve as a foundation for clinical assessment, clinical decision-making, pharmacotherapeutics, and nursing interventions. Course content examines deviations from homeostasis, genetic and epigenetic influences of disease in body systems across the lifespan. A systematic survey of diseases within body systems including etiology, epidemiology, and clinical manifestations is explored. Current research findings are explored and utilized in this class..... 3 s.h.

NURS 5004 Advanced Physical Assessment and Health Promotion. This course focuses on the development and practice of advanced health assessment skills needed for delivery of culturally competent care across the lifespan. Diagnostic reasoning is used to interpret data obtained from the history, physical examination, and diagnostic procedures to generate a comprehensive health assessment and problem list. Domains of interest include family processes, transcultural issues, nutrition, genetic variations, growth and development, spirituality, and health promotion. Students refine the health assessment and clinical judgment skills needed to relate findings to underlying pathophysiologic changes in the client's health status to plan therapeutic and healing interventions..... 3 s. h.

NURS 5006 Advanced Pharmacology. This course provides the advanced knowledge of pharmacokinetics, pharmacodynamics and pharmacotherapeutics needed to initiate safe and appropriate pharmacological treatment in the management of disease processes across the life span. Special concerns regarding developmental status, nutritional status, health status, cultural influences or membership in a high-risk group are identified. Strategies for counseling and education to promote adherence are explored. Ethics, cost effectiveness, legalities and regulations related to prescription writing are addressed. Students are introduced to the use of electronic drug databases for point-of-care decision-making based on up-to-date drug information.....3 s.h.
Prerequisite: NURS 5002, 5004

NURS 5010 Social, Cultural and Political Perspectives on Healthcare and Delivery Systems. This core course provides an overview of social, political and cultural issues impacting today's global healthcare system, enabling students to explore and develop strategies to be influential in social and health policy formation and consumer health advocacy. Global awareness including an understanding of ethical and legal accountability, patient vulnerability, and culturally sensitive care are emphasized. In-depth exploration of strategies for health promotion and disease prevention for communities are highlighted in this course..... 3 s.h.

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NURS 5012 Global Health Awareness. This course offers an introduction to the practice of global health nursing, the political, economic, and cultural processes of globalization, and their impact on population health and health care systems. Students will examine varying meanings of health as well as the range of factors that encourage the health of some and exclude it from others. The course includes the study of a global health ethical framework based on human rights, cultural diversity, and social justice. Students will have an enhanced understanding of the global dimensions of health and disease, various strategic health initiatives, and correlating health care interventions. Attention will be paid to a variety of topics including HIV/AIDS, human trafficking, infectious diseases, health in reproduction, social determinants of health, and more..... 3 s.h.

NURS 5014 Healthcare Informatics. The focus of this core course is exploring and understanding the concepts relevant to health care informatics and the use of computerized information systems in health care organizations. A primary focus is the use of computerized applications by nurses to support decision-making in clinical, administrative, and educational settings. The development of information management skills and the use of the internet are emphasized to evaluate health, wellness, and illness, thereby, positively influencing patient outcomes 3 s.h.

NURS 5018 FNP I Care of Women and Families. This course is designed to prepare the student for the delivery of culturally competent care in diverse settings to women and families across the lifespan. With an emphasis on reproductive, gynecological, and family health issues, the student will acquire the knowledge and develop critical thinking skills that allow for the application of evidence in the promotion, prevention, renewal, and maintenance of health among women and families from various social and economic backgrounds..... 3 s.h.
60 clinical hours
Prerequisite: NURS 5002, 5004, 5014
Corequisite: NURS 5006

NURS 5019 FNP II Care of Geriatric and Adult Populations. This is the second course in primary care of the family. This course continues the development of skills in decision-making and the use

of an evidence-based approach in the clinical management of families through the life cycle. In addition, the course includes study and clinical application of major theories of health promotion, risk assessment, differential diagnosis, health behavior change, and disease prevention across the lifespan. Cultural and socioeconomic factors are explored. Scope of practice issues continue to be addressed.....6 s.h.
180 clinical hours
Prerequisite: NURS 5006, 5018

NURS 5021 Pediatric Growth and Development/Health Promotion and Illness Prevention. This course provides the pediatric nurse practitioner student with a foundational theoretical and knowledge base of the developmental needs of children. Emphasis is placed on the provision of the developmentally appropriate health promotion and disease prevention methods. The course focuses on developmental milestones, nutrition anticipatory guidance, safety, screening, and immunizations for children, birth through adolescence6 s.h.
Prerequisite: NURS 5002, 5004, 5018
Corequisite: NURS 5006

NURS 5023 FNP III Care of Pediatric Population. This course focuses on the management of common pediatric health and illness concerns using an evidence-based approach to assessment, differential diagnosis, and management. Includes the study of clinical application of major theories of health promotion and assessment, family dynamics, health behavior change, and disease prevention for the well child and adolescent. Student will develop skills in the collaborative management of the ill pediatric and adolescent patient. Scope of practice issues are addressed..... 3 s.h.
120 clinical hours
Prerequisite: NURS 5002, 5004, 5006

NURS 5024 FNP IV Seminar and Intensive Practicum. This course builds on the previous FNP course sequence and requires synthesis of advanced practice knowledge base and family nurse practitioner clinical skills for effective management of complex clinical problems across the lifespan. The emphasis is on acute and chronic illness as it affects all age groups. This course requires increasingly independent clinical application of evidence-based

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approaches to the assessment, health promotion, differential diagnosis, and management of families in their cultural and socioeconomic context. Scope of practice issues continue to be addressed..... 6 s.h.
240 clinical hours

Prerequisite: NURS 5018, 5019, 5023

NURS 5025 Seminar and Intensive Practicum:

Pediatric Acute Illness and Chronic Disease

Management. This is the final course in the pediatric nurse practitioner (PNP) concentration. This seminar and practicum course provides the PNP student with 240 hours of clinical practice. The emphasis of this course is on the identification and management of common acute and chronic pediatric disease patterns. Disease prevention, anticipatory guidance, family wellness and the role of the practitioner as a family advocate are emphasized..... 6 s.h.

Prerequisite: NURS 5018, 5021, 5023

Corequisite: NURS 5026

NURS 5026 Practice Management and Advanced

Role Development. This course examines issues related to assuming the advanced practice role including the legal and ethical aspects of practice, quality assurance issues, patient advocacy, leadership, interdisciplinary collaboration, and the stewardship of resources. Emphasis is placed on demonstrating a clear understanding of the professional nurse practitioner role and the transition to the professional clinicians' role, including certification and licensure requirements. Current practice issues affecting nurse practitioners are examined 3 s.h.

Corequisite: NURS 5024 or 5025 or 5079

NURS 5030 Principles of Teaching and Learning.

This course introduces the principles of teaching and learning in the context of nursing education. A variety of strategies to facilitate learning in cognitive, psychomotor, and affective domains are introduced. The student will develop learning activities for the traditional, non-traditional, and online learning environments. The use of evidence-based theories to support teaching and learning are explored. The student will analyze individual factors which impact learning and may require adaptation of teaching strategies 3 s.h.

NURS 5032 Curriculum Development and

Implementation in Nursing Education. This course

introduces the student to the essentials of curriculum development as it applies to nursing education. The student will explore the relationship of nursing curricula to the mission and philosophy of parent institutions and to national guidelines for nursing education at all levels. Accreditation, standards of professional nursing practice, legal, and ethical issues are analyzed within the context of curriculum development and program evaluation. Learning theories and taxonomy are applied to curricula, programs, courses, and learning units. A seminar approach, requiring collaborative work and interdependent relationships is utilized..... 3 s.h.

Prerequisite: NURS 5030

NURS 5035 Focused Clinical Seminar and

Practicum. This practicum experience focuses on the synthesis of previously gained knowledge and skills in the provision of advanced nursing care to individuals, families, and communities. Emphasis is placed on the management of clients within a clinical focus area.

The **240-hour** seminar format will allow the student to explore in depth the provision of evidence-based nursing practice in the care of patients experiencing actual or potential health problems related to the clinical focus (2 didactic/2 clinical/1 lab) 5 s.h.

Prerequisite: NURS 5030, 5032, 5010

NURS 5036 Nursing Education Practicum.

In this practicum/classroom experience, the student will demonstrate the application and synthesis of theory and competencies related to the role of the nurse educator. The student will use evidence-based strategies to support teaching and learning goals.

Learning experiences are planned and negotiated to meet the individual learning goals of the nurse educator student in the context of preceptor supervised experiences in a nursing education setting.

The student will successfully complete 180 hours in this nursing education practicum 4 s.h.

Prerequisite: NURS 5030, 5032

NURS 5050 Visionary Leadership in Nursing.

This course provides a theoretical foundation and focuses on leadership theory and assessment strategies for use in the healthcare system. This course explores the student's capacity for leadership, including contemporary contexts, as well as strengths and barriers to effective leadership practice. It includes learning experiences designed to enhance the

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student's understanding of self as a leader and provides an opportunity to increase the student's understanding of culturally competent care. Upon the successful completion of this course, the student will receive 75 clinical hours..... 3 s.h.

NURS 5054 Financial/Accounting Issues for Nurse Managers. This course focuses on essential financial management elements for delivery of health care services. Topics include economics of the U.S. health care system; accounting and budget principles; financial techniques including break-even analysis, variance analysis, cost estimation and forecasting, and capital budgeting; financial issues related to staffing; components of financial statements; and a cost management approach for measuring costs related to quality assurance. Students will enhance their abilities to become fiscally accountable for their practice while providing high-quality patient care. Upon successful completion of this course, the student will receive 20 clinical hours 3 s.h.

NURS 5056 Continuous Quality Improvement and Outcomes Management. This course prepares nursing leaders with knowledge to guide complex health care delivery and focuses on improvement of systems to provide safe, effective, and efficient care to clients. The guidance of quality organizations and the requirements of regulatory agencies are utilized as models for quality improvement. Students are prepared to identify system problems and to use processes to find root causes and solutions. Upon the completion of this course the student will receive 60 clinical hours..... 3 s.h.
Prerequisite: NURS 5050
Corequisite: NURS 5054

NURS 5058 Transformational Strategies: Practicum I. This first practicum experience in a series of three practicums involves the analysis and integration of theory as it relates to the nurse executive's role. Organizational assessment designs will be explored. Students will be provided with opportunities to participate in all phases of the executive role in an acute care delivery system and community-based systems settings under the guidance of a preceptor. This course includes 60 hours of clinical practice..... 3 s.h.

NURS 5059 Transformational Strategies: Practicum II. This second practicum is a continuation of integration of theory as it relates to the nurse executive's role. Emphasis is placed on the strategic planning process. Students will continue the practicum in the same setting under the guidance of a preceptor. This clinical practicum consists of 120 hours 5 s.h.
Prerequisite: NURS 5058

NURS 5060 Transformational Strategies: Practicum III. This third and last practicum continues to expand on the first two practicums. Students will build on the information gained from the organizational assessment and strategic planning process to direct nursing practice as a nurse executive. Activities for this practicum are interdependently planned with the guidance of a preceptor. This practicum includes 60 hours of clinical practice 3 s. h.
Prerequisite: NURS 5058, 5059

NURS 5071 Introduction to Psychotherapies for the Advanced Practice Nurse. This course focuses on introducing theories and methods used by the Psychiatric Mental Health Advanced Practice Nurse as broadly applied across treatment settings. Students will explore theory and techniques associated with various therapeutic models with regards to theoretical underpinnings, therapeutic action, techniques, relationship between therapist and patient, and application to different diagnostic populations and family systems. Selected psychotherapies will be studied and applied to selected cases utilizing various methods of learning. Students will gain knowledge and experience that promotes satisfactory assimilation of mental health concepts in their delivery of advanced practice nursing across the lifespan. Emphasis will be placed on evidence-based practice and treatment guidelines using a range of theoretical and conceptual models for conducting psychotherapy and supporting recovery. Selected psychotherapies will be studied, and application made where possible within the practicum setting as well as the course learning activities..... 1 s.h.

NURS 5072 Contemporary Approaches to Psychotherapy. This course focuses on introducing contemporary theories and methods used by the

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Psychiatric Mental Health Advanced Practice Nurse as broadly applied across treatment settings. Students will explore theory and therapy techniques associated with various therapeutic models with regards to theoretical underpinnings, therapeutic action, techniques, relationship between therapist and patient, and application to different diagnostic populations and family systems. Selected contemporary psychotherapies will be studied and applied to selected cases utilizing various methods of learning. Students will gain knowledge and experience that promotes satisfactory assimilation of mental health concepts in their delivery of advanced practice nursing across the lifespan. Emphasis will be placed on evidence-based practice and treatment guidelines using a range of theoretical and conceptual models for conducting psychotherapy and supporting recovery. Selected psychotherapies will be studied and application made where possible within the practicum setting as well as the course learning activities. The DSM 5 will be used as the basis for diagnostic nomenclature across the lifespan.....1 s.h.

NURS 5073 Integration and Application of Psychotherapies. This course focuses on the application of theories and methods used by the Psychiatric Mental Health Advanced Practice Nurse as broadly applied across treatment settings. Students will explore theory and therapy techniques associated with various therapeutic models with regards to theoretical underpinnings, therapeutic action, techniques, relationship between therapist and patient, and application to different diagnostic populations and family systems. Selected psychotherapies will be studied and applied to selected cases utilizing various methods of learning. Students will gain knowledge and experience that promotes satisfactory assimilation of mental health concepts in their delivery of advanced practice nursing across the lifespan. Emphasis will be placed on evidence-based practice and treatment guidelines using a range of theoretical and conceptual models for conducting psychotherapy and supporting recovery. Selected psychotherapies will be studied and application made where possible within the practicum setting as well, as the course learning activities. The student will be given the opportunity to assess the dynamic forces of the current health care delivery system and how it influences care delivery to

the client needing mental health services. The DSM 5 will be used as the basis for diagnostic nomenclature across the lifespan 1 s.h.

NURS 5075 Advanced Psychopharmacology. This course presents advanced concepts in neuroscience, pharmacokinetics and pharmacodynamics and the safe clinical management of targeted psychiatric symptoms, related to the psychopharmacologic treatment of various psychiatric disorders across the lifespan. The course reflects current scientific knowledge of psychopharmacology and its application to clinical problems seen in a variety of settings. This course builds on knowledge from previous courses such as Advanced Pharmacology and Advanced Pathophysiology to provide the advanced practitioner with knowledge related to clinical management of psychotropic medications with emphasis on the assessment, prescribing and administration strategies of psychiatric medications. This course is designed to prepare students for the role of prescriber based on national guidelines and evidence-based practice..... 3 s.h.

NURS 5076 Psychiatric/Behavioral Health Disorders and Diagnosis. This course will provide a biophysical framework for the practice of advanced psychiatric mental health nursing across the lifespan. Students will develop advanced knowledge of diagnostic criteria, and management of psychiatric and mental health disorders. Advanced comprehensive assessment skills, differential diagnosis, and psycho therapeutic management of clients with common and major psychiatric disorders across the lifespan will be emphasized. Research and epidemiological data will be employed to formulate outcomes-based practice. Mental health promotion and prevention, risk factors, taxonomy, cultural influences, and assessment issues specific to all populations will be a focus of learning. Evidence-based research findings and DSM diagnostic criteria will be utilized in this course..... 3 s.h.

