

KING'S COLLEGE

WILKES-BARRE, PENNSYLVANIA



2009-2010
Catalog

2009-2010 Catalog



King's College

Wilkes-Barre, Pennsylvania 18711-0801

King's College is an independent four-year coeducational college founded by the Holy Cross Fathers and Brothers from the University of Notre Dame.

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The College Catalog

The College Catalog is the most comprehensive of the College's official publications.

It serves not only as a descriptive account but also as a manual to meet the needs of the undergraduate student, the faculty, and the administration of King's College with regard to its academic programs, policies, and services.

While the primary audience for this catalog is the King's campus community, we recognize that applicants, prospective students and their parents, and many other interested readers will have access to this information. The purpose then can be expanded to provide these many readers an understanding of King's College.

The catalog of the student's entering year will govern the general program as an undergraduate. Later catalog editions will note any changes in the requirements of the major program to which one is admitted, and of any elective options changes which may have a bearing on the student's program of study. The student should, therefore, become well acquainted with this catalog and keep it as a reference for charting and measuring progress toward a degree.

King's reserves the right to change, alter, and/or modify without notice the contents of its catalog; this includes but is not limited to the College's programs, policies, regulations, procedures, courses of study, and schedule of fees.

King's College is committed to equal opportunity in the admission of students, the administration of its educational programs and activities, and for employees and applicants for employment without discrimination based on race, national or ethnic origin, religion, gender, marital status, sexual orientation, age or disability, in accordance with applicable laws.

Inquiries concerning application of this policy should be directed to: Equal Employment Opportunity/Title IX Director, 133 North River Street, Wilkes-Barre, PA 18711 or by phone at (570) 208-5900.

Mission Statement

King's College, a Catholic college in the Holy Cross tradition, provides students with a broad-based liberal arts education which offers the intellectual, moral, and spiritual preparation that enables them to lead meaningful and satisfying lives.

History & Tradition

King's College was founded in 1946 by the Congregation of Holy Cross to provide a liberal arts education to the sons of working class families. Building upon its historical roots, King's College seeks to attract and educate talented men and women from all backgrounds.

Holy Cross sponsorship and the Catholic intellectual tradition are important components of a King's education. Fr. Basil Moreau, C. S. C., founder of the Congregation of Holy Cross, expressed his vision of educating the whole person, both mind and heart, as the essential philosophy of all Holy Cross schools. In the words of its founding President, Fr. James Connerton, C.S.C., "King's teaches students not only how to make a living, but how to live."

To achieve its Mission: King's College welcomes students from diverse backgrounds and strives to educate them in a community committed to academic excellence, mutual respect, and social responsibility.

- Faculty members are committed to active student learning and excellent teaching as their main responsibilities.
- Faculty members engage in ongoing professional development and public scholarship to strengthen their primary role of teaching.
- Faculty, administration and staff members share responsibility for working with students as advisors, coaches, counselors, and mentors to nurture the full development of students.

The academic curriculum is complemented by co-curricular programs, organizations, and activities which contribute to the career, civic, cultural, personal, physical, moral and spiritual development of students.

King's College encourages students, faculty, administration, and staff members to participate in their academic, professional, civic, cultural, and faith communities.

General Information





The King's Experience

A Prospectus

It is the purpose of this Catalog to provide a prospectus of the College of Christ the King, where “the things that last, come first.”

King's College is an independent four-year college for the undergraduate education of men and women. It offers students preparation for a purposeful life through an education which integrates the human values inherent in a broadly based curriculum with programs in humanities, the natural and social sciences, and specialized programs in business and other professions. In an open Catholic tradition, it actively encourages the religious and moral as well as the personal and social development of its students. King's College also seeks to aid the broader community in its efforts to raise the quality of life and to enlarge the intellectual, cultural and social vision of its citizens.

As a college of liberal arts and sciences rooted in the tradition of Judeo-Christian humanism, King's endeavors to educate the whole person. To the King's community — students and teachers, administrators and support staff, — this quest has a profoundly human and eternal aspect which challenges the individual to rise above the ordinary to gather what is significant, good, and worthy. King's encourages its students to address themselves to the ultimate values of reality and human life in the hope they will experience, in individual and social contexts, progress towards an authentically educated maturity. The translation of these ideals into practical terms is the manifest mission of the College and its founders, the Congregation of Holy Cross, a community of priests and brothers initially established in the small town of Sainte Croix in France by Father Basil Antoine Moreau in 1837. The first major achievement of the Congregation was the founding of the University of Notre Dame in South Bend, Indiana. It was in 1946, at the invitation of the Most Reverend William J. Hafey, Bishop of Scranton that the Holy Cross Fathers came to Wilkes-Barre to found this college dedicated to Christ the King.