NURS 5078 Psychiatric Mental Health Seminar and Clinical I. This is the first of two clinical practicum courses that provides a synthesis experience during which the student implements the role of the psychiatric-mental health nurse practitioner applying current evidence-based practice

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focusing on knowledge and skills needed to assess, diagnose, and treat psychiatric, mental health disorders across the lifespan. The curriculum content will build on previous coursework to allow students to integrate psychopharmacology prescribing principles, use of psychotherapies, diagnosis of psychiatric behavioral health disorders and consult with interdisciplinary team members to develop appropriate and individualized treatment plans. The clinical course provides the student the opportunity to develop critical thinking and diagnostic reasoning under the supervision of a qualified mental health care preceptor to manage care for individuals and families using recommended practice guidelines and diagnostic criteria.....6 s.h.

NURS 5079 Psychiatric Mental Health Seminar and Clinical II. This is the second of two clinical practicum courses that provides a synthesis experience during which the student implements the role of the psychiatric-mental health nurse practitioner applying current evidence-based practice focusing on knowledge and skills needed to assess, diagnose, and treat psychiatric, mental health disorders across the lifespan. The curriculum content will build on previous coursework to allow students to integrate psychopharmacology prescribing principles, use of psychotherapies, diagnosis of psychiatric behavioral health disorders and consult with interdisciplinary team members to develop appropriate and individualized treatment plans. The clinical course provides the student the opportunity to refine critical thinking and diagnostic reasoning skills under the supervision of a qualified mental health care preceptor to manage care for individuals and families using recommended practice guidelines and diagnostic criteria.....6 s.h.

NURS 5800 International Nursing Mission and Service Learning The purpose of this course is to provide the student with a directed, hands-on field experience in Christian mission allowing the integration of classroom learning and real-world practice. The student will be able to critically reflect on the area of health and healthcare delivery in developing countries.....2 s.h.

NURS 5990 Comprehensive Assessment. Master's level. Graduate level nursing at the master's level requires a final competency demonstration. Final

comprehensive competency demonstration in the MSN program consists of the graduating student's ability to meet the expected outcomes as set forth by the American Association of Colleges of Nursing (AACN) Essentials of Master Education in Nursing. These Essentials are core for all master's programs in nursing, and delineate the outcomes expected of all graduates of master's nursing programs. Completion of a final competency portfolio, which encompasses the core knowledge and skills outlined in the AACN Essentials document, serves as demonstration of the MSN student's mastery of the required competencies. The final competency portfolio is evaluated by a rubric and is pass/fail.....0 s.h.

NURS 5991 Post-Masters Comprehensive Assessment. Graduate level nursing education requires a final competency demonstration. Completion of a final competency portfolio, which encompasses the core knowledge and skills for the specific concentration serves as demonstration of the student's mastery of the required competencies. For the Post-Master's NP students, the NONPF Nurse Practitioner Core Competencies document serves as a guide. The final competency portfolio is guided by and evaluated against a rubric. Students are required to pass according to the minimum requirement of the School of Nursing. Any student who does not meet the requirement (pass) of their comprehensive assessment of their major field will not graduate until the requirement is met. Pass/Fail.....0 s.h.

NURS 7000 Theoretical and Philosophical Foundations of Nursing Practice. Building on the masters-level foundation of knowledge and core concepts of theory and scientific frameworks, this course prepares doctoral students to critique, evaluate and utilize theory within their practice, and assists them in the identification of models used to guide research and knowledge development within the discipline. Philosophical foundations of knowledge development in nursing, and the natural and social sciences are explored. Relevant theories from bioethics, biophysical sciences, psychosocial science, analytical science, and organizational science are also addressed. Emphasis is placed on middle range theories and concepts used to guide nursing practice. In preparation for their scholarly project, students are expected to demonstrate the ability to conceptualize a theoretical basis for their specialty

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practice that is comprehensive, holistic, and has the potential to impact patient care delivery models and improve patient outcomes 3 s.h.

Corequisite: NURS 7001

NURS 7001 Nursing Informatics. Building on previous knowledge in healthcare informatics, this course provides an opportunity to examine the forces driving the migration to digital information systems in health care, and the associated desired goals for improvements in value, outcomes, quality, and cost efficiencies. Health information technology and systems are explored for the impact they have on population health, workflow, process improvement, and fiscal bearing. The course explores data-driven science within the realm of clinical and translational research to assist the nurse in advanced roles to mine electronic data sets and to prepare for the future, with skills for knowledge management to support evidence-based practice and research application..... 3 s.h.

Corequisite: NURS 7000

NURS 7005 Applied Statistics for Evidence-Based Practice. This course explores descriptive and inferential statistics with special emphasis on the application of statistics in translational research. The course explores how data are collected and describes and evaluates research methods that are essential for statistical analysis. Discussions cover measures of central tendency, variability, data representation, correlation, and linear regression. A brief discussion of probability theory precedes hypothesis testing, and the course emphasizes hypothesis testing as it relates to different research designs for practice applications. Inferential Statistics that evaluates one sample (e.g., t-test), two samples (e.g., independent groups t-test), and two or more samples (e.g., analysis of variance) are included. The course includes exploration of research designs that include more than one independent variable (e.g., factorial designs) and nonparametric statistics. In addition to exploring the application of statistics regarding research methods and designs, exploration of statistical methods pertinent to those utilized in the interpretation of health care data sets such as absolute risk, absolute risk reduction, odds ratio, and number needed to treat are included 3 s.h.

Prerequisite: NURS 7000, 7001

Corequisite: NURS 7006

NURS 7006 Evidence-Based Practice and Translational Research This course examines the underpinnings of nursing knowledge and the methods by which nursing knowledge is generated. This course explores the role of the nurse scholar in translating evidence into practice. Students will use evidence-based findings to choose an area of interest for their translational research project and begin examining the literature surrounding this topic. After thorough review of the literature and identification of gaps in the knowledge base, students will begin their project proposal and form their PICOT questions to guide their project. Upon successful completion of the course the student will be awarded 30 clinical experiential learning hours..... 3 s.h.

Prerequisite: NURS 7000, 7001

Corequisite: NURS 7005

NURS 7007 and NURS 7018 Clinical Experiential Learning I and II.* The DNP clinical experiential learning courses are designed to provide an opportunity for doctoral students enrolled in the program to fulfill the practice experience requirements specified in the DNP curriculum, which are based on the American Colleges of Nursing (AACN, 2006) DNP Essentials. The DNP Essentials outlines competencies expected of DNP graduates and designates a minimum of 1000 post-baccalaureate practice hours. The DNP clinical experiential learning courses provide the opportunity for students to demonstrate expertise in practice and will be individualized for students based on their prior education and experience. Clinical experiential learning hours are designed to help students build and assimilate knowledge for advanced practice at a high level of complexity and focus in practice specialty. In depth work with experts from nursing and other disciplines as well as other knowledge-building experiences are incorporated into the clinical experiential learning courses to provide meaningful student engagement in practice environments. Students have had supervised practice requirements as part of the clinical MSN program, and will have already accumulated a portion of these required hours prior to entering the DNP program to complete the DNP program with a minimum of 1000 post-baccalaureate practice hours. The clinical experiential learning hours must be fulfilled prior

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to implementation of the translational research project..... 1-3 s.h. each
*Not designed for transfer

NURS 7011 Population Health Epidemiology and Data Analysis. This course examines the science of demography and how demographic phenomena affect public health. The focus of demography includes birth rates, death rates, age and gender, structure of populations, population change and distribution. The course prepares the student to define and identify populations and sub-populations of interest, describe the health status and needs of populations, and evaluate services provided to populations by local, regional, and federal public health agencies, as well as population-based private health care organizations. An emphasis on a critical analysis of the evidence-based literature on assessment, development, intervention, and evaluation of population health will assist the student to incorporate successful population health interventions into practice. The student will utilize accountability in determining priorities and evaluating outcomes of population-focused programs. Upon successful completion of the course the student will be awarded 70 clinical experiential learning hours..... 3 s.h.
Prerequisite: NURS 7000, 7001, 7005, 7006

NURS 7012 Translational Research Project Development*. *Students must have identified and gained approval of community mentor/preceptor for the Translational Research Project with all contracts and site requirements completed prior to starting the Translational Research Project Development course.* The student will select a practice setting based on his/her individual interest and expertise and conduct an assessment to identify opportunities for improvement. Building upon formative coursework, students are expected to synthesize theoretical, empirical, and clinical knowledge to analyze critical issues in current practice and identify a phenomenon of interest within their area of expertise. The student will analyze data, develop a theory-based project proposal, and define a research question(s) for a translational research project addressing a clinically relevant problem within a specific population. An IRB proposal will be submitted for approval of clinical project implementation. This course will include the systematic collection and evaluation of research

evidence through a comprehensive literature review and initial project proposal. The student will develop his/her project under the guidance of a faculty member and in conjunction with a community preceptor. Upon successful completion of the course the student will be awarded 180 clinical experiential learning hours..... 3 s.h.
Prerequisite: NURS 7000, 7001, 7005, 7006
*Not designed for transfer

NURS 7016 Leadership of Complex Healthcare Systems and Organizations. This course synthesizes leadership theory, behaviors, and organizational models within the context of the healthcare industry. Models of resource management, change process, gap analysis, strategic planning, and performance excellence are explored and applied. Based on these theories, models, and applications, the student will put the DNP role precepts into practice across complex health care organizations and system 3 s.h.
Prerequisite: NURS 7000, 7001, 7005, 7006, 7011
Corequisite: NURS 7017

NURS 7017 Healthcare Policy and Advocacy. This course examines the ethical, socioeconomic, political, legal, and power considerations in the development of local, state, and national health policy. This course prepares the student to critically evaluate the unique challenges influencing health care policy, the policy process, and issues concerning social injustice. An emphasis on professional values, advocacy, cultural diversity issues, and political activism assists the student to become influencers in policy formation and evaluation. A critical analysis of health policy will be completed, with the goal of developing leadership skills to identify, analyze, and influence policy at the local, state, and federal levels 3 s.h.
Prerequisite: NURS 7000, 7001, 7005, 7006, 7011
Corequisite: NURS 7016

NURS 7022 Ethical Issues in Advanced Nursing Practice. This course explores complex ethical issues related to health care in advanced nursing practice. Application of ethical principles and theories are examined and applied through analysis of selected issues and themes at the individual, population, institutional and societal levels. This course prepares the student to analyze, synthesize and evaluate information to develop the precepts required to examine ethical dilemmas and to create a decisional

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framework as required by nurses at the doctoral level..... 3 s.h.
Prerequisite: NURS 7000, 7001, 7005, 7006, 7011, 7016

NURS 7023 Translational Research Project Implementation*. *Students must have identified and gained approval of a community mentor for implementation of the translational research project with all contracts, site requirements and IRB approval completed prior to starting the Translational Research Project Implementation Course.* In this course students will implement the translational project developed in the Translational Research Development course, incorporating knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences. A focus on transformational leadership in the practice setting to deliver advanced-level nursing services to individuals, families, communities, or systems is emphasized. The project will embody ethical, culturally sensitive, fiscally responsible, and politically sound principles to improve current and future health care outcomes of identified populations. The student will implement his/her project under the guidance of a faculty member, committee, and in conjunction with a community preceptor. This project will produce a tangible and deliverable scholarly manuscript derived from the practicum immersion experience which will be completed in the Translational Research Project Evaluation course. Upon successful completion of the course the student will be awarded 180 clinical experiential learning hours..... 3 s.h.
Prerequisite: NURS 7000, 7001, 7005, 7006, 7011, 7012, 7016, 7017

*Not designed for transfer

NURS 7027 Theoretical Foundations of Knowledge Development. This course provides the student with an overview of educational theories and principles, the triad role of the nurse educator, instructional design and evaluation methodologies, and delivery models. Additionally, the experience of evaluating the quality of an educational program is offered. The student will explore the relationship associated with societal learning demands, technological advances and how evidence-based learning outcomes can be achieved through active teaching-learning strategies. It is recommended, but not required that the student have some previous teaching experience..... 3 s.h.
Prerequisite: NURS 7000, 7005

NURS 7028 Transforming Healthcare Performance through Information Technology. This advanced health informatics course focuses on the critical appraisal of the role of nurse leaders, practitioners, and specialists as they interface with health care information systems for outcomes management and improvement. Advanced data mining skills will be used to evaluate a selected practice issue, provide decision support, identify best practices, and to make evidence-based recommendations for improved patient, system, financial and efficiency outcomes 3 s.h.
Prerequisite: NURS 7000, 7001, 7006, 7011, 7016

NURS 7032 Translational Research Project Evaluation*. *Students must have identified and gained approval of a community mentor for completion of the translational research project with all contracts, site requirements completed prior to starting the translational research project evaluation course.* The DNP program culminates in the successful completion of an individual scholarly project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. During this course, students will engage in scholarly inquiry to analyze and evaluate their evidence-based project. The completed project will be presented and will be evaluated by the student's committee. A manuscript for publication is derived from the completion of the translational research project. The student will complete the project under the guidance of a faculty member, committee, and in conjunction with a community preceptor. Upon successful completion of the course, the student will be awarded 180 clinical experiential learning hours..... 3 s.h.
Prerequisite: NURS 7000, 7001, 7005, 7006, 7011, 7012, 7016, 7017, 7022, 7023

*Not designed for transfer

NURS 7990 Comprehensive Assessment. Doctoral level. Graduate level nursing at the doctoral level requires a final competency demonstration. The demonstration of final competency at the DNP level is embodied in the culminating translational research project. Elements of the translational research project are founded on the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice. The Essentials document contains outcome competencies deemed essential to all graduates of a DNP program and serves

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as the guidance and evaluation framework for the DNP graduate's translational research project. The final competency translational research project is guided by and evaluated against a rubric. Students are required to pass according to the minimum requirement of the School of Nursing. Any student who does not meet the requirement (pass) of their comprehensive assessment of their major field will not graduate until the requirement is met.
Pass/Fail0 s.h.
Prerequisite: NURS 7000, 7001, 7005, 7006, 7011, 7012, 7016, 7017, 7022, 7023, 7027/7028, 7032

PHILOSOPHY

PHIL 2010 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 Logic and Critical Thinking. This course covers the principles of logic and critical thinking. It provides insight into the structure of arguments and the nature of inference, and introduction to basic forms of symbolic logic, and awareness of predominant kinds of informal fallacies. It promotes an appreciation for virtues of sound reasoning and a healthy respect for the gravity of truth 4 s.h.

PHIL 2410 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 3440 Asian Philosophy. Survey of principal writings within the Asian philosophical tradition, from the Upanisads to the Buddhist scriptures, and examination of their metaphysical, epistemological, psychological, and ethical standpoints 4 s.h.

PHIL 3500 History of Philosophy Survey. This course offers a survey and examination of significant

thought from within the history of philosophy. The course content will cover pivotal metaphysical, epistemological, and ethical movements from the ancient Greek era to 21st Century. It will provide understanding of the philosophical underpinnings of current ways of thought, a stream of thought against which to compare Christian beliefs, along with some measure of insight into the fundamental questions of human life.....4 s.h.

PHIL 3720 Ethics. A study of philosophical and religious theories of ethics and of their application to selected problems.....4 s.h.

PHIL 3760 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 culture4 s.h.

PHIL 3770 Scientific Ethics. This course offers a philosophical survey of prominent ethical theories, an examination of the philosophical and scientific methods, and applied ethical analysis of the most pressing issues and dilemmas within the fields of science and medicine. Ethics in this context entails deep reflection on how we ought to live, the kind of people we ought to be, and the course of action we ought to take in any given situation. Accordingly, students will discuss these theories openly and earnestly as they collectively apply them to the issues and dilemmas at hand. This effort will make them more informed ethical agents. It will intellectually prepare them for the ethical challenges that they will face as leaders and practitioners within their respective professions4 s.h.

PHIL 3820 Philosophy of Human Nature. Survey and examination of philosophical thought relating to the nature of the human being, freewill, value, human rights, happiness, love, purpose, development, and survival.....4 s.h.

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PHOTOGRAPHY

PHOT 1010 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 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 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.
Prerequisite: PHOT 1500

PHOT 2010 Digital Photography. This course is an introduction to technical and creative application of digital imaging. Students will learn full control of their Digital SLR camera and apply it to a variety of situations. Students will explore Digital Asset Management and advanced output options to apply to their own workflow and creative final products..... 4 s.h.

PHOT 2100 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 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 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 3010 Lighting. This course will introduce photographic lighting in the studio as it applies to still imaging and video. Emphasis will be on control of artificial lighting in a studio situation 4 s.h.
Prerequisite: PHOT 2010

PHOT 3700 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.
Prerequisite: PHOT 2010

PHOT 3710 Documentary Photography. This course will involve the study and production of photographs, video, and audio to document current events or conditions. Students will design a project from concept to creation to presentation. Study of the history and tradition of documentary photographic works will allow a foundation for discussion and exploration in the proposed projects..... 4 s.h.
Prerequisite: PHOT 2010

PHOT 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged

PHOT 3900 Special Topics. For Junior and Senior majors.....credit to be arranged

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PHOT 4000 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.
Prerequisite: Consent of the instructor

PHOT 4100 Event/Location Management. This course will provide students with information, skills, and techniques necessary for successfully capturing, processing, and delivering imagery and media elements from on-location events 4 s.h.
Prerequisite: PHOT 2010

PHOT 4600 Professional Community Services. This course is designed to provide students an opportunity to make relevant contributions to the community using their photo and media skills. Student projects may include work with local clients, location management, and end-product development..... 4 s.h.
Prerequisite: PHOT 2010

PHYSICAL EDUCATION

PHED 1110 Wellness for Life. This course provides each student an opportunity to assess his/her wellbeing through a battery of physical fitness tests. Class content includes basic principles that support a physically active lifestyle. Each student is challenged to consider the personal, spiritual, and social responsibilities of maintaining an implementation of physical activity 2 s.h.

PHED 1120 Aerobics/Kickboxing* 1 s.h.

PHED 1130 Badminton* 1 s.h.

PHED 1140 Fly Fishing* 1 s.h.

PHED 1150 Beginning Golf* 1 s.h.

PHED 1160 Intermediate Golf* 1 s.h.

PHED 1180 Beginning Tennis* 1 s.h.

PHED 1190 Intermediate Tennis* 1 s.h.

PHED 1210 Weight Training* 1 s.h.

PHED 1220 Volleyball* 1 s.h.

PHED 1230 Racquetball* 1 s.h.

PHED 1240 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 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.

PHED 1260 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 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 Zumba*. This course is designed to give an intensive cardio workout using Latin-inspired music and dance movements, creating a fun, exciting, and exhilarating fitness challenge 1 s.h.

PHED 1290 Hiking. The course will introduce basic skills and knowledge of hiking. Topics receiving special emphasis will include: safety, clothing/equipment, map/trail reading/navigating with a compass, simple outdoor cooking/food preparation, and emergency care..... 1 s.h.

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PHED 1291 Archery. The beginning archery course is designed to introduce learners to the sport of target shooting with a recurve bow. This course will focus on range safety, equipment, stance, posture, aiming, follow-through, and scoring. There is a \$50 course fee 1 s.h.

PHED 1620 CPR. This course trains students in cardiopulmonary resuscitation. Successful completion can lead to American Red Cross certification 1 s.h.

PHED 1630 First Aid. This course trains students in basic first aid. Successful completion can lead to American Red Cross certification 1 s.h.

PHED 2010 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 Varsity Baseball* 1 s.h.

PHED 2120 Varsity Basketball-Men* 1 s.h.

PHED 2130 Varsity Basketball-Women* 1 s.h.

PHED 2140 Varsity Cheerleading* 1 s.h.

PHED 2141 Varsity Dance* 1 s.h.

PHED 2142 Varsity Acrobatics* 1 s.h.

PHED 2150 Varsity Soccer-Women* 1 s.h.

PHED 2160 Varsity Soccer-Men* 1 s.h.

PHED 2170 Varsity Tennis-Men* 1 s.h.

PHED 2180 Varsity Tennis-Women* 1 s.h.

PHED 2190 Varsity Volleyball-Women* 1 s.h.

PHED 2191 Varsity Volleyball-Men* 1 s.h.

PHED 2200 Varsity Golf-Men* 1 s.h.

PHED 2201 Varsity Golf-Women* 1 s.h.

PHED 2210 Varsity Cross-Country-Women* ... 1 s.h.

PHED 2211 Varsity Track and Field Women* 1 s.h.

PHED 2220 Varsity Cross-Country-Men* 1 s.h.

PHED 2221 Varsity Track and Field-Men* 1 s.h.

PHED 2230 Varsity Softball* 1 s.h.

PHED 2240 Varsity Swimming/Diving-Women* 1 s.h.

PHED 2241 Varsity Swimming/Diving-Men* .. 1 s.h.

PHED 2250 Varsity Wrestling -Men* 1 s.h.

PHED 2251 Varsity Wrestling-Women* 1 s.h.

PHED 2260 Varsity Cycling-Men* 1 s.h.

PHED 2261 Varsity Cycling-Women* 1 s.h.

PHED 2800 Beginning Ballet* 1 s.h.

PHED 2810 Intermediate Ballet/Pointe Technique* 1 s.h.

PHED 2820 Modern and Interpretative Movement* 1 s.h.

PHED 2830 Jazz/Choreography* 1 s.h.

PHED 2832 Hip Hop Dance* 1 s.h.

PHED 2833 Lyrical Dance* 1 s.h.

PHED 2840 Ballroom Dance*. The basics of tempo, form, and etiquette are taught and several basic ballroom steps for foxtrot, swing, cha-cha, tango, waltz, and others 1 s.h.

PHED 2850 Folk and Square Dance* 1 s.h.

PHED 2900 Team Building. This course incorporates numerous 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

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challenge, mental challenge, or both. Course focuses on the process that occurs as the group works through the activity..... 2 s.h.

PHED 3530 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 3620 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 3050

PHED 3650 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.
Prerequisite: MATH 1560

PHED 3670 Teaching Individual and Team Sports. A study of the rules, strategies, and performance mechanics of a variety of sports such as basketball, volleyball, soccer, softball, flag football, speedball, golf, tennis, badminton, and racquetball with an emphasis on teaching these sports 3 s.h.
Prerequisite: MATH 1560

PHED 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged

PHED 3900 Special Topics. Open to advanced students with the consent of the department..... credit to be arranged

PHED 4990 Comprehensive Assessment. Comprehensive assessment in Physical Education

allows students to demonstrate competency in lesson development, presentation of content knowledge, and application of business knowledge by means of a portfolio that is presented to department faculty. The portfolio is completed near the end of the semester in which the student intends to graduate..... 0 s.h.

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

PHYSICS

PHYS 2010 Physical Science. This course is an introduction to the study of matter and energy with practical applications of science to modern technology and engineering. Topics covered include a description of motion, forces such as gravity and electromagnetism including how they affect motion, thermodynamics, optics, wave motion, and atomic and nuclear physics. Engineering concepts might include energy production and use, the application of basic principles of physics to environmental concerns, the growing influence of computers and robotics, and future medical advances..... 4 s.h.

PHYS 2030 Survey of Astronomy. An introductory study of the solar system, stars and stellar evolution, star clusters, galaxies, and cosmology. This class is lecture and small group discussion, with several evening labs scheduled when opportunities to use the observatory present themselves, and several computer simulation experiments done outside of class 4 s.h.
Recommended Prerequisite:

Students planning to pursue educator preparation licensure are encouraged to complete the PHYS 2010 prior to enrolling in PHYS 2030.

PHYS 2210 General Physics I. This is the entry-level course for all students enrolled in any 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

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PHYS 2220 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 2210

PHYS 3010 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.
Prerequisite: PHYS 2210, 2220
Corequisite: MATH 3430

PHYS 3030 Electricity and Magnetism. Classical electricity and magnetism including electrostatics, Laplace's equation, multipole expansions and magnetostatics 4 s.h.
Prerequisite: PHYS 2210, 22200, MATH 2370

PHYS 3052 Optics. Image formation using lenses and mirrors, interference, Fraunhofer and Fresnel diffraction, and polarization 4 s.h.
Prerequisite: PHYS 2210, 2220

PHYS 3060 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.
Prerequisite: PHYS 2210, 2220

PHYS 3072 Heat and Thermodynamics. A study of the concepts of temperature and heat, thermodynamic systems, the first and second laws of thermodynamics, entropy, and ideal gases with applications to various thermodynamic systems. 4 s.h.
Prerequisite: PHYS 2210, 2220

PHYS 3401 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.
Prerequisite: PHYS 2210, 2220

PHYS 3500 Computational Physics. This course covers basic computational techniques for solving physical systems, including numerical solutions of differential equations, Monte Carlo methods, and ground state systems 4 s.h.
Prerequisite: Permission of instructor

PHYS 3502 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.
Prerequisite: PHYS 2210, 2220

PHYS 3510 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.
Prerequisite: PHYS 2210, 2220

PHYS 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged
Prerequisite: PHYS 2210, 2220

PHYS 4080 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.
Prerequisite: PHYS 2210, 2220

PHYS 4201 Advanced Topics. A systematic study of classical and modern physics topics including reproducing laboratory experiments. Two hours of laboratory each week 2 s.h.
Prerequisite: PHYS 2210, 2220

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PHYS 4900 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, which are often the outgrowth of directed or independent study with a research group, either at King or through a NSF sponsored REU or similar experience credit to be arranged
Prerequisite: At least 16 s.h. of Physics and the consent of the program coordinator

PHYS 4990 Comprehensive Assessment. Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. All students will have to Pass according to the minimum requirement of their department. Any student who does not meet the requirement (Pass) of their comprehensive assessment of their major field will not graduate until the requirement has been met.....0 s.h.

POLITICAL SCIENCE

PSCI 2010 United States Government. This introductory course addresses such basic questions as: Who has power in the United States? How are decisions made? Can we make a difference? Pluralist and Elite theories are examined. The course broadly surveys the American political system focusing on the Constitution, political processes, and government institutions. Non-government institutions such as interest groups and the media are also considered..... 4 s.h.

PSCI 2020 World Politics. This introductory course to world politics examines the nation-state, power, war, and cooperation—in short, the nature of the international political system. This course surveys the predominant theoretical paradigms that explain the international political system, the historical evolution of the international political system, sources of conflict in world politics, international political economy, as well as features of international government 4 s.h.

PSCI 2200 The Future of Citizenship. Since its first conception, the notion of who can be a citizen and what citizenship entails has changed. In the United

States the rights and privileges of citizenship have been won by an increasing proportion of the population since the founding of the nation. Those considered outside the realm of full political equality have organized resources to obtain recognition and rights to participate in governing. By claiming the rights of citizenship, women, minorities, and young people have won the right to vote and equal protections under the Constitution. Outside of the U.S. context, groups have worked to shape their own governments through both political and extra-political means. The course surveys the practice of American citizenship and asks what this means in a global age. Students will reflect on their own practice of citizenship, the challenges of being engaged citizens in the federal system of the U.S., and what it means to be citizens in an increasingly diverse nation and interdependent world.....4 s.h.

PSCI 2320 American Politics after 9/11. On September 11, 2001, four hijacked passenger airplanes were deliberately crashed into civilian and military targets in Washington D.C., 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 groups4 s.h.

PSCI 2900 Special Topics in Political Science. Advanced readings and research for Juniors and Seniors majoring in Political Science/History.....2-4 s.h.

PSCI 3020 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

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various presidents and learn to assess their contributions, for better or worse, to American political life..... 4 s.h.
Prerequisite: PSCI 2010

PSCI 3210 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 3220 Current Issues in US Public Policy. This course will examine a salient current issue in American public policy, including the theoretical principles pertinent to the issue, its development throughout American history, the contemporary contending policy positions surrounding it, the effects of the media, interest groups, government actors, grassroots campaigns, and public opinion upon the public policies related to the issue. Finally, this course will compare and contrast American policies against policies and practices in other nations..... 4 s.h.
Prerequisite: PSCI 2010

PSCI 3250 Politics and History of China. An introduction to the study of Chinese politics and history. Traditional China will be considered, yet the focus will be on China since the Revolution of 1911: the Chinese civil war, the Sino-Japanese war, the rise of communism, the People's Republic of China, and recent domestic and foreign policy 4 s.h.

PSCI 3500 Comparative Politics. This course engages in the comparative analysis of the various forms of government in the world, and analyses how different governments are disposed to serve different types of societies. Their political and social systems are examined to answer questions such as: How do nation states differ? How are they similar? How are nation-states developing? What is the impact of tradition? This course moves from the theoretical and general to the specific study of various countries, including The United States, Great Britain, Russia, China, India, Iran, and others 4 s.h.

PSCI 3710 Ancient Political Thought. Political thought and its development from the Greek city-

state to the political philosophers of the 20th century is examined in this two-course sequence. While students should preferably take the courses in sequence, there is no absolute rule that they do so. Plato, Aristotle, and subsequent thinkers through the Middle Ages are considered in this course 4 s.h.
Prerequisite: PSCI 2010, PSCI 2020

PSCI 3720 Modern Political Thought. Political thought and its development from the Greek city-state to the political philosophers of the 20th century is examined in this two-course sequence. While students should preferably take the courses in sequence, there is no absolute rule that they do so. Prominent political thinkers from Machiavelli through the contemporary era are studied in this course 4 s.h.
Prerequisite: PSCI 2010, PSCI 2020

PSCI 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged

PSCI 3900 Special Topics in Political Science. Advanced readings and research for Juniors and Seniors majoring in Political Science/History..... 2-4 s.h.

PSCI 3920 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 specific third world region. The area studied will rotate among African studies, Latin American studies, and Asian studies..... 2-4 s.h.
Prerequisite: PSCI 3500

PSCI 4990 Comprehensive Assessment. Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.A. in Political Science/

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History students must earn a passing grade on the ACAT—Area Concentration Achievement Test in history..... 0 s.h.

PSYCHOLOGY

PSYC 1520 Introductory 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 Marriage and the Family. An introduction to a developmental study of marriage and family life (as a quest for intimacy) in a world of rapid social change. Special attention is given to American myths; diversity in families; gender roles; sexuality, dating, falling in love; mate selection; the single option; communication, power, and conflict in marriage; work and home; parenting; the family life cycle; family crisis; separation and divorce; remarriage; and step-families 4 s.h.