Originally a college for men, King's admitted its first fully coeducational class in 1970. Currently, the College has a full-time student body of nearly 1900 men and women, approximately half of whom are native to northeastern Pennsylvania; the remainder come from various sectors of the Middle Atlantic States and these United States and from several foreign countries. An additional 600 students on average are in part-time attendance. King's students tend to be ambitious, with a strong dedication to learning as a means to the discovery and development of their full human potential in personal, social and professional terms. About 40% of the students enrolled at King's were graduated in

the upper quintile of their high school class. The College's Alumni have an outstanding record of successful endeavors and in a broad range of professions.

Another significant aspect of the college's human profile is represented in the commendably low student/faculty ratio of 13:1. King's is preeminently a learning community in which students and teachers are associated in a personalized process of intellectual, moral and social growth. The College provides a challenging, but individually supportive environment for full personal growth.

In many respects, the College and its learning resources present a number of complementary contrasts: The King's faculty is committed to the pursuit of self-enrichment and scholarly growth not only for the purpose of remaining equal with their contemporaries in their specific academic discipline, but also to enhance the quality of their service to their students. Ideally their teaching is premised on the conviction that success is measured in terms of the degree their students realize and express the best that is in them; and in the process, become progressively free of bias, ignorance and prejudice and of any undue dependence on their mentors.

The Core curriculum is designed to provide students with a common learning experience in the liberal arts and sciences, so that they can develop:

- competence in writing, speaking, critical thinking, problem solving strategies, mathematics, computer applications and use of library and information technologies
- an understanding of history and civilization
- an appreciation for great works of art and literature
- a global awareness and a knowledge of foreign cultures
- an understanding of human behavior and contemporary social institutions
- a familiarity with science and technology
- an ability to understand ethical issues and practices

Each of the categories in the Core defines specific objectives students can expect to attain, objectives that are measurable within each course.

Each category further defines as goals those attitudes and habits of mind one will experience as a life-long and liberally educated learner.

Even though the curriculum requires a certain core of courses be completed by all students, several categories provide for choice by the individual student. This choosing is facilitated by an extensive Academic Advisement program which uniquely provides each student individual advisement throughout their four years not only in the Core, but also in the major program areas. The structure of the Core curriculum gives students the opportunity to explore possible academic majors and/or to pursue a compatible second major or minor. Barron's Best Buys in College Education praised King's Core curriculum with its emphasis on liberal arts and independent thinking. "A King's College degree in any of several well respected professional fields will almost ensure an excellent first job after graduation; a King's College education through the comprehensive Core curriculum will provide sustenance throughout a graduate's life."

The curriculum promotes an awareness of the interdependence of disciplines across the curriculum since the Core provides a rich exposure to the various disciplines to encourage, develop and reinforce explicit "transferable" skills associated with liberal education. On the other hand, appropriate emphasis is given to pre-professional and experiential applications of one's major through internships, study abroad, and/or cooperative edu-

education arrangements. Moreover, even beyond the formal aspects of a college education, King's College has made a further commitment to prepare its students for life in the 21st century-life in a society which is becoming increasingly literacy intensive.

While continuing to infuse cumulative traditional knowledge, King's is engaged in a directed effort to translate the concept of liberal learning goals and objectives into measurable competencies. This educational development is ever relevant because it addresses not only the student's desire and adaptability for lifelong and continuing personal and professional growth in an ever changing world, but also on the practical side it prepares the person for better placement in the job market.

While most colleges provide support services which complement the instructional functions of the faculty, those at King's are designed primarily to meet the individual student's needs. Aside from the assignment of an academic advisor to each student, personal, professional and pastoral counseling, peer tutoring for the further development of particular learning skills, and an integrated program of life development/career planning and placement services are automatically provided and/or are available upon request. The truly significant aspect of these services is that they are merely a representative part of the broader integrated effort by all the constituencies of the college community to participate in a network of helping relationships in which each individual declares a commitment to the application of Christian values toward a purposeful life.

A majority of King's students are Catholic, but many students of other faiths come to King's to discover a community that is open and friendly and in which they are encouraged to examine and strengthen their individual convictions and to enrich their spiritual lives. Indeed, the Catholic tradition of King's has exercised a major influence in the foundation and historical development of the College because it is authentically Catholic, i.e., universal and open to all human concerns.

This tradition continues to provide a forceful context for the College's educational mission.

Finally, even the location of the College has its complementary contrasts. The campus, located in a downtown residential section of the historic city of Wilkes-Barre, Pennsylvania and adjacent to a scenic park along the banks of the Susquehanna River, has all the advantages and few disadvantages of an urban campus. Wilkes-Barre has been the site of a remarkable redevelopment thrust in recent years and King's students take great delight and pride in the expanded cultural and entertainment opportunities that now exist.



Accreditation & Affiliations

The College Charter was granted by the Court of Common Pleas of Luzerne County; and, the authority to grant the degrees of Bachelor of Arts and Bachelor of Science was authorized by the Department of Public Instruction of the Commonwealth of Pennsylvania in May, 1946. Institutional accreditation by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104 (215-662-5606), dates from 1955 and was reaffirmed in 2004.

Among the academic programs accredited by professional organizations are: the Physician Assistant Program, accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA); the Athletic Training and Education Program, accredited by the Commission on Accreditation of Athletic Training Education (CAATE); and, the graduate program in Health Care Administration, accredited by the Commission on Accreditation of Healthcare Management Education

(CAHME). In addition, the Major in Chemistry is accredited by the American Chemical Society. The William G. McGowan School of Business is accredited by AACSB-International. The Education Department Teacher Preparation Program is accredited by the National Council for Accreditation of Teacher Education (NCATE).

The College is affiliated with the following professional organizations: the American Association of Colleges for Teacher Education; the American Association of Higher Education; the American Library Association; the Association of American Colleges and Universities; the Association of Catholic Colleges and Universities; the Association of Governing Boards of Universities and Colleges; American Assembly of Collegiate Schools of Business; the Commission of Independent Colleges and Universities; the Middle Atlantic Association of Colleges of Business Administration; the National Catholic Education Association; the National Association of Colleges and Universities; the National Association of Independent Colleges and Universities; the Pennsylvania Association of Colleges and Universities; and the Pennsylvania State Education Association.

Compliance Statements

King's College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, nationality, ethnicity, age, sex, marital status, sexual orientation, physical handicap, or religious preference in the administration of its educational policies, scholarship and loan programs, and athletic and other school-administered programs.

In compliance with the Title IX Regulations implementing the Education Amendments of 1972 prohibiting sex discrimination in education, a Title IX Coordinator has been appointed. This Coordinator is responsible for coordinating efforts to assure that King's College does not discriminate on the basis of sex in its educational programs and related activities.

King's College also complies with Section 504 of the Rehabilitation Act of 1973 as amended, with respect to making higher education accessible to the handicapped.

Campus Safety and Security Act of 1990

King's College, like all other postsecondary educational institutions which receive federal funding, is required to record and report the incidence of certain criminal activities which have occurred on campus over the previous three years. In addition, schools will provide information on local counseling services and procedures for campus disciplinary action in sex offense cases and campus alcohol and drug policies. King's College most recent report may be obtained by writing The Admissions Office or Campus Security Office, King's College, 133 North River Street, Wilkes-Barre, PA 18711 or by calling (570) 208-5875.

Regional Academic Cooperation

King's College participates on several levels in programs of academic cooperation with other educational institutions. The seven independent colleges of Northeastern Pennsylvania comprise the membership of NEPIC (Northeastern Pennsylvania Independent Colleges). The administrative officers of these institutions meet regularly during the academic year to discuss matters of common concern and to plan cooperative action in the interest of higher education in Northeastern Pennsylvania.

Northeast Pennsylvania Library Network

The D. Leonard Corgan Library is a member of the Northeastern Pennsylvania Library Network, a consortium of academic, public and special libraries in the Hazleton/Scranton/Wilkes-Barre area. The organization was established in 1956 for the purpose of resource sharing through interlibrary lending, since no library can be entirely self-sufficient.

NPLN maintains a regional online Union List of Periodicals and Newspapers. Through cooperative arrangements with NEPIC member colleges and the NPLN, students and faculty may borrow directly from the libraries of NEPIC members.

Misericordia University/Wilkes University

King's College, Misericordia University, and Wilkes University offer their students an opportunity to cross-register for courses at the other institutions. Since the intention is to broaden the range of courses available to the student, only courses not offered at the college where the student is enrolled are open for cross-registration. Full-time students who meet course prerequisites and who are in good academic standing are eligible. Ordinarily cross-registration is available only to juniors and seniors and requires the approval of the student's major department. Courses carry full credit and grade value and are considered part of the student's regular course load with no additional tuition charge. Students register through the Registrar at the College where they are enrolled as

degree candidates. Interested students should confer with their respective Registrar for further details.