PSYC 3000 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/Corequisite: PSYC 1520

PSYC 3040 Cognitive Psychology. The study of how people acquire, store, and use information. 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/Corequisite: PSYC 1520

PSYC 3050 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. Interviews are completed to gain insight into developmental patterns and to allow students an opportunity to apply course material to real-life scenarios..... 4 s.h.
Prerequisite/Corequisite: PSYC 1520

PSYC 3100 Statistics for the Social Sciences. A comprehensive presentation of the statistics that social scientists use to describe information in meaningful ways and to test hypotheses about human thought, behavior, and emotion. Topics covered include the role of statistics in the research process, frequency distributions, sampling, descriptive statistics, hypothesis testing, correlation, analysis of variance, and non-parametric tests..... 4 s.h.
Prerequisite/Corequisite: PSYC 1520

PSYC 3150 Research Methods and Measurement in Psychology. A comprehensive presentation of the diverse methodologies that psychologists use to test hypotheses about human thought, behavior, and emotion, including a discussion of how psychologists measure psychological variables. Topics covered include correlational design, experimental design, quasi-experimental designs, measurement theory, case studies, autobiographical narratives, observation methods, 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/Corequisite: PSYC 1520, 3100

PSYC 3200 Individual Research Project. Each student, with the supervision of the professor, will conduct a research project. This will involve reviewing the literature in a particular area of study, developing a research hypothesis, designing

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a study to test the hypothesis, data analysis, discussing the implications of results, and writing a manuscript..... 4 s.h.
Prerequisite/Corequisite: PSYC 1520, 3100, 3150

PSYC 3330 Child and Adolescent Development. Study of the growth and change of the individual from conception through adolescence, emphasizing physical, cognitive, social, and emotional development. Includes study of major developmental theories, concepts, and research methods that are applied to childhood and adolescence. Interviews and research literature reviews are completed to demonstrate understanding and application of course material..... 4 s.h.
Prerequisite: PSYC 1520

PSYC 3500 The Practice of Group Therapy. This experiential course provides students with an opportunity to participate in group therapy, co-lead group activities and explore topics related to group dynamics, group processes, and legal, ethical, and professional issues.....2 s.h.
Prerequisite/Corequisite: PSYC 1520

PSYC 3530 Sensation and Perception. This course is a study of how humans sense and perceive the world. The course will include an evaluation of sensory and perceptual processes and how those processes culminate in our rich perception of the world. Special emphasis will be placed on psychophysical procedures, visual perception, and auditory perception. In addition, topics in olfaction, taste, touch, and the influence of knowledge on perception will also be addressed..... 4 s.h.
Prerequisite: PSYC 1520

PSYC 3700 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.
Prerequisite: PSYC 1520, plus two other psychology courses

PSYC 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged
Prerequisite: 3830 are five major courses, Junior or Senior standing, 2.50 minimum grade point average, and departmental approval

PSYC 3900 Special Topics in Psychology. Advanced readings and research for individual outstanding juniors and seniors majoring in Psychology2 s.h.

PSYC 4000 Theories of Personality. A survey of the major psychological perspectives on human nature (dynamic, dispositional, phenomenological, and cognitive/behavioral), including how each perspective does research, assessment, and treatment, and how each explains the origins and development of personality..... 4 s.h.
Prerequisite/Corequisite: PSYC 1520

PSYC 4050 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/Corequisite: PSYC 1520

PSYC 4100 Theories of Counseling. Survey of the major theoretical models of psychotherapy (dynamic, phenomenological, cognitive/behavioral, and family systems). A discussion of practical elements of counseling (ethical considerations, interviewing, confidentiality, ethnicity, and credentials) is included 4 s.h.
Prerequisite/Corequisite: PSYC 1520

PSYC 4150 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..... 4 s.h.
Prerequisite/Corequisite: PSYC 1520

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PSYC 4200 Survey of 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 4 s.h.
Prerequisite/Corequisite: PSYC 1520

PSYC 4250 Applied Psychology. This course will introduce students to the application of psychology in a variety of settings and work situations. The student will be introduced, although not exclusively, to clinical psychology, health psychology, educational psychology, occupational psychology, and forensic psychology. The students will explore the major historical trends and research methods common to these areas of applied psychology. Additionally, students will explore a variety of career options in psychology 4 s.h.
Prerequisite/Corequisite: PSYC 1520

PSYC 4990 Comprehensive Assessment. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.S. in Psychology, students must complete the Psychology Major Field Achievement Test (MFAT)..... 0 s.h.

RELIGION

RELG 1001 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 Understanding the World's Religions. This course is a survey dealing with the ideas and practices of the world's major religions. This introduction provides opportunity for Christian interface with world religions, cults, and sects.... 4 s.h.

RELG 2500 Introduction to Islam. Islam encompasses many forms of practice, scriptural interpretations, and religious knowledge, but only some forms of Islam become the focus of mainstream public attention. In this course, we will examine some of the fundamental precepts, practices, and

history of this religion from an academic perspective. Special attentions will be given to militant interpretations of Islam 4 s.h.

RELG 2800 Death and Dying. This course is an exploration of historical and contemporary understandings of death and dying, with special attention given to how religious values and cultural frameworks shape our experiences of dying, death, and bereavement, and how the inevitability of death encourages us to live more intentionally and meaningfully. The topics to be covered may include attitudes about death and dying, the funeral industry, suicide, euthanasia, hospice, palliative care, near death experiences, what constitutes a "good death," and the grieving process 4 s.h.

RELG 3020 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 study 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 Introduction to Theology and Theological Thinking. 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 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 Religion and Politics in a Global Context. This course examines the prominent place of religion in this religiously plural geopolitical environment. It explores Judaism, Islam, Catholicism, Native American traditions, white Protestantism, and African and Asian religions, and their expression in global communities. It examines

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the relationship between politics and religion and its impact on contemporary events 4 s.h.

RELG 3460 Rendering the Sacred in Film. An analysis of the relationship between religion and film. This class will use various film critical theories 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 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged
Prerequisite: 12 s.h. of Bible and Religion

RELG 3850 History of the Christian Movement and Methods of Historiography. 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. The course seeks to heighten awareness of the historical dimension of life and the Christian community, and to increase understanding of the historical method and some of its problems as it applies to matters of church history. In addition, the course will 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 Special Topics. Open to advanced students with the consent of the department credit to be arranged

RELG 4750 Calvin. An introduction to the life and thought of sixteenth century reformer John Calvin. Comparisons are drawn between him and his contemporaries and also between Calvin and his followers. Calvin's *Institutes of the Christian Religion*

will serve as a basic text along with other writings by him and some modern Reformed theologians.... 4 s.h.

RELG 4990 Comprehensive Assessment. Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. Comprehensive assessment in religious students demonstrates competency in the graduating student's major field in these areas: Biblical content, theology, philosophy, and critical thinking and analysis. For a B.A. or B.S. in Religious Studies students must earn a passing grade on the Bible and Religion Department Comprehensive Exam..... 0 s.h.

SECURITY AND INTELLIGENCE STUDIES

SAIS 2310 Espionage and Intelligence. This course serves as an introduction to the institutional structure and evolving mission of the United States Intelligence Community and examines the complex political interface between intelligence policy and democratic citizenship in contemporary America 4 s.h.

SAIS 2330 International Terrorism. Since the end of the Cold War, direct threats to America's security have not come from Soviet-style conventional armies, but rather from underground transnational groups, such as computer hackers, nuclear weapons smugglers, or militant Islamists. This course serves as an introduction to the constantly changing landscape of contemporary unconventional security threats, and examines the complex geopolitical identities of America's non-state adversaries 4 s.h.

SAIS 2350 Introduction to Intelligence Analysis. This introductory course that trains students in the methodologies of analyzing intelligence for the purpose of informing policy decisions. Course participants are instructed to use techniques of crafting factual analyses, reducing ambiguity, avoiding cognitive traps, and employing incremental analysis. Students are evaluated in accordance with their dedication to the scientific method, objectivity, and display of intellectual precision 4 s.h.

SAIS 3310 Covert Action: From Secrets to Policy. State-sanctioned covert actions are secret operations

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that may become known to an adversary, or to the world at large, but the responsible parties cannot always be traced or conclusively proven. This mid-level course examines selected case studies of covert actions and assesses their strategic and political impact, as well as their value as a policy option for governments 4 s.h.
Prerequisite: PSCI 2310 or 2330

SAIS 3350 Advanced Intelligence Analysis. This upper-level course requires participants to use the technical knowledge they acquired in Introduction to Intelligence Analysis to perfect their analytical tradecraft. Emphasis is given to analytical forecasting and analytical reasoning, exercised through group work and peer review 4 s.h.
Prerequisite: PSCI 2350

SAIS 3380 Counterterrorism: Concepts and Methods. An introductory course that outlines the strategies, tactics, and techniques that government agencies adopt in response to unconventional security threats in the post-9/11 period. Particular attention is given to tactical partnerships between intelligence and security agencies, and multinational organizations, non-state actors, as well as the private sector, to advance counterterrorist objectives 4 s.h.

SAIS 3390 Intelligence Ethics. This multi-disciplinary course explores the normative aspects that inform both clandestine operations and intelligence collection. Students are prompted to examine a variety of real-life case studies that illustrate the theoretical, empirical, or historical aspects of intelligence ethics. Known intelligence controversies serve as the basis for a series of broader discussions on the beliefs and values that inform American national security 4 s.h.

SAIS 3730 American Foreign Policy. This course is designed to familiarize the student with American Foreign Policy (AFP), with an emphasis on contemporary issues. The primary goal is to equip students with the conceptual and analytical tools to understand and interrupt connections between contemporary U.S. foreign policies and international relations theory. The course examines the role of power and specific foreign policy issues in the international system. We begin with an overview international relations theory that underlies U.S.

foreign policy, move on to investigate the influence of domestic politics, and ultimately students will utilize the knowledge gained to critically analyze a major foreign policy area 4 s.h.

SAIS 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged

SAIS 3900 Special Topics in Security and Intelligence Studies. Advanced readings and research for Juniors and Seniors majoring in Security and Intelligence Studies 2-4 s.h.

SAIS 4310 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.
Prerequisite: PSCI 2330 or HIST 2710, or PSCI 3310 or HIST 3710

SAIS 4330 Security Challenges in the 21st Century. This course focuses on pressing security issues facing the United States. Multiple challenges will be addressed, with attention given to the history, context, and implications of these issues. Particular attention will be devoted to the relationships and strategies required to address these challenges, as well as what success and failure might look like. The role of the intelligence community will be specifically discussed 4 s.h.

SAIS 4990 Comprehensive Assessment. Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.A. in Security and Intelligence Studies,

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degree candidates will be required to submit the conclusions of a research project in their area of specialization in the form of a publishable academic paper to an appropriate journal, or present the topic of their research to a panel of experts 0 s.h.

SOCIAL WORK

SOWK 3180 Social Work Research. This course focuses on practice and evidence-based Social Work research. Students will learn basic quantitative and qualitative research methodologies, including elements of designing a research study, along with various forms of evaluation of programs, policies, and studies. An emphasis will be placed on trauma-informed research practices, the importance of informed consent, social, restorative, and economic justice, professional values and ethics, and ethical reasoning when conducting research using human subjects 4 s.h.

SOWK 3410 Social Work Foundations. This course provides a broad overview of the Social Work profession from its European roots to contemporary generalist practice, including fields of practice, general systems theory, professional development of the self, and the study of special populations. Students are introduced to historical information regarding the formation of Social Work, as well as knowledge, skills, and values required for competent Social Work practice..... 4 s.h.

SOWK 3420 Human Diversity and Ethical Issues. This course provides an in-depth exploration of Social Work-related aspects representing a broad spectrum of human diversity (socio-demographic, cultural, worldview, political, religious, sexual orientation, gender identity and expression, life experiences, socioeconomic statuses, abilities, mental health statuses, etc.). The ethical issues of social, restorative, and economic justice as they relate to diverse populations are explored with an emphasis on the impact of discrimination, exploitation, prejudice, and oppression on various populations-at-risk in a trauma-informed effort to develop an ability to suspend judgment and eradicate intransigent thinking. Students learn the importance of developing original thought patterns, while learning the dangers of groupthink. Understanding and

valuing individual differences is emphasized, while developing introspective capacities. Students will read and interpret relevant course content, write essays, create and deliver presentations, participate in group discussions and assignments, address personal biases while confronting stereotypes and increasing cultural knowledge pertaining to major population groups in the US 4 s.h.

SOWK 3610 Human Behavior and the Social Environment: Person in Environment Perspective (HBSE-PIE). This course is the first of two courses in a sequence on Human Behavior and the Social Environment (HBSE) and provides a multi-dimensional perspective on Social Work's person-in-environment (PIE) focus as viewed through a trauma-informed lens. It critically examines contemporary theory and research on the biological, psychological, psychosocial, and spiritual (biopsychosocial-spiritual) dimensions of the person and eight dimensions of environment; the physical environment, social institutions and social structure, culture, formal organizations, communities, social movements, small groups, and families..... 4 s.h.

SOWK 3620 Human Behavior and the Social Environment: Life Course Perspective (HBSE-LCP). This course is a continuation of SOWK 3610: (HBSE-PIE). This course explores life span development from conception to death. Principles of human anatomy and physiology, human diversity, oppression, adverse childhood experiences (ACEs), social and economic injustices, and the impacts of such on the individual are studied within the context of life span development, utilizing a multi-dimensional perspective through a trauma-informed lens. The course explores developmental processes focusing on social class, trauma, gender, race, ethnicity, sexual orientation, gender identity and expression, social support systems, and physiological aspects impacting human behavior and human ability..... 4 s.h.

SOWK 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a

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complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies sectioncredit to be arranged

SOWK 3810 Generalist Practice. This course provides a study of trauma-informed generalist skills and knowledge that can be applied to social work practice across the micro, mezzo, and macro systems at the entry-level. Students also gain skills through an experiential, 20-hours of service-learning in this course..... 4 s.h.

SOWK 3820 Family and Group Practice. This course focuses on theory and interventions with families and groups, utilizing trauma-informed Social Work practice methods. Students also gain skills through an experiential, 20-hours of service-learning in this course 4 s.h.

SOWK 3830 Community and Organizations Practice. This course focuses on the application of trauma-informed skills in transferring micro and mezzo level generalist skills to the macro level of Social Work practice, emphasizing the building of skills with communities and organizations. Students also gain skills through an experiential, 20-hours of service-learning in this course 4 s.h.

SOWK 3840 Writing for Social Workers. This course prepares BSW students to successfully complete scholarly writing/presentation construction tasks, as well as preparation for writing documentations within the Social Work profession. Topics addressed include expectations and standards for scholarly writing, conducting searches of professional literature, using effective paraphrasing and summarization skills, writing logically and coherently, and appropriately citing references and formatting written assignments adhering to both the BSW Program's requirements for written assignments and presentations, as well as following the standards for the current edition of the Publication Manual of the American Psychological Association (APA). The course is intended to support students' efforts on writing/presentation construction tasks assigned in current and future Social Work courses, and in professional Social Work practice 4 s.h.

SOWK 4410 Social Welfare Policy. The focus of the course is on understanding U.S. history through the lens of social welfare advocacy; how to critically analyze social welfare policies and programs; the role of trauma-informed Social Workers in social welfare programs and policies; and how to assist clients through policy advocacy toward social, restorative, and economic justice. This content provides conceptual frameworks to endow students with the knowledge and skills to understand, evaluate, and assess major policies that form the foundation for social welfare policy in the United States 4 s.h.

SOWK 4800 Integrative Practice. This course is the signature pedagogy of the BSW Program. It is an integration of the Social Work field practicum and the final Social Work practice methods course, specifically geared toward preparing students for entry level generalist social work practice. Emphasis is placed on the acquisition of the ten Core competencies and the integration of generalist knowledge, skills, abilities, and values that are transferrable to a variety of practice settings or client populations. Students engage in a 400-hour field practicum supervised by a Bachelor or Master level Social Worker with a minimum of two-years of social work field experience. Student's practicum placements are completed in a professional Social Work setting in their community. Trauma-informed practice skills are applied during the practicum, as personal growth and professionalism are also being developed. This course is open to Social Work majors only and follows the successful completion of all the courses in the social work major 12 s.h.

SOWK 4990 Comprehensive Assessment. Students must enroll in SOWK 4990 during their final semester in the BSW program. This course consists of an online, single-attempt comprehensive examination and is a mandated prerequisite for graduation from the BSW program. Students must pass the BSW comprehensive examination with a minimum score of 80%. This exam is comprised of 60-items that comprehensively measure the students' learning and retention of the Social Work subject matter and adherence to the latest APA standards 0 s.h.

Course Descriptions

SPANISH

SPAN 1000 Introductory Spanish. Assumes no previous study of the language. This course introduces basic vocabulary, grammar, reading, conversation, and composition. 4 s.h.

SPAN 1010 Spanish Language and Culture. Students will learn Spanish for use in a variety of situations in everyday life and work to acquire the global skills necessary for communication. To learn the basics of Spanish, students will be given many opportunities for self-expression and interaction in class. Additionally, this course will examine the diverse culture of the Spanish-speaking world. Coursework encourages students to view and understand the world from additional cultural perspectives. Through these studies, participants will be better able to compete effectively in the global economy of the future 4 s.h.

SPAN 2000 Intermediate Spanish. Continued study of vocabulary, grammar, reading and listening comprehension, conversation, and composition at the intermediate level. 4 s.h.
Prerequisite: SPAN 1000 or permission of instructor

SPAN 2100 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. To communicate, students will develop skills in reading, writing, speaking, and listening. This course will also explore the diverse culture of the Spanish-speaking world. The first part of the course will be taught on campus and the second part will take place abroad, for a total of 4 s.h. Students will earn CP (Credit Pending) at the end of the first part of the course..... 4 s.h.
Prerequisite: SPAN 1000 or permission of instructor

SPAN 2210 Spanish for Healthcare Workers. Continued study of Spanish skills needed for health-care workers with emphasis on oral communication, listening, reading, and writing..... 4 s.h.
Prerequisite: SPAN 1000 or permission of instructor

SPAN 2220 Business Spanish. Continued study of Spanish skills needed for the business world with emphasis on oral communication, listening, reading, and writing.....4 s.h.
Prerequisite: SPAN 1000 or permission of instructor

SPAN 3010 Advanced Spanish Skills I. Advanced development of language skills in the areas of speaking, reading, writing, and listening with integrated study of grammar and vocabulary.....4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 3020 Advanced Spanish Skills II. Advanced practice in speaking skills and listening comprehension with incorporated grammar and composition review.....4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 3030 Spanish 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.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 3120 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.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 3300 Civilization of Spain. The study of the civilization of Spain including geography, history, business, international trade rules and regulations, literature, art, and culture4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 3310 Civilization of Latin America. The study of Latin American civilization: geography, history, business, international trade rules and regulations, literature, art, and culture4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 3320 Civilizations of Spain and Latin America. The study of the civilizations of Spain and Latin American including geography, history,

Course Descriptions

business, international trade rules and regulation, literature, art, and culture..... 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 3500 Spanish Grammar and Composition.
Intensive Spanish grammar review with emphasis on written expression 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 3800 Internship/Cooperative Education.
Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged
Prerequisite: SPAN 2000 or permission of instructor

SPAN 3900 Special Topics in Spanish and Latin American Studies. Concentrated study of a particular aspect of history, language, or culture..... 2, 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4010 Hispanic Film. This course explores major contemporary directors and films from a variety of Spanish-speaking countries. This class will examine political, economic, and cultural aspects of selected countries through readings, films, class discussions, and other school-related activities....4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4200 Spanish Literature: Medieval and Golden Age. A survey of Spanish literature from its beginnings to 1700 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4210 Spanish Literature: 17th and 18th Centuries. A survey of major authors and movements of the 17th and 18th centuries..... 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4220 Spanish Literature: 19th Century. A survey of major authors and movements of the 19th century..... 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4230 Spanish Literature: 20th Century. A survey of major authors and movements of the 20th century.....4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4240 Latin American Literature I.
A survey of Latin American literature from the earliest chronicles to the beginning of the Romantic period4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4250 Latin American Literature II. A survey of Latin American literature from independence through the 19th century4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4260 Latin American Literature III. A survey of Latin American literature from the 20th and 21st centuries.....4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4900 Special Topics in Spanish or Latin American Language and Literature. Study of particular authors, themes, or movements2, 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4990 Comprehensive Assessment.
Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. Comprehensive assessment in Spanish demonstrates competency in reading, listening comprehension, writing, and speaking the Spanish language. For a B.A. in Spanish students must show mastery on CAPE (Computerized Adaptive Placement Exam) and pass the Spanish Proficiency Exam.....0 s.h.

SPECIAL EDUCATION

SPED 2100 Survey of Exceptional Children. This course introduces characteristics of exceptional children and their education. Includes study of historical and legislative background, mental and physical disabilities, and instructional strategies. Emphasis on educational, social, cultural, and psychological needs of exceptional children. Students are expected to observe in public school classrooms as a part of this course 4 s.h.

Course Descriptions

SPED 3100 Psychology and Learning Characteristics of Persons with Mild Exceptionalities. The nature and characteristics of persons with mild exceptionalities will be emphasized along with appropriate educational strategies. Exceptionalities such as reading and written expression disabilities, math disabilities, auditory processing, dyslexia, Attention Deficit Hyperactivity Disorder and Asperger's Syndrome will be emphasized. Identification of appropriate interventions will be integral to learning about the characteristics and psychology of these and other mild exceptionalities 3 s.h.
Prerequisite: SPED 2100

SPED 3200 Assessment and Development of the IEP. Assessment, curriculum planning, and instructional approaches used to understand and support exceptional persons through the implementation and design of Individual Education Plans (IEP) are emphasized in this course. Inclusion in the least restrictive environment is a point of major emphasis. Learners will use and experience diagnostic tests that guide descriptions of learners, placement, and recommendations for service in the least restrictive special education range of services. Clear statements of appropriate learning goals and objectives as well as meeting legal requirements will be included in development of an IEP..... 3 s.h.
Prerequisite: SPED 2100, SPED 3100

SPED 3300 Effective Instruction for Persons with High Incidence Exceptionalities. Implementing best practices for persons with exceptionalities, including intervention and accommodation, are the focus of this course. Appropriate psychological and educational considerations for intervention in high incidence exceptionalities will be identified with emphasis on monitoring and adjusting for appropriateness and effectiveness. Students will learn strategies and technological supports for modifying instruction and collaborating with regular classroom teachers to facilitate the success of these persons within the general education classroom. Response to intervention strategies will be incorporated..... 3 s.h.
Prerequisite: SPED 2100, SPED 3100

SPED 4100 Psychology and Characteristics of Learners with Moderate and Severe Exceptionalities. This course will emphasize the

nature and unique characteristics of persons with low incidence exceptionalities along with educational strategies appropriate for intervention. Learners will develop an understanding of the learning and behavioral characteristics of persons with severe and multiple exceptionalities including intellectual disabilities, autism, health impairments and sensory loss. Adaptations and teaching strategies for meeting the needs of persons so identified will be highlighted 3 s.h.
Prerequisite: SPED 2100, SPED 3100, SPED 3200

SPED 4200 Social and Emotional Exceptionalities. Characteristics of social-emotional deficits and analysis of causal effects of behavioral disorders is incorporated into application of strategies and interventions designed for general and special education classrooms. This course emphasizes design and application of strategies based upon development and analysis of behavior support plans, functional behavior assessments and behavior intervention plans. The learner will study the design and implementation of appropriate learning modifications based on this information and the subsequent evaluation and modification of the interventions. Learners will examine practices such as direct instruction, positive behavioral supports, and assistive technology as they contribute to the least restrictive environment. Impact on family and community will be incorporated and communicating appropriately with parents and students will be emphasized..... 3 s.h.
Prerequisite: SPED 2100, SPED 3100, SPED 3200

SPED 4300 Role of the Interventionist and Transition of Exceptional Persons to Independent Life and Learning. This course provides the learner with a framework for professional special educators to intervene and consult with general education personnel and other professionals in addressing the needs of persons with exceptionalities. Students will examine the roles of other specialized professionals such as speech and language therapists, physical and occupational therapists, behavior specialists and psychologists and diagnosticians as well as the effective use and supervision of instructional assistants. Transitions from preschool to kindergarten, elementary to middle schools, middle to high school and high school to independent living

Course Descriptions

will be studied. Community based programs and family supports will be incorporated..... 3 s.h.
Prerequisite: SPED 2100, SPED 3100, SPED 3200, SPED 3300

SPED 4490 Student Teaching in Elementary Education and Special Education Placements. This course includes discussions of issues related to student teaching and induction into the profession. One half of the placement will be in a general education elementary setting, the other half will be in a special education setting. Students are required to present their final electronic portfolios and to pass state-mandated PRAXIS II tests to successfully complete this course 10 s.h.
Prerequisite: All courses in the academic major, all professional level Teacher Education courses, overall GPA of 3.0, and successful completion of all licensure assessments required by the Tennessee Board of Education
Corequisite: EDUC 4950

SPORT MANAGEMENT

SPMT 2100 Introduction to Sport Management. This class introduces students to the meaning of sport management in terms of its scope, foundations, issues, and future trends. We will examine the job responsibilities and competencies required of sport managers in a variety of sports, or sport-related organizations. We will also discuss various career opportunities available in the field of sport management..... 4 s.h.

SPMT 2120 Sport Marketing and Fundraising. This course will explore basic marketing and fundraising concepts in the sports industry, including building relationships, product analysis, advertising, sales, and sports promotions 4 s.h.

SPMT 2130 Sport Facilities and Event Management. This course is designed to provide students the opportunity to learn multiple aspects of sports facilities and the management of events held at these facilities. Key concepts to be covered will include ticket sales, crowd control, security, customer satisfaction, human resources management, revenue generation, marketing, and sponsorship..... 4 s.h.

SPMT 2500 Recreational Leadership. This course focuses on teaching a variety of mental, active, and sports-related games for both school and recreational settings..... 2 s.h.

SPMT 2910 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.

SPMT 3565 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.

SPMT 3580 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.

SPMT 3660 Program Organization and Administration. A study of methods of organizing and administering recreational 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.

SPMT 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies sectioncredit to be arranged

Course Descriptions

SPMT 4990 Comprehensive Assessment. Students will draw upon and connect the concepts and analytical tools they have developed in all previous Sport Industry courses. Students will be required to synthesize and apply theories, concepts, and practices when engaging in specific strategic planning situations and case studies. A senior thesis, which will provide opportunities for in-depth analysis of a specific area within the sport industry, is also required. This research is intended to give students further insight into the sport industry and to offer additional practical application of knowledge and experience.....0 s.h.

TECHNICAL AND PROFESSIONAL COMMUNICATION

TCOM 1000 Speech Fundamentals. An introduction to the fundamental principles of effective speech communication. Features public speaking, but touches upon several of the major forms of speech training: debate, discussion, And oral interpretation. Individual attention is given in matters of voice, articulation, and body language.....2 s.h.

TCOM 1010 Speech Communication. The goal of this course is to help students become better public communicators. Students learn how to speak effectively in public, why some people are more effective than others, how to speak ethically, and how to listen and critique others. This course enables students to be effective communicators in public, organizational, and interpersonal settings. This course will be taught in an online format.....4 s.h.

TCOM 2410 Writing for the Health Professions. Course provides instruction and practice for both academic and professional writing for Health Professionals. Students will write academic papers and workplace writing typical in their field of study such as letters, memos, emails, resumes, notes, and reports.....4 s.h.

TCOM 2420 Professional Writing for Information Technology. Students practice genres of discourse and have an introduction to written and oral communication in technical and professional IT environments. Instruction and projects emphasize

addressing audience, using writing processes, thinking visually, writing and editing technical documents, operating within professional ethics, and communicating with clear and accurate expression. Genres include letters, memoranda, emails, instructions, reports, and proposals. Students write and revise several cycles of documents and give oral presentations.....4 s.h.

TCOM 2861 Kayseean. Students interested in journalism and writing/editing practice may join the staff of the *Kayseean*, the student newspaper. (Maximum 4 s.h. credit)1-4 s.h.

TCOM 2930 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 style2 s.h.
Prerequisite: ENGC 1110/1180

TCOM 3220 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 Prerequisite: ENGC 1110/1180

TCOM 3230 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.
Prerequisite: ENGC 1110/1180

THEATRE

THTR 1010, 1011 Theatre Practicum: Acting I and II. These courses are available for students who are cast in King theatre productions. Students will

Course Descriptions

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.
Prerequisite: Audition

THTR 1020, 1021 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.
Prerequisite: Interview

THTR 1110 Acting I: Fundamentals of Acting and Play Analysis. An introduction to the fundamentals of acting and play analysis. Students will be introduced to the methods of Konstantin Stanislavski and will engage elements of the acting process such as character analysis and development, relaxation, concentration, observation, action, given circumstances, superobjective, diction, and movement through participation in exercises, scene analysis, scene performance, journaling, and reflecting on a live performance. Students will also be introduced to the audition process and will analyze and perform an audition piece. This course is offered to both Traditional and Adult and Graduate Studies (AGS) students 4 s.h.

THTR 1200 Stage Makeup. The introduction and practical application of basic stage makeup techniques including contouring, old age, character, and special effects 4 s.h.

THTR 2000 Introduction to Theatre. This class is an exploration and hands-on study of the basic components of theatre, including acting, directing,

playwriting, producing, theatre history, theatre design and technology. It is intended to introduce the student to all aspects of theatre by way of active participation including group projects and creative thinking. Theatre is an interactive art form, which requires active participation from the student. Class participation includes attending the University's productions and discussing them: students will be encouraged to build their own opinions and share them with the rest of the class. This course will foster the students' personal creativity while promoting an understanding of the theatrical process and the integral role of theatre in society 4 s.h.

THTR 2012 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 2110 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 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 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.

Course Descriptions

THTR 2240 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 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 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 Oral Interpretation of Literature. Oral performance of literature including selection, analysis, rehearsal, and performance of poetry, prose, or drama. Emphasis on increasing the enjoyment and appreciation of literature, developing analytical and vocally effective performance skills..... 2 s.h.

THTR 3000 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 3012 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 Acting III: Realism and the Acting Process. This course builds upon the foundations of Acting I and II. Scripted scene work and exercises, gaining increased familiarity with techniques and exercises of Stanislavski and his artistic "heirs" with an emphasis on expanding, through physical, vocal, and psychological transformation, the student's repertory of roles rooted in realism..... 4 s.h.
Prerequisite: THTR 2110

THTR 3220 Advanced Scenic Design. An advanced examination of the techniques and skills of scenic design from initial concept to finished scenic environment. Students will study theoretical concepts, the collaborative process, and traditional and digital methods of model making, scenic rendering, and mechanical drafting. In addition, various scales of production projects will be addressed by the student for presentation and critique 4 s.h.
Prerequisite: THTR 2220

THTR 3230 Advanced Lighting Design. An advanced study of the technology and aesthetics of designing light for the stage. Students will engage in design research, study theoretical concepts, the collaborative process, and professional procedures and systems. Advanced methods of documentation and organization will also be explored. In addition, various scales of production projects will be addressed by the student for presentation and critique 4 s.h.
Prerequisite: THTR 2230

THTR 3240 Scenographic Theory. Scenographic Theory explores the practice and theory of 20th and 21st century scenography. Students will study the history and development of scenography, key scenographic theories and approaches, methods and techniques of scenographic practice, and explore the significance and application of

Course Descriptions

scenographic theory to the art of contemporary scenic design..... 2 s.h.

THTR 3400 Directing I. The course explores the director's role in a theatrical production. Students will be introduced to the fundamentals of the directing process including play analysis, conceptualization, stage blocking, composition, picturization, communication, and design and will apply these skills through scene performances ... 4 s.h.
Prerequisite: THTR 1110, THTR 2220, THTR 2230

THTR 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged

THTR 3900 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.
Prerequisite: Consent of instructor

THTR 4110 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.
Prerequisite: THTR 1110

THTR 4400 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.
Prerequisite: THTR 3400

THTR 4910 Theatre Capstone Project. The capstone project will be chosen by the student after careful consideration and advising from the theatre faculty. The project will intensely explore a specialization in theatre such as acting, directing, design, management, or research. The final project will be presented either through performance or presentation. A final paper detailing the student's work, choices, and self-assessment of the project will also be required..... 2 s.h.