Academic Regulations

Academic Regulations

The normal college year is two semesters of fifteen weeks each with additional summer options of one eleven week, one seven week, or two five-week sessions available. Students may be admitted to the College at the beginning of any session.

The semester hour is the unit of credit. A semester hour is equal to one 50-minute period, or equivalent, of classroom time. At least double time in laboratory work is required for a semester hour of credit.

In the day session, classes are normally scheduled Monday through Friday from 8 a.m. until 4 p.m. Laboratory periods and particular classes may continue until later in the afternoon.

The College reserves the right to change, alter, and/or modify the contents of its catalog, including but not limited to the College's rules, regulations, courses, or study and schedule of fees, without prior notice.

Registration and Credit Load

To have a semester count as one of full-time study, the student must carry at least twelve hours of credit. To receive credit for a course, the student must be properly registered in the Registrar's Office within the first week of the semester and may not change the registration without permission of that Office.

Fifteen credits, usually representing five courses, constitute a standard load; laboratory work accompanying these courses may increase these credits to as many as seventeen if the student's academic background warrants it. Additional hours (see Overloads below) may be taken only with permission of the Registrar. This permission is based on the student's previous academic achievement. Required courses which the student has failed or neglected must be taken before new courses and as a part of the maximum number of hours permitted.

Students may not change their registration from full time to part time after the second week of class.

Permission to register for a course after the first five days of classes will be granted only for extraordinary reasons. Written approval of the Associate Vice President for Enrollment and Academic Services is required.

Overloads

The standard semester course load is five courses consisting of 15 to 17 credits. Students wishing to take more than 17 credits must have a G.P.A. of 2.5 or better and the approval of their academic adviser and the Registrar. Students with an approved overload will be assessed an additional per credit tuition charge. Arrangements for overload payment are made in the Business Office.

Drop/Add

With the approval of the student's academic advisor, students may revise their schedule to ADD a class up to and including the fifth class day of the semester. Only classes that are open may be added. A list of courses which are CLOSED is posted outside of the Registrar's Office.

Students may DROP a course during the first ten class days of each semester. ADD/DROP is handled through the Registrar's Office. These dates are printed in the college catalogue. The academic advisor's signature is required for all Add or Drop changes.

Classification of Students

- **Freshmen:** satisfaction of entrance requirements
- **Sophomores:** completion of 30 semester hours of credit
- **Juniors:** completion of 60 semester hours of credit
- **Seniors:** completion of 90 semester hours of credit
- **Full-Time Students:** those who have satisfied all entrance requirements and who are taking a minimum of 12 credits
- **Part-Time Students:** those who are carrying fewer than 12 credits
- **Special Students:** those who have not filed formal application to the college or who do not follow a sequence of courses leading to a degree
- **Auditors:** students who are permitted to attend certain lecture courses in which they need not take examinations and for which they do not obtain credit. Auditors may not later seek credit for the class audited. Grades are not reported for auditors.

Examinations

Final examinations are normally an integral part of course evaluation and are scheduled during the final examination period. An examination may be taken at an alternate time only because of serious illness or other grave reasons. When the nature of a course dictates another means of evaluation, the department must approve and standardize appropriate evaluation criteria. Instructors employing alternate evaluative procedures must stipulate these procedures at the outset of the semester in their course syllabi.

Grades

Final grades are given in all credit courses at the end of the semester. At least 50% of the final grade must represent class work. Grading symbols are assigned the following numerical values:

- A** 4.00 grade points per credit hour.
- A-** 3.75 grade points per credit hour.
- B+** 3.50 grade points per credit hour.

- B** 3.00 grade points per credit hour.
B- 2.75 grade points per credit hour.
C+ 2.50 grade points per credit hour.
C 2.00 grade points per credit hour.
C- 1.75 grade points per credit hour.
D 1.00 grade points per credit hour.
F 0.00 grade points per credit hour.

(The course must be repeated before credit can be obtained.)

F* Failure in a Pass/Fail course.

The following symbols are also used to indicate irregular grades:

- **IN*** Incomplete: given in the case when extraordinary circumstances prevent a student from completing a course, such as a sudden illness. The majority of the course must be completed prior to the assignment of the “IN” grade.

*(The course must be completed by the mid-term report date of the following semester at the latest, or it becomes an ‘F’.