THTR 4990 Comprehensive Assessment. Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.A. in Theatre students must complete either a pre-approved capstone project or an internship. A grade of pass or fail will be determined by the theatre faculty0 s.h.

YOUTH MINISTRY

YTMN 1620 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 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 Recreation and Adventure-Based Learning. This block course held in the May term will explore the rationale for active learning experiences and provide practical training in the use of recreation as a ministry tool. Students will learn ways to incorporate recreation and Adventure Based

Course Descriptions

Learning into their youth ministry program for group building, leadership training and spiritual challenge. The course will include several ABL/Wilderness experiences. *(There will be an activity fee associated with this course in addition to the cost for summer term credit hours)*..... 4 s.h.

YTMN 2630 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 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 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 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section credit to be arranged

YTMN 4110 Senior Seminar for Ministry. Students will discuss specific ministry issues including boundary issues, longevity, burnout, marriage and family, personal growth and development, discipline, confidentiality, apologetics, and theological differences. This course is designed to prepare students for necessary self-care and encourage long term ministry involvement2 s.h.
Prerequisite: YTMN 1620, 3800/3830

YTMN 4990 Comprehensive Assessment. Comprehensive assessment in Youth Ministry demonstrates competency in youth ministry theory and practice by means of a portfolio that is presented to department faculty. The portfolio is a course assignment within the YTMN 4110 course. To pass the assessment, students must earn 75% or better on the portfolio0 s.h.

Academic Structure

Academics at King University are organized into the following college and schools: College of Arts and Sciences; School of Business, Economics, and Technology; School of Education; School of Nursing; School of Health and Professional Sciences; and Peeke School of Christian Mission. Within each college or school, students may choose from one of several fields of study to pursue. Details on the fields of study in each of these areas are found in this catalog.

COLLEGE OF ARTS AND SCIENCES

Glenn Sanders, Dean

Beatriz Macione, Associate Dean

William Linderman, Associate Dean

PEEKE SCHOOL OF CHRISTIAN MISSION

TBD, Dean

SCHOOL OF BUSINESS, ECONOMICS, AND TECHNOLOGY

Mark Pate, Dean

David Robinson, Associate Dean

SCHOOL OF EDUCATION

Donna Watson, Dean

Sandy Sanders, Associate Dean

SCHOOL OF HEALTH AND PROFESSIONAL SCIENCES

Mark Overbay, Dean

Jennifer Mongold, Associate Dean

SCHOOL OF NURSING

Tracy Slep, Dean

- Biology
- Chemistry
- Digital Media Art and Design
- English
- Forensic Science
- History
- Mathematics
- Multidisciplinary Studies
- Music
- Physics
- Political Science/History
- Psychology
- Religious Studies
- Security and Intelligence Studies
- Spanish
- Theatre

Minors

- Biblical Studies
- Biology
- Chemistry
- Digital Media Art and Design
- English
- Health Humanities
- History
- Leadership
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies
- Security and Intelligence Studies
- Spanish
- Theatre
- Youth Ministry

COLLEGE OF ARTS AND SCIENCES

ASSOCIATE OF ARTS

Major

- General Studies

BACHELOR OF ARTS/BACHELOR OF SCIENCE

Majors

- Applied Science and Mathematics
- Biochemistry

PEEKE SCHOOL OF CHRISTIAN MISSION

Minor

- Intercultural Studies

Academic Structure

SCHOOL OF BUSINESS, ECONOMICS, AND TECHNOLOGY

Majors

- Business
- Business Administration
- Information Technology

Minors

- Business Administration
- Economics

Masters

- Business

SCHOOL OF EDUCATION

Majors

- English as a Second Language (Grades PreK-12), *Post-Baccalaureate Program*
- Interdisciplinary Studies (Elementary Licensure, Grades K-5)

Minors

- Elementary Education
- Elementary Education with English as a Second Language
- Elementary Education with Special Education
- English as a Second Language (Non-Licensure)
- K-12 Education
- Secondary Education
- Secondary Education with English as a Second Language

Masters

- Education

SCHOOL OF HEALTH AND PROFESSIONAL SCIENCES

Majors

- Communication
- Criminal Justice
- Exercise Science
- Health Informatics
- Healthcare Administration
- Social Work
- Sport Management

Minors

- Coaching
- Communication
- Criminal Justice
- Exercise Science
- Healthcare Administration
- Sport Management

SCHOOL OF NURSING

Majors

- Nursing

Masters

- Nursing
- Family Nurse Practitioner, Postmaster's Certificate
- Nurse Educator, Postmaster's Certificate
- Psychiatric Mental Health Nurse Practitioner, Postmaster's Certificate

Doctoral

- Nursing Practice

Staff and Faculty

ACADEMIC AFFAIRS

Bechtold, Mendy

Administrative Assistant,
School of Business, Economics, and Technology

Brammer, Erika E.

Associate Dean of Academic Affairs
and Institutional Effectiveness

Brumlik, Alexander

Director, Quality Enhancement Plan (QEP);
Associate Director, King Institute for
Regional Economic Studies

Dotterweich, Martin

Director, Faith and Learning;
Director, King Institute for Faith and Culture

Eastwood, Justin

Site Director, Knoxville Campus

Evans, Samuel

Director, King Institute for Regional
Economic Studies

Griffin, Brenda

Administrative Assistant, School of Nursing

Helt, Gail

Director, King Institute for Security
and Intelligence Studies

Holloway, Kimberley

Writing Program Administrator;
Writing Center Director

Houston, Patricia

Services Coordinator, Academic Affairs

Overbay, Mark

Dean, School of Health and Professional
Sciences

Pate, Mark

Dean, School of Business, Economics, and
Technology

Reynolds, Claudia

Administrative Assistant, School of Nursing

Ritchie, Ivy

Administrative Assistant, Peeke School
of Christian Mission

Roberts, Matthew

Provost/Vice President for Academic Affairs;
Chief Academic Officer

Salyer, Peggy

Support Coordinator, Academic Programs

Sanders, Glenn

Dean, College of Arts and Sciences

Slemp, Tracy

Dean, School of Nursing

Streetman, Craig

Director, Jack E. Snider Honors Program;
Chief Marshal

Thead, Jason

Director of Institutional Research and
Assessment

Watson, Donna

Dean, School of Education

Worley, Jennifer

Operations Coordinator for Academic Affairs

ACADEMIC CENTER FOR EXCELLENCE (ACE)

Byington, Elizabeth Lorene

Director, Speaking Center

Holloway, Kimberley

Director, Writing Center

Leonard, Heidi

Director, Academic Center for Excellence (ACE)

Traynor, Wendy

Director, Math Center

ADMINISTRATION AND FINANCE

Beidleman, Sue

Business Office Clerk

Baratta, Lisa

Student Accounts Receivable Specialist
Supervisor

Donahue, James

Vice President for Administration and Finance;
Chief Financial Officer

Hunt, Angie

Payroll Specialist

Jackson, Lettie

Associate Vice President for Finance; Controller
and Business Manager

Larson, Thomas

Director, Business Operations

Marshall, Susan

Manager, Tornado Alley Shoppe;
Conference Services Coordinator

Ogle, Sherry

Assistant Controller

Pennington, Kelly

Payroll and Benefits Coordinator Specialist
Supervisor

Slone, Sharon

Accounts Payable Specialist

Staff and Faculty

Stroup, Alex

Student Accounts Receivable Specialist

ADVANCEMENT

Christie, Jenna

Director, Alumni and Community Engagement

Crews, Micah

Associate Vice President, Advancement Services

Davison, Brent

Vice President, Advancement

Fillers, Stephen

Director of Digital Media Marketing

Gentry, Kalonn

Assistant Vice President, Marketing and Communications

Jennings, Logan

Associate Director, Development and President's Leadership Circle

McMurray, Dawn

Administrative Assistant, Advancement

Peterson, Angelia

Senior Graphic Designer

Plaisted, Courtney

Graphic Designer

ATHLETICS

Booher, Ryan

Head Men's and Women's Volleyball Coach

Brown, Blaine

Assistant Athletic Director for Outdoor Facilities and Student Success; Head Baseball Coach

Brown, Deral

Head Men's Wrestling Coach

Chell, Travis

Director of Athletic Communications

Cockerham, Jake

Head Softball Coach

Duda, Clare

Assistant Men's and Women's Volleyball Coach

Edwards, Mary

Head Cheerleading Coach; Head Dance Coach

Ellis, Brandon

Assistant Cross-Country Coach; Assistant Track and Field Coach

Gallishaw, Julius

Assistant, Men's Basketball Coach

Gillespie, Jason

Head Men's Basketball Coach

Graves, James

Head Men's and Women's Swimming and Diving Coach

Hicks, David

Athletic Director; Head Triathlon Coach

Hill, Brad

Assistant Baseball Coach

Kamm, Brian

Head Men's and Women's Golf Coach

Killian, Bryce

Assistant Men's Wrestling Coach

Meeuwenberg, Nathan

Head Cross-Country Coach; Head Track and Field Coach

Merkison, Miranda

Head Acrobatics and Tumbling Coach

Mitchell, Whitney

Assistant Women's Basketball Coach

Moorman, Jason

Head Women's Wrestling Coach; Head Bass Fishing Coach

Morgan, Frank

Esports Director

Oliver, Mikki

Head Athletic Trainer

Perry, Morgan

Assistant Athletic Trainer

Phelps, Michael

Assistant Men's Basketball Coach

Rahn, Nancye

Assistant Athletic Director, External Affairs

Regan, Dawn

Athletic Operations Manager

Rose, Richie

Head Men's Soccer Coach

Salata, Julia

Assistant Women's Wrestling Coach

Schaunaman, Kayla

Assistant Athletic Trainer

Simmonds, Alicia

Assistant Athletic Trainer

Sparks, Alan

Head Men's and Women's Cycling Coach

Spurgeon, Ross

Assistant Baseball Coach

Thompson, Josh

Head Women's Basketball Coach

Walker, Bart

Assistant Athletic Director, Compliance

Staff and Faculty

ENROLLMENT MANAGEMENT

Adams, Brady
Enrollment Counselor

Anderson, Elizabeth
Lead Admissions Processor

Beverly, Nancy
Territory Manager; Enrollment Counselor

Blankenship, Natalie
Enrollment Counselor

Bosworth, Jordan
Enrollment Counselor; Campus Visit
Coordinator

Campbell, Alexander
Enrollment Counselor

Chesney, Lauren
Territory Manager

Danilova, Anna
Admissions Processor

Freeman, Janice
Admissions Processor

Harr, Jon
Vice President, Enrollment
Management

Hartless, Ashley
Director of AGS Enrollment
Management—Tri-Cities

Keller, Deeanna
Enrollment Counselor

Lanagan, Anthony
Territory Manager; Enrollment Counselor

Presley, Leah
Enrollment Counselor

Reynolds, Kristi
Assistant Vice President, AGS Enrollment
Management—Knoxville

Roberts, Mandie
Coordinator of International Admissions

Robertson, Dianna
Administrative Assistant

Sullivan, Jerry
Territory Manager; Enrollment Counselor

West, Ceretia
Application Specialist

FACILITY SERVICES

Arnold, Chris
Groundskeeper

Barnett, Jacob
HVAC Technician

Blevins, Collin
Groundskeeper

Cox, Carolyn
Housekeeper

Cox, Vince
Carpenter

Harmon, Lynda
Housekeeper

Jackson, Michael
Maintenance Technician

King, Greg
Maintenance Technician

Lingerfelt, Cheyenne
Groundskeeper

Lynch, Joy
Housekeeper

Rhymer, Charles “Peanut”
Senior Groundskeeper

Roop, Tim
Housekeeper

Shaffer, Debbie
Housekeeping Supervisor; Administrative
Assistant

Snyder, Chris
Housekeeper

Sproles, Nathaniel
Electrician

Stitt, Kathy
Housekeeper

Thomas, Todd
Supervisor, Maintenance Operations

Widner, Alison
Housekeeper

FACULTY EMERITI

Bloomer, Raymond H., Jr.
BS (The Citadel)
MS, PhD (University of Florida)
Professor of Physics and Astronomy, Emeritus, 1993

Cross, Dan A.
BE, MS (Vanderbilt University)
PhD (Auburn University)
Professor of Physics, Emeritus, 1969

Staff and Faculty

McDonald, J. Craig

BA (Davidson College)
MA (College of William and Mary)
DPhil (University of York)
Professor of English, Emeritus, 1982

Owens, Charles A.

BA (King College)
MS, PhD (Virginia Polytechnic Institute
and State University)
Professor of Biology, Emeritus, 1970

Quinn, Johanne A.

BS (Boston College)
MS (Boston University)
PhD (Boston College)
Professor of Nursing, Emerita, 1998

Rohr, Errol G.

BA (Central State University)
BD (Princeton Theological Seminary)
MA (University of Illinois)
Professor of Philosophy and Religion, Emeritus, 1984

Rohr, Karen G.

BA (Wheaton College)
MS (University of Illinois)
PhD (Ohio State University)
Professor of Psychology, Emerita, 1985

Schroder, Mary (Lisa) B., CPA

BA (University of Chicago)
MAcc (Virginia Polytechnic Institute
and State University)
Professor of Accounting, Emerita, 1991

Schroder, Thomas R.

BA, MA (University of Chicago)
PhD (University of California at Riverside)
Professor of Political Science, Emeritus, 1979

Vande Brake, Katherine

BA, MA (Michigan State University)
PhD (Michigan Technological University)
Professor of English and Technical Communication,
Emerita, 1980

Wade, William Junius

BA (Southwestern at Memphis)
MA, PhD (University of North Carolina)
Professor of History, Emeritus, 1952

FULL-TIME FACULTY

Whitaker, Alexander W., IV

BA (Berry College)
JD (University of Virginia)
LLM (Georgetown University)
MAR (Trinity Episcopal School for Ministry)
ThM (Duke University)
President, 2016

Adams, Susan L.

BSN (East Tennessee State University)
MN, FNP (Emory University)
PhD (East Tennessee State University)
Associate Professor of Nursing, 2011
Program Coordinator, Master of Science in Nursing
Nurse Educator

Alderman, Brian J.

BA (Lee College)
MDiv (Princeton Theological Seminary)
PhD (Emory University)
Associate Professor of Philosophy
and Religion, 2014
Chaplain

Blevins, Christy M.

BS (Emory & Henry College)
BSN (King College)
MSN (East Tennessee State University)
Assistant Professor of Nursing, 2013

Bordwine, Karen L.

BSN (King College)
MSN (East Tennessee State University)
Assistant Professor of Nursing, 2017

Boyer, Pepsi

BS (University of North Carolina at Asheville)
MS (East Carolina University)
Assistant Professor of Information Technology, 2014
Program Coordinator, Information Technology

Staff and Faculty

Brammer, Erika E.

BA (North Central College)
MLIS (University of Wisconsin-Madison)
Assistant Professor, 2009
Associate Dean of Academic Affairs
and Institutional Effectiveness

Brumlik, Alexander

BS (University of Central Florida)
MA, PhD (Georgia University)
Associate Professor of Business, 2013
Program Coordinator, Business BA
Associate Director, King University Institute
for Regional Economic Studies (KIRES)
Director, Quality Enhancement Plan

Byington, Elizabeth L.

BA (King College)
MA (East Tennessee State University)
Assistant Professor of English, 2005

Cash, Michelle

AS, AAS (Roane State Community College)
BSN, MSN (Kaplan University)
Instructor of Nursing, 2014
Program Coordinator, Nursing RN-BSN

Caudill, Jason G.

BS, MBA, PhD (University of Tennessee)
Associate Professor of Business, 2012
Program Coordinator, Business BBA

Clay, Shea A.

AS (Virginia Highlands Community College)
BM (East Tennessee State University)
MS (Radford University)
DMA Candidate (Boston University)
Assistant Professor of Music, 2008

Connor, Mary L., CPA

BS (University of Tennessee)
MBA (East Tennessee State University)
DBA (Argosy University)
Professor of Management and Accounting, 2003
Chair, Accounting and Information Systems

Cooper, Terry P.

BA, BSN, MSN (University of Tennessee)
Associate Professor of Nursing, 2016

Darko, George

BS (Arkansas State University)
MA, DA (Middle Tennessee State University)
Associate Professor of Finance and Economics, 2009

DeFord, J. Kevin

BA (University of Tennessee)
MA (Austin Peay State University)
PhD (University of Louisville)
Professor of Psychology, 2002
Program Coordinator, Psychology
Chair, Psychology

Dotterweich, Martin H.

BA (Wheaton College)
MDiv (Gordon-Conwell Theological Seminary)
PhD (Edinburgh University)
Professor of History, 2004
Program Coordinator, Political Science
Chair, History and Political Science
Director, Faith and Learning

Drum, Kathryn A.

BA, MBA (University of North Carolina)
Associate Professor of Business, 2009

Eastwood, Justin B.

BA (King College)
MA (Regent University)
MS (University of Tennessee)
Assistant Professor, 2012
Outreach Services Librarian
Site Director, Knoxville

Edmison, Amy J.

AS (Northeast State Community College)
BSN (East Tennessee State University)
MSN (King University)
DNP (King University)
Assistant Professor of Nursing 2016
Program Coordinator, Nursing BSN

Eisenhower, Olga C.

BS, MS, MSN, PhD (University of Tennessee)
Assistant Professor of Nursing, 2016
Program Coordinator, Master of Science in Nursing
Family Nurse Practitioner Knoxville

Staff and Faculty

Evans, R. Samuel

BS, PhD (Virginia Polytechnic Institute and State University)
Associate Professor of Finance and Economics, 2008
Director, King University Institute for Regional Economic Studies (KIRES)

Gilmer, John S.

BS (College of William & Mary)
MS, PhD (University of Massachusetts)
Professor of Chemistry, 2006
Program Coordinator, Forensic Science

Gilmore, Randall

BA (King College)
MEd (Milligan College)
EdS (Lincoln Memorial University)
Assistant Professor of Education, 2015
Director, Teacher Education

Harosky, Tammy R.

BA, MAT (Carson-Newman University)
EdS (Lincoln Memorial University)
EdD (Northcentral University)
Associate Professor of Education, 2013
Program Coordinator, English as a Second Language

Hearl, Alisa L.

AAS (Virginia Highlands Community College)
BSN (King College)
MSN (East Tennessee State University)
Instructor of Nursing, 2019

Helbert, Jodi M.

BSW (Virginia Intermont College)
MSW (Radford University)
PhD (Norfolk State University)
Associate Professor of Social Work, 2014
Program Coordinator, Social Work

Heldreth, Sheila A.

AAS (Virginia Highlands Community College)
BSN (University of Virginia)
MS (Old Dominion University)
Assistant Professor, 2019

Helt, Gail

BS (University of Nebraska at Kearney)
MA (Iowa State University)
Assistant Professor of Political Science, 2014

Program Coordinator, Security and Intelligence Studies

Director, King Institute for Security and Intelligence Studies

Holloway, Kimberley M.

BS (Tennessee Technological University)
MA (East Tennessee State University)
PhD (Indiana University of Pennsylvania)
Professor of English, 1998
Program Coordinator, Composition, Technical and Professional Communication
Writing Program Administrator
Writing Center Director

Hopkins, Julie

BA (Emory and Henry College)
MSW (Virginia Commonwealth University)
PhD (University of Alabama)
Assistant Professor of Social Work, 2018

Hudson, Don Michael

BA, MA, MDiv (Bob Jones University)
MA (Colorado Christian University)
ThM (Grace Theological Seminary)
PhD (Westminster Seminary)
Professor of Religion, 2004
Program Coordinator, Religious Studies, Biblical Studies, Youth Ministry
Chair, Bible and Religion

Hutchinson, Laura

AA (Walters State Community College)
BSN (Middle Tennessee State University)
MSN (King College)
Assistant Professor of Nursing, 2019

Jones, Herbert Lee, III

BA (Carson-Newman University)
MFA (Savannah College of Art and Design)
Assistant Professor, 2014

Kauffman, Christopher

BA (Muskingum College)
PhD (University of Tennessee)
Associate Professor of Economics, 2015

Kingsley, Erin

BA (George Fox University)
MA, PhD (University of Colorado)
Associate Professor of English, 2015

Staff and Faculty

Knight, Margaret A.

BLS (Loyola University)
MPH (Tulane University)
MS, PhD (University of Texas at Dallas)
Associate Professor of Health Sciences, 2015

Knowles, Amy L.

BSN (Carson-Newman College)
MPH, PhD (University of Tennessee)
Associate Professor of Nursing, 2009

Kothapalli, Karunakar

BS (Andhra Loyola College, Vijayawada)
MS (University of Hyderabad)
PhD (New Mexico State University and LANSCE)
Assistant Professor of Physics, 2020
Program Coordinator, Physics

Krizanac-Bengez, Ljiljana

MD, PhD (School of Medicine, University
of Zagreb, Croatia)
Associate Professor of Health Sciences, 2014
Program Coordinator, Health Informatics

Krug, Emily D.

BA (Milligan College)
MLIS (Clarion University)
Assistant Professor, 2014
Instructional Services Librarian

Lee, G. Aubrey

BS (East Tennessee State University)
MA (Tusculum College)
DM (University of Maryland University College)
Associate Professor of Business, 2010
Chair, Management, Human Resources,
and Healthcare

Liendo, Martha

AAS (Virginia Highlands Community College)
BS (King College)
MS (East Tennessee University)
Assistant Professor of Mathematics, 2014
Director, General Education

Linderman, William C.

BA (Erskine College)
MS (Virginia Polytechnic Institute
and State University)

PhD (University of Memphis)
Professor of Mathematics, 1999
Program Coordinator, Mathematics
Chair, Mathematics and Physics
Associate Dean, College of Arts and Sciences

Little, Charles D.

BS, MBA (University of Tennessee)
PhD (University of North Texas)
Associate Professor of Business, 2014

Littleton, Robert A.

BS (East Tennessee State University)
MD, EdD (University of Tennessee)
Assistant Professor of Leadership, 2005

Loudy, Tommie R.

AAS (Walters State Community College)
RN-BSN, MSN (King University)
Instructor of Nursing, 2019

Love, Logan Gillen

BA (King College)
MA (East Tennessee State University)
PhD (Capella University)
Assistant Professor of Psychology, 2014

Love, Sherry W.

BSN, MBA (King College)
MSN (King University)
Assistant Professor of Nursing, 2016
Program Coordinator, Master of Science in Nursing
Family Nurse Practitioner Tri-Cities

Macione, Beatriz Huarte

Licenciatura en Filosofía y Letras (Universidad
de Navarra, Spain)
PhD (University of Alabama)
Professor of Spanish, 1991
Program Coordinator, Spanish
Chair, Languages and Literatures
Associate Dean, College of Arts and Sciences

Maine, Cathy L.

BSN (Old Dominion University)
MSN (East Tennessee State University)
Assistant Professor of Nursing, 2016

Staff and Faculty

Mann, Amy

BA (Radford University)
MS (University of North Carolina)
PhD (Walden University)
Assistant Professor, 2013
Director, Online Learning

McRae, Sheri L.

AAS, AASN, BSN, MSN (East Tennessee State University)
DNP (King University)
Associate Professor of Health Sciences, 2013
Program Coordinator, Healthcare Administration

Mongold, Jennifer L.

BS, MA (East Tennessee State University)
PhD (Capella University)
Associate Professor of Criminal Justice, 2011
Program Coordinator, Criminal Justice
Associate Dean, School of Health and Professional Sciences
Interim Director, Program Coordination

Morgan, Rhonda M.

BSN (East Tennessee State University)
MSN (University of Virginia)
DNP (Waynesburg University)
Professor of Nursing, 2011
Program Coordinator, Master of Science in Nursing
Nurse Administrator, Doctor of Nursing Practice
Director of Graduate Studies

Morrison, Brendia M.

AAS (Virginia Highlands Community College)
BS (Virginia Intermont College)
MBA (East Tennessee State University)
Assistant Professor of Business, 2013

Neal, Penelope L.

BS, MSN (University of Tennessee)
PhD (East Tennessee State University)
Associate Professor of Nursing, 2012
Program Coordinator, Master of Science in Nursing
Pediatric Nurse Practitioner

Nicholson, Susan E.

BME, MME (Winthrop University)
DMA (University of Miami)

Assistant Professor of Music, 2017
Program Coordinator, Music, Applied Music

O'Neil, Jennifer N.

BSEd (State University of New York)
MSS (United States Sports Academy)
Assistant Professor of Physical Education, 2015
Program Coordinator, Sport Management, Physical Education

Ong, Han Chuan

BA (Wabash College)
PhD (Indiana University) Professor of Biology, 2012

Ong, Laura E.

BS (University of Kentucky)
PhD (Indiana University)
Associate Professor of Biology, 2012

Osborn, Kyle N.

BA, MA, MAT (East Tennessee State University)
PhD (University of Georgia)
Assistant Professor of History, 2014
Program Coordinator, History

Overbay, Mark R.

BS (East Tennessee State University)
MD (James H. Quillen College of Medicine, East Tennessee State University)
Assistant Professor of Healthcare Administration, 2012
Dean, School of Health and Professional Sciences

Pate, Mark J.

BSPE (University of Tulsa)
PhD (University of Tennessee)
Associate Professor of Finance and Economics, 2007
Chair, Finance, Economics, Law
Dean, School of Business, Economics, and Technology

Paulson, Keri-Lynn

BA (Bryan College)
MS (University of Tennessee)
Instructor, Electronic Resources Librarian, 2015
Interim Dean, Library Services

Payne, Terry L.

BS, MS, PhD (University of Tennessee)
Assistant Professor of Management, 2018

Staff and Faculty

Peltier, Matthew S.

BA (King College)
MSLS (University of Kentucky)
PhD (University of Nebraska)
Associate Professor, 1999
Program Coordinator, Leadership
Associate Vice President, Student Affairs
Dean of Students
Faculty Parliamentarian

Pickard, Simeon T.

BS, MS (Western Kentucky University)
PhD (Vanderbilt University)
Professor of Chemistry, 1992
Program Coordinator, Chemistry, Biochemistry
Chair, Chemistry

Polk, Xanshunta L.

BBA (Jackson State University)
MPA (Tennessee State University)
DBA (Argosy University)
Associate Professor of Business, 2016

Price, Jessica L.

AS (Southwest Virginia Community College)
BSN (Radford University)
MSN (King University)
Assistant Professor of Nursing, 2016

Roberts, A. Matthew

BA (East Tennessee State University)
MA (University of Houston)
EdD (Appalachian State University)
Associate Professor of Education, 2008
Program Coordinator, Multidisciplinary Studies
Provost/Vice President for Academic Affairs;
Chief Academic Officer

Robertson, Andrea M.

BS, MSN (University of Tennessee)
DHed (A. T. Still University)
Associate Professor of Nursing, 2016

Robinson, David D.

BS (Virginia Polytechnic Institute
and State University)
JD (George Mason University)
LLM (New York University)
Associate Professor of Business, 2011

Program Coordinator, Master of Business
Administration
Associate Dean, School of Business, Economics,
and Technology
Pre-Law Faculty Advisor

Rudd, Joshua A.

BS, MS (East Tennessee State University)
Assistant Professor of Biology, 2014

Sanders, Glenn

BA, MA (Baylor University)
PhD (Brown University)
Professor of History, 2018
Program Coordinator, Intercultural Studies
Dean, College of Arts and Sciences

Sanders, Sandra L.

BS (University of Tennessee)
MA, EdD (East Tennessee State University)
Associate Professor of Education, 2007
Program Coordinator, Master of Education
Associate Dean, School of Education

Sellstrom, Teresa L.

BSN (East Tennessee State University)
MSN (University of Tennessee)
PhD Candidate (University of New Mexico)

Shaw, Karen L.

BA (King College)
MPhil, PhD (Drew University)
Professor of English, 1993
Program Coordinator, English
Chair, English
Coordinator, Study Abroad Affiliations

Simoson, Andrew J.

BS (Oral Roberts University)
PhD (University of Wyoming)
Professor of Mathematics, 1980

Slaughter, Christopher R.

BA (Virginia Intermont College)
MFA (University of Memphis)
Associate Professor of Theatre, 2007
Chair, Theatre

Staff and Faculty

Slemp, Tracy J.

BSN (University of Tennessee)
MSN (East Tennessee State University)
DNP (University of Alabama)
Associate Professor of Nursing, 2006
Dean, School of Nursing

Sloan, Alyssa Millner

BA (University of Central Arkansas)
MA (University of Arkansas at Little Rock)
PhD (University of Kentucky)
Associate Professor of Communication, 2011
Program Coordinator, Communication

Story, Brandon H.

BA (King College)
MA (East Tennessee State University)
PhD (University of Tennessee)
Assistant Professor of English, 2000

Streetman, William Craig

BS (Presbyterian College)
MA (Denver Seminary)
MA, PhD (University of Kentucky)
Assistant Professor of Philosophy, 2012
Program Coordinator, Philosophy
Director, Snider Honors Program
Chief Marshal

Strickland, Joseph G.

BS (Appalachian State University)
MFA (Utah State University)
Assistant Professor, 2013
Program Coordinator, Digital Media Art
and Design

Thomas, Rebecca J.

BS (Middle Tennessee State University)
MBA (East Tennessee State University)
PhD (Capella University)
Assistant Professor of Business, 2010
Chief of Staff; Vice President for Institutional
Effectiveness

Traynor, Wendy L.

BS, MEd (North Georgia College)
Assistant Professor of Mathematics, 2006
Director, Bristol Math Center

Vance, Christina Alaska L.R.

BA (East Tennessee State University)
MFA (Regent University)
Assistant Professor of Theatre, 2018
Program Coordinator, Theatre

Vance, T. Joel

BBA (National University)
MS (Radford University)
PhD (Northcentral University)
Associate Professor of Business, 2011
Chair, Statistics
Knoxville Mathematics Tutor

Vaughan, L. Kelly

BS (Berry College)
PhD (Texas A&M University)
Associate Professor of Biology, 2014
Program Coordinator, Biology
Chair, Biology

Watson, Donna H.

BA (Bluefield College)
MS (Radford University)
PhD (Virginia Polytechnic Institute
and State University)
Professor of Education, 2017
Dean, School of Education

Wilcox, Colette

BA (Appalachian State University)
JD (George Mason University)
Assistant Professor of Criminal Justice, 2019

Winzenburg, Suzanne M.

AS (Excelsior College)
BS, MSN (University of Southern Indiana)
DNP (Frontier Nursing University)
Associate Professor of Nursing, 2019

Woodson, Elizabeth A.