- **IP** In progress: used for courses that legitimately extend beyond one semester, such as research or independent study courses. Completion is indicated by one of the regular grades reported in the following semester and credit is received at that time.
- **P** Pass
- **U** Unsatisfactory: no credit.
- **W** Approved withdrawal
- **AW** Administrative withdrawal
- **W*** Approved withdrawal from a Pass/Fail course

Records are evaluated through a Grade Point Average (G.P.A.). The average is obtained by dividing the total number of grade points earned by the total number of graded credits attempted. A G.P.A. of 3.40 for twelve hours of graded course work, places the student on the Dean’s List. An unsatisfactory G.P.A., as explained under “Academic Probation and Dismissal”, will be considered by the Committee on Academic Standing. The average required for graduation is outlined under “Degree Requirements.”

An ‘F’ grade remains on the permanent record and is reproduced on all transcripts. The student who fails to receive a passing grade in a course may secure credit for that course only by repeating it and passing it. There is no second examination in any subject.

No one but a teacher of a course can give a grade in that course. Only the teacher of a course can change a recorded grade, with the approval of the Vice President for Academic Affairs. Students shall have the opportunity to review any of their grades. Students may initiate this action by a request to the teacher, after they have received the official grade report. This action must be taken by the middle of the semester following the issuing of the grade.

Pass/Fail Courses: (Ungraded Elective Option)

During each semester of the junior and senior years, a student has the option to take one elective course on an ungraded basis. This course cannot be used to meet a major, minor, or Core requirement.

The student must declare this option on the appropriate form to the Registrar within the first ten class days of the semester. A 'P' (pass) or 'U' (unsatisfactory) grade will be recorded for the course at the end of the semester. Neither grade will be used in computing grade-point-averages.

Grade Reports and Transcripts

A report of grades is sent to the student at the end of each semester.

At mid-semester, informal reports are sent for all freshmen, and for those upper-class students who are not doing satisfactory work. These mid-semester reports are not part of the permanent official record. Each student is permitted one official copy of his/her academic record without charge. For each additional transcript there is a fee of \$7.00. All requests for transcripts must be submitted in writing and must include the student's signature authorizing the release of the academic record. Official transcripts are not given directly to students but are mailed to designated officials or institutions. Semester reports or transcripts will not be sent for students who have not met their financial obligations to the College.

Family Education Rights and Privacy Act of 1974:

King's College students, as provided by statute, may review any official records, files and data directly related to them that are on file with the administrative offices. The files include identifying data, academic work completed, grades, family background information, disciplinary referrals, references, ratings, and/or observations. Disciplinary referrals, references, ratings, and/or observations completed before January 1, 1975 are not available to students, nor are confidential recommendations collected by the Placement Office, under a waiver by the individual.. Requests to review the aforementioned documents should be made in writing to the appropriate college official. In all cases other than disciplinary, requests should be addressed to: Office of the Registrar, King's College, Wilkes-Barre, PA 18711. Requests to view disciplinary referrals should be directed to the Associate Vice President for Student Affairs at the same address. The records, files, and/or data will be made available no later than 45 days from the time the written request is received.

Student records, files, and data will be available to outside individuals or agencies only after having received written authorization for the release by the student. However, the following exceptions are made:

- (a) For accrediting organizations;
- (b) In connection with a student's application for, or receipt of, financial aid;
- (c) In the case of an emergency, if the information is necessary to protect the health and safety of the student or other persons;
- (d) School officials with legitimate educational interests. (A school official is a college employee in an administrative, supervisory, research, or support staff position.)

Directory information would include the following: the student's name, address at home, on-campus or off-campus telephone numbers, date and place of birth, campus email address, photo, major field of study, dates of attendance, degrees and awards received, and the previous educational institution attended by the student. Body weight and height are also considered directory information for interscholastic athletes. Students

requesting that directory information not be released without their prior consent must file written notification by completing the Request for Privacy Form available in the Academic Advisement Office. By designating that information is not to be released, the restriction applies to all information listed above and to all persons making an inquiry about the students. Requests for privacy are kept on file in the Academic Advisement and Registrar's offices.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by King's College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

A student, as provided by statute, may request in writing: a review of any information that he or she feels may be inaccurate and/or misleading. In accordance with the provisions of the statute an appropriate administrative officer of the college who does not have a direct interest in the outcome must conduct the review. Materials will be reproduced at a cost of \$.50 per page for records and \$7 for a transcript.

Academic Standing: Probation, Suspension and Dismissal

A student is expected to earn a minimum cumulative grade point average of 2.00 (required for graduation) at the end of the first semester/session (fall, spring or summer) and for each semester/session thereafter. Any student whose GPA falls below the minimum 2.00 (semester/session or cumulative) will be placed on academic probation.

Academic probation serves as a warning to the student that their academic performance is not of the quality necessary to ensure graduation. When a student is placed on academic probation, the student's record is reviewed by the Academic Standing Committee at the end of each semester/session (fall, spring or summer) the student is enrolled in at the College. In an attempt to assist a student to achieve academic progress the committee may limit a student's course load, and suggest they schedule regular meetings with their academic advisor. In addition, the committee may require the student to avail themselves of the various services of the College. (Academic Advisement, Academic Skills, Counseling, or Career Counseling) The Academic Standing Committee monitors the progress of students on academic probation with the expectation of academic progress over a reasonable time.

A student who continues to remain on academic probation may be subject to suspension or dismissal. A student who has been placed on suspension may apply for re-admission at the end of the suspended period. Students dismissed from the college do not have the opportunity to return. Students suspended or dismissed may request a review of the Academic Standing Committee's decision and must appear before the full Committee on the date and time specified in the letter of suspension or dismissal. The decision of the Committee at the review session is considered final.

At the beginning of any academic year a student in good academic standing is eligible to participate in extracurricular activities for that year. Ordinarily, a change in academic status during the year will not affect that eligibility. However, athletes are subject to the requirements set down by NAAC regulations.

Repeating Courses

A student who receives a 'D,' 'F' or 'C-' grade in a course may retake the course. Only the grade received in the repeated course will be used in the calculation of the student's grade point average, though all grades will appear on the transcript. If a student receives two or more "F" grades in the same course, all 'F' grades will be used in the calculation of the student's cumulative grade point average. If a course must be repeated more than once, the first repeat grade will remain and will be averaged in with the second repeat. The student who is retaking a 'D,' 'F' or 'C-' graded course must submit the appropriate form to the Registrar at the time of registration.

Dean's List

The Dean's List is published at the end of each semester. For a student to be placed on the Dean's List, the student must obtain a minimum semester average of 3.40 in twelve credits of graded courses. If a student is on the Dean's List for four semesters, the student qualifies to be considered for membership in the Aquinas Society.

Attendance at Class

King's College regards student participation in class essential to the learning process. Therefore, regular class attendance is required of all students. Excessive student absences are deemed to be an indication that the student may need some assistance to successfully complete his or her course work.

The attendance policy for each course is determined by the instructor and stated on the course syllabus. Each instructor is expected to explain carefully the attendance policy for the course, including the conditions under which missed course work may be made up and the number of absences permitted before penalties may be incurred.

In the event of excessive absences, students should be aware that their names will be referred to the Associate Vice President for Student Affairs. For first-year students, notification will be made after two consecutive unexcused absences or two unexcused absences over a two-week period. In the case of upper class students, notification will be made after three or more consecutive unexcused absences or any absences beyond the instructor's stated policy.

Absences due to serious personal illness, family emergency, participation in college-sanctioned activities, or another such compelling cause, normally will be deemed excused if supported by appropriate written documentation. If a student knows that a class must be missed, the instructor should be notified as early as possible in advance and arrangements made to complete the work. Appropriate written documentation for absences due to participation in college-sanctioned activities is to be obtained from the following sources:

- **College theater productions** — Associate Vice President for Student Affairs Office
- **Debate team** — Debate coach
- **Intercollegiate athletics** — Athletic Director's Office
- **Academic related activity** — Faculty Moderator, or the Associate Vice President for Enrollment and Academic Services
- **Leadership programs** — Associate Vice President for Student Affairs Office

Notification of extended absences (three or more consecutive absences) is to be provided to the Associate Vice President for Student Affairs. Students requesting such notification must contact the Associate Vice President for Student Affairs at the time of absence. Written excuses for extended absences after the student returns to class will not be provided. In cases of extended absence the Associate Vice President for Student Affairs will notify the instructor of the student's absence. When the student returns to class, the student must provide any appropriate written documentation (e.g. a doctor's note) to the Associate Vice President for Student Affairs and meet with the faculty member to discuss any work that was missed.

Notification of one or two-day absences should be provided by the student to the instructor, and should be accompanied, if possible, with appropriate written verification of the reasons why the absence is excusable. Instructors are expected to provide reasonable opportunity for students to make up examinations or other course work missed as a result of excused absences. Instructors are not required to give make-up examinations or accept course work missed as the result of unexcused absences.

While the College does not set a limit on the number of excused absences for participation in college-sponsored activities, it does expect students to act responsibly in choosing course schedules that minimize conflicts between academic and non-academic obligations.

Grievances arising from the implementation of class attendance policies may be redressed by means of the College's Academic Grievance procedure.