BS, MA (University of Tennessee)
Associate Professor of Accounting, 2019

Woodward, Lucas

BBA, MAcc (East Tennessee State University)
Assistant Professor of Business, 2019

Staff and Faculty

Yokshas, Lisa J.
BA (Milligan College)
MA (East Tennessee State University)
Assistant Professor and Learning Specialist, 2014
Director, Learning Services

INFORMATION SERVICES/TECHNOLOGY

Allison, Boyce
Network Manager

Anderson, Dwayne
Senior IT Software Engineer

Byington, Logan
Programmer

Hobbs, Benjamin
Database Manager

Robertson, Joel
Chief Information Officer

Snapp, Andrew
IT Support Specialist

Thornburg, Joshua
Programmer

KING UNIVERSITY LIBRARIES

Bradley-Pennell, Janeen
Evening/Weekend Reference Assistant

Canody, Miranda
Evening/Weekend Reference Assistant

Davidson, Crystal L.
Acquisitions Manager

Eastwood, Justin
Outreach Services Librarian, Knoxville

Kimerer, H. Marika
Circulation Manager

Krug, Emily D.
Instructional Services Librarian

Paulson, Keri-Lynn
Electronic Resources Librarian;
Interim Dean of Library Services

OFFICE OF THE PRESIDENT

Whitaker, Alexander
President

Bell, Jewel
Executive Administrative Assistant,
Communications

Stevens, Holly
Executive Assistant to President

Thomas, Rebecca
Chief of Staff; Vice President for Institutional
Effectiveness

REGISTRATION AND RECORDS

Beverly, Ashley
Transfer Assessment Specialist

Cleland, Whitney
Assistant Registrar, Curriculum and Catalog
Coordinator

Coffman, Christine
Registration Specialist I

Swiney, Jessica
Director, Registration and Records, VA School
Certifying Official

STUDENT AFFAIRS

Albertson, Ashley
Student Success Specialist

Anthony, Amy
Student Success Specialist, Morristown

Arndt, Chase
Director of Student Life

Berry, Benny
Director of Safety and Security

Bosworth, Nicole
Area Coordinator

Braddock, Heather
Director of the Counseling Center

Clark, Allen
Student Success Specialist

Combs, Beverly
Student Success Specialist, Kingsport, Abingdon

Green, Carol
Senior Student Success Specialist, Bristol

Green, Finley
Director of Career Services

Jennings, Leona
Executive Assistant to the Vice President
for Student Affairs

Johnson, Amber
Coordinator for Residence Life

Leonard, Heidi
Director of Academic Success, Traditional

Littleton, Robert
Vice President for Student Affairs

McIntyre, Cameron
Area Coordinator

Staff and Faculty

Peltier, Matthew

Associate Vice President for Student Affairs,
Dean of Students

Playl, Sammie

Director of Academic Services
for Adult and Graduate Studies (AGS)

Ragan, Melinda

Office Manager, Counseling Center

Smith, Shellie

Student Success Specialist, Knoxville

Taylor, Jobieann

Coordinator of Student Engagement

Yokshas, Lisa

Director of Learning and Disability Services

STUDENT FINANCIAL SERVICES

Brand, Richard

Director, Financial Aid

Eastridge, Cindy

Associate Director, Financial Aid

Mustard, Christin

Technical Specialist

Overton, Janette

Technical Specialist, Financial Aid Counselor

Stiltner, Brittony

Assistant Director, Financial Aid

Tolbert, Melissa

Customer Service Specialist, Financial Aid

THE LEARNING COMMONS

Mann, Amy

Director of Online Learning;
Site Director, Kingsport, Southwest Virginia

Watts, Kyndall

Academic Technologist;
Assistant Librarian

<u>Academic Calendar 2019-2023</u>	<u>2019/2020</u>	<u>2020/2021</u>	<u>2021/2022</u>	<u>2022/2023</u>
FALL TERM	2019	2020	2021	2022
Billing begins for Fall	24-Jun	22-Jun	21-Jun	20-Jun
Fall tuition and fees due for ALL students	29-Jul	3-Aug	2-Aug	1-Aug
President's Address to Faculty/Staff	13-Aug	TBD	TBD	TBD
Faculty/Staff Workshop and	14-Aug	TBD	TBD	TBD
New Student Orientation / Residence halls open	21-Aug	20-Aug	19-Aug	18-Aug
Traditional Undergraduate Orientation and check in	21-Aug	20-Aug	19-Aug	18-Aug
Residence halls open at 9 AM for returning students	24-Aug	23-Aug	22-Aug	21-Aug
Classes begin for all students at 8 AM (Module A ,D, E and G)	26-Aug	24-Aug	23-Aug	22-Aug
*Last day to add a class for Module D	30-Aug	28-Aug	27-Aug	26-Aug
*Last day to drop a class for Module D without a grade of "W"	30-Aug	28-Aug	27-Aug	26-Aug
Labor Day, (Fall 2020-No Holiday Break) *Campus and Offices Closed	2-Sept*	No Holiday Break Classes on Regular Schedule Campus and Offices Open	6-Sept*	5-Sept*
Constitution Day and Citizenship Day	17-Sep	17-Sep	17-Sep	17-Sep
Information Session (1)	21-Sep	TBD	TBD	TBD
Experience DC	26-Sep	24-Sep	TBD	TBD
Classes and Examinations end for Module A	27-Sep	25-Sep	24-Sep	23-Sep
Classes begin for Module B	30-Sep	28-Sep	27-Sep	26-Sep
Final Grades Due for Module A by 8 AM	4-Oct	2-Oct	1-Oct	30-Sep
Classes and Examinations end for Module G	11-Oct	9-Oct	8-Oct	7-Oct
Open House	12-Oct	TBD	TBD	TBD
Mid-point of semester	14-Oct	12-Oct	11-Oct	10-Oct
Fall Break *Classes Canceled	18-Oct*	No Fall Break Classes on Regular Schedule	15-Oct*	14-Oct*
Mid-semester grades due by 5 PM	18-Oct	16-Oct	15-Oct	14-Oct
Final Grades Due for Module G by 5 PM	18-Oct	16-Oct	15-Oct	14-Oct
Classes and Examinations end for Module/Term E	18-Oct	16-Oct	15-Oct	14-Oct
King Fest (Family Weekend)	19-Oct	30 thru 31-Oct	TBD	TBD
Classes begin for Module F	21-Oct	19-Oct	18-Oct	17-Oct
Advising Week	21-Oct	19-Oct	18-Oct	17-Oct
*Last day to withdraw from a course with a grade of W; WP/F recorded thereafter for Module D	25-Oct	23-Oct	22-Oct	21-Oct
Last day to change a course to Pass/Fail status for Module D	25-Oct	23-Oct	22-Oct	21-Oct
Final Grades Due for Module E	25-Oct	23-Oct	22-Oct	21-Oct
Registration begins for Spring semester	28-Oct	26-Oct	25-Oct	24-Oct
Classes and Examinations end for Module B	1-Nov	30-Oct	29-Oct	28-Oct
Classes begin for Module C	4-Nov	2-Nov	1-Nov	31-Oct

Final Grades Due for Module B by 8 AM	8-Nov	6-Nov	5-Nov	4-Nov
Open House	9-Nov	TBD	TBD	TBD
Last day to withdraw from a course for Module D	15-Nov	13-Nov	12-Nov	11-Nov
Thanksgiving Break for Adult & Graduate Studies (AGS) students at 8 AM	25 thru 29-Nov	23 thru 29-Nov	22 thru 28-Nov	21 thru 27-Nov
Classes end for Traditional undergraduates	6-Dec	24-Nov	3-Dec	2-Dec
Thanksgiving Break for TRAD students at 8 AM	25 thru 29-Nov	25-Nov thru 1-Dec	22 thru 28-Nov	21 thru 27-Nov
*Campus and Offices Closed	27 thru 29-Nov	25 thru 27 Nov	24 thru 26-Nov	23 thru 25-Nov
Adult & Graduate Studies (AGS) Classes resume at 8 AM	2-Dec	30-Nov	29-Nov	28-Nov
Examinations begin for Traditional Students	7-Dec	2-Dec	4-Dec	3-Dec
Information Session	7-Dec	TBD	TBD	TBD
Residence halls close at Noon	13-Dec	25-Nov	10-Dec	9-Dec
Classes and Examinations end for ALL students	13-Dec	11-Dec	10-Dec	9-Dec
Fall Commencement Ceremony	14-Dec	TBD	11-Dec	10-Dec
Residence hall will close for graduating seniors	14-Dec	TBD	11-Dec	10-Dec
Fall Final Grades due for Module C, D, and F by 8 AM	17-Dec	15-Dec	14-Dec	13-Dec
December Conferral Date for Graduates	27-Dec	25-Dec	24-Dec	23-Dec
SPRING TERM	2020	2021	2022	2023
Billing begins for Spring	18-Nov	16-Nov	15-Nov	14-Nov
Spring tuition and fees due for ALL students	16-Dec	14-Dec	13-Dec	12-Dec
Orientation-New Students	10-Jan	8-Jan	7-Jan	6-Jan
Residence halls will open at 12 PM for all students	12-Jan	10-Jan	9-Jan	8-Jan
Classes begin for all students at 8 AM (Module A ,D, E and G)	13-Jan	11-Jan	10-Jan	9-Jan
*Last day to add a class for Module D; Last day to drop a class without a grade of 'W' for Module D	17-Jan	15-Jan	14-Jan	13-Jan
Information Session (3)	18-Jan	TBD	TBD	TBD
Martin Luther King Day – Campus and Offices CLOSED	20-Jan	18-Jan	17-Jan	16-Jan
Open House	-	TBD	TBD	TBD
Classes and Examinations end for Module A	14-Feb	12-Feb	11-Feb	10-Feb
Classes begin for Module B	17-Feb	15-Feb	14-Feb	13-Feb
Final Grades Due for Module A by 8 AM	21-Feb	19-Feb	18-Feb	17-Feb
Mid-point of semester	25-Feb	23-Feb	21-Feb	20-Feb
Classes and Examinations end for Module G	28-Feb	26-Feb	4-Mar	3-Mar
Open House	29-Feb	TBD	TBD	TBD
Final Grades due for Module G	6-Mar	5-Mar	4-Mar	3-Mar
Mid-semester grades due at Noon	6-Mar	5-Mar	4-Mar	3-Mar
Classes and Examinations end for Module E	6-Mar	5-Mar	4-Mar	3-Mar
Spring recess begins for ALL students	9 thru 15-Mar	8 thru 14-Mar	7 thru 13-Mar	6 thru 12-Mar
Campus and Offices Closed	13-Mar	12-Mar*	11-Mar*	10-Mar*
COVID-19 Changes: Traditional student Spring recess extended	11 thru 22-Mar	N/A	N/A	N/A
Final Grades Due for Module E	13-Mar	12-Mar	11-Mar	10-Mar
Classes resume after Spring Recess at 8 AM	16-Mar	15-Mar	14-Mar	13-Mar
Classes begin for Module F	16-Mar	15-Mar	14-Mar	13-Mar

Advising week	16 thru 20-Marh	15 thru 19-Mar	14 thru 18-Mar	13 thru 17-Mar
Last day to withdraw from a course with a grade of W; WP/F recorded thereafter for Module D. COVID-19 Changes	20-Mar 9-Apr*	19-Mar	18-Mar	17-Mar
Last day to change to Pass/Fail status for Module D	20-Mar	19-Mar	18-Mar	17-Mar
Open House	21-Mar	TBD	TBD	TBD
Registration begins for Fall; room deposits due	23-Mar	22-Mar	21-Mar	20-Mar
Registration begins for Summer term	23-Mar	22-Mar	21-Mar	20-Mar
Classes and Examinations end for Module B	27-Mar	26-Mar	25-Mar	24-Mar
Classes begin for Module C	30-Mar	29-Mar	28-Mar	27-Mar
Final Grades Due for Module B	3-Apr	2-Apr	1-Apr	31-Mar
Last day to withdraw from a class for Module D COVID-19 Changes*	9-Apr 24-Apr*	9-Apr	8-Apr	6-Apr
Good Friday-Classes Canceled, Campus and Offices CLOSED	10-Apr	2-Apr	15-Apr	7-Apr
Dogwood Weekend	Postponed to FA20	TBD	TBD	TBD
Access King Day (1)	18-Apr	TBD	TBD	TBD
Classes end for traditional undergraduates	24-Apr	23-Apr	22-Apr	21-Apr
Examinations begin for Traditional Students	25-Apr	24-Apr	23-Apr	25-Apr
Residence hall will close at 9 AM	1-May	30-Apr	29-Apr	28-Apr
Classes and Examinations end for ALL students (Module C, D and F)	1-May	30-Apr	29-Apr	28-Apr
Residence hall will close for graduating seniors at 5 PM	2-May	1-May	30-Apr	29-Apr
Spring Commencement Ceremony	2-May	1-May	30-Apr	29-Apr
Spring Final Grades due for ALL students at 8 AM	7-May	6-May	5-May	4-May
Spring Conferral Date for Graduates	15-May	14-May	13-May	12-May
SUMMER TERM	2020	2021	2022	2023
Billing begins for Summer	6-Apr	5-Apr	4-Apr	3-Apr
Summer tuition and fees due for ALL students	27-Apr	26-Apr	25-Apr	24-Apr
Classes begin for all students at 8 AM (Module A ,D, E and G)	4-May	3-May	2-May	1-May
*Last day to Add/Drop Module D	8-May	7-May	6-May	5-May
Access King Day (2)	16-May	TBD	TBD	TBD
Memorial Day- Campus and Offices CLOSED	25-May	31-May	30-May	29-May
Summer Module A Classes and Examinations end	5-Jun	4-Jun	3-Jun	2-Jun
Classes begin for Module B	8-Jun	7-Jun	6-Jun	5-Jun
Final Grades due for Summer Module A by 8 AM	12-Jun	11-Jun	10-Jun	9-Jun
Access King Day (3)	13-Jun	TBD	TBD	TBD
Summer Module G Classes and Examinations end	19-Jun	18-Jun	17-Jun	16-Jun
Mid-Point of Semester	22-Jun	21-Jun	20-Jun	19-Jun
Final Grades due for Summer Module G by 8 AM	26-Jun	25-Jun	24-Jun	23-Jun
Summer Module E Classes and Examinations end	26-Jun	25-Jun	24-Jun	23-Jun
Final Grades due for Summer Module E by 8 AM	3-Jul	2-Jul	1-Jul	30-Jun
Classes begin for Module F	6-Jul	28-Jun	27-Jun	26-Jun
Summer Recess begins for ALL Students	29-Jun thru 5-Jul	5 thru 11-Jul	4 thru 10-Jul	3 thru 9-Jul

*Campus and Offices Closed	2 thru 3-Jul	5 thru 6-Jul	4 thru 5-Jul	4 thru 5-Jul
*Last day to withdraw from a course with a grade of W; WP or an F recorded thereafter for Module D	10-Jul	2-Jul	1-Jul	30-Jun
Classes resume after Summer Recess at 8 AM	6-Jul	12-Jul	11-Jul	10-Jul
Summer Module B Classes and Examinations end	17-Jul	16-Jul	15-Jul	14-Jul
Access King (4)	18-Jul	TBD	TBD	TBD
Classes begin for Summer Module C	20-Jul	19-Jul	18-Jul	17-Jul
Final Grades due for Summer Module B by 8 AM	24-Jul	23-Jul	22-Jul	21-Jul
*Last day to withdraw from a class for Module D	24-Jul	23-Jul	22-Jul	21-Jul
Classes and Examinations end for ALL students (Module C, D and F)	21-Aug	20-Aug	19-Aug	18-Aug
Final Grades due for ALL students at 8 AM	26-Aug	25-Aug	24-Aug	23-Aug
Summer Conferral Date for Graduates	31-Aug	31-Aug	31-Aug	31-Aug