Conduct and Academic Integrity

The College cannot be held responsible for the conduct of students outside the premises. However, it is expected that students, as members of the academic community, will respect the rights of others; and, failure to respect these rights could result in disciplinary probation, suspension or dismissal from the College. Behavioral expectations have been set down in the Student Handbook.

The College recognizes honesty and integrity as being necessary to the academic function of the institution. All forms of dishonesty in college work are regarded as a serious offense and may result in failure of a semester course, suspension, or dismissal from the College. If a student wishes to respond to such a sanction, the student must contact the Associate Vice President for Enrollment and Academic Services. All cases of violations of academic integrity are kept on file in the office of the Associate Vice President for Academic Affairs.

Withdrawal from a Course:

It is presumed that a student will complete all registered courses. If necessary, a student may withdraw from a course by completing a withdrawal form within the first half of the semester as specified in the college calendar. The withdrawal procedure must be completed within the permitted period. Course withdrawal for full-time students is initiated with the Director of Academic Advisement; course withdrawal for part-time students is initiated with the Center for Lifelong Learning. A "W" grade is given for an approved withdrawal. If a student unofficially withdraws from a course (stops attending class without completing the procedure) a grade of 'F' is recorded.

If a course withdrawal for a full-time student results in the student's course load dropping below 12 credit hours, the student will be considered full-time for the entire

semester. No refund will be credited to the student's account for the withdrawn course, nor will the student's status be changed from full-time to part-time.

Late withdrawal from a course will be considered only for extraordinary circumstances accompanied by appropriate documents and subject to the approval of the Director of Academic Advisement.

Late Course Withdrawal

To effect a late course withdrawal there must be extenuating circumstances. Change of a major, poor performance, lack of time, or possible failure are not considered sufficient reasons to warrant a late course withdrawal.

Requests for late course withdrawal must be submitted in writing and approved by the following:

- **Freshmen** — Director of Academic Advisement
- **Upper-class Students** — Associate Vice President for Enrollment and Academic Services

Withdrawal from College

Formal withdrawal from the college is effective only upon completion of the Official Withdrawal Form available in the Academic Advisement office. An exit interview is required of all withdrawing students with the Financial Aid Office and the Director of Academic Advisement. If under extraordinary circumstances a student is unable to attend the exit interview on campus, the interview forms may be requested by telephone and become official only upon completion and when received by the College. Failure to follow this procedure will result in "F" grades and full responsibility for all financial charges.

In all instances the last day of class attendance indicated on the completed exit interview form is considered as the official date of withdrawal. The Tuition Refund Policy is outlined in the College catalog. A student who requests a late withdrawal from the College for depression, or other psychological or medical reasons may apply for re-admission to the College when he or she presents written professional documentation detailing the treatment received. In all cases re-admission is subject to the College's approval.

Concurrent Registration

Current degree students, whether bachelor or associate candidates, are advised that credits taken by concurrent registration at another institution will come under the following policy criteria:

1. Enrolled students who wish to take courses at other institutions must first secure the approval from the Registrar's Office.
2. Only courses not being offered as part of this College's regular/current offerings will be considered for approval in any given semester.
3. No more than one course will be approved in any given semester, and no more than two will be approved for any summer request.
4. Approval will be granted only to students who are in good academic standing at King's at the time of the request.
5. Courses completed at other institutions, but not approved in advance, will not be accepted in transfer.

Restrictions

Upper division major requirements must be taken at King's. Recommendations for exceptions must be made by the appropriate department chairperson. Core equivalencies must be determined by the Registrar in advance. Catalog descriptions are normally needed to determine these equivalencies. This policy applies to summer registrations as well as any academic semester.

Preregistration

At the time of preregistration, students must obtain the approval of their academic adviser for the selection of courses. It should be noted that a student is expected to maintain a 2.00 average in all required courses of his/her major sequence, as determined by the department chairperson. A student who does not maintain this average in a major field can be refused continuance in that department. Some departments may require a grade-point average higher than 2.00.

Students in attendance at King's College who wish to attend in the following semester must preregister in the manner and within the time prescribed.

Degree Requirements

The requirement for the degree of Bachelor of Arts or Bachelor of Science is the completion of a minimum of one hundred and twenty (120) semester hours of credit. Some majors require more than 120 semester credit hours for the student to be eligible to receive the degree. A student is expected to earn at least sixty semester hours of credit, including the senior year, and 50% of the major sequence at King's College. It is the student's responsibility to select the courses that will satisfy the graduation requirements of the College.

In addition to satisfying the quantitative graduation requirement in credit hours, the student must maintain a minimum grade point average of 2.0, cumulative and in the major. Some departments may require grade point average that exceed 2.0. Completion of the First Year Experience Program (FYE 090) is a requirement for graduation.

Students must complete all course requirements in order to participate in graduation ceremonies.

King's College will award only one bachelor degree per graduate. The completion of additional majors will be entered on the student's transcript without designation of an additional degree.

Honors at Graduation:

Degrees awarded by the College are conferred with distinctions of honor for exceptional academic achievement. Honors are defined as follows: cum laude, for a minimum average of 3.40 in all courses for which the student has registered at King's College, magna cum laude, for a minimum average of 3.60; and summa cum laude, for a minimum average of 3.80.

Academic Grievances

A student who has an academic grievance against a faculty member should discuss the matter with his or her academic advisor or with the Academic Advisement Office, to

clarify the proper procedure for handling it. Prior to filing a formal grievance with the Academic Grievance Board, the following procedure must be taken:

1. The student consults with the faculty member in question seeking a mutually agreeable solution to the issue at hand.
2. If the student is not satisfied with the response received from the faculty member, he or she meets with the department chairperson or program director to discuss the grievance. The chairperson or program director consults with the faculty member regarding the student grievance and communicates to the student the outcome of that meeting.
3. If the student is not satisfied with the response received from the department chairperson or program director, he or she meets with the Associate Vice-President for Enrollment and Academic Services to discuss the grievance. If the Associate Vice President deems that the issue is not an academic grievance, he or she refers the student to the appropriate office for registering the complaint. Otherwise, the Associate Vice-President for Enrollment and Academic Services consults with the department chairperson or program director and the faculty member regarding the student's grievance and communicates to the student the outcome of that meeting.
4. If the student is not satisfied with the response received from the Associate Vice President for Enrollment and Academic Services, the student has the option of presenting his or her grievance to the Academic Grievance Board. The Associate Vice-President for Enrollment and Academic Services informs the student of the procedure to be followed in submitting a formal grievance to the Academic Grievance Board.

The procedure for filing a formal grievance with the Academic Grievance Board is as follows:

1. The student submits a written report of the alleged grievance including copies of pertinent materials (i.e. exams, papers, course syllabus, assignment handouts, etc.) to the Associate Vice President for Enrollment and Academic Services. This must be done within five school days of receiving the response from the Associate Vice President for Enrollment and Academic Services as outlined in #4 above. A copy of this report is given to the faculty member who must submit a written response within five days after receiving it. A copy of the response is given to the student.
2. The Associate Vice-President for Enrollment and Academic Services refers the grievance to the Academic Grievance Board and provides the board with copies of all the materials mentioned in #1 above.

The Academic Grievance Board is composed of:

1. The Associate Vice-President for Academic Affairs, who chairs the Board and rules on all issues of the proceedings.
2. Two tenured faculty members and one tenured alternate elected annually at the beginning of the fall semester by the faculty at large.
3. Two students and one student alternate (seniors with a minimum G.P.A. of 2.5) chosen annually by Student Government, the Academic Coordinator of Student Government, if qualified, may be one of the student members. No student who has violated the College's academic integrity policy may serve on the Board.

The Academic Grievance Board proceeds as follows:

1. Within ten school days of receiving the written documentation, the Academic Grievance Board meets. The Board reviews the written documentation and will request interviews with the student and faculty member involved.
2. The Board deliberates in closed session, each of the five members having one vote. A majority vote decides the issue. The deliberations of the Board are confidential.
3. The Vice-President for Enrollment and Academic Affairs records the Board's decision, communicates it in writing to both the student and faculty member, and places a copy of the decision in their files.
4. Both the student and the faculty member must comply with the Board's decision. This concludes the appeals process.



Admissions

King's College encourages applications from qualified candidates:

1. who are seniors in high school;
2. who wish to transfer from a two-year college to further their education beyond the Associate Degree;
3. who wish to transfer from an accredited college or university and are presently maintaining a satisfactory academic grade point average;
4. who are or were in the Armed Forces and who desire to further their education;
5. who wish to return to college because they feel they lack the courses necessary for advancement in their present employment;
6. who feel the need for expanding their educational base or who simply want to pursue special interest programs of study.

To be considered eligible for admission, a student must give evidence that he/she is prepared to successfully pursue a program of studies at the College. This evidence is sought by investigation into the quality of previous curricular and co-curricular performance, in the recommendation of school officials and character references, and in a display of personal promise, maturity, and motivation.

King's College is committed to equal opportunity in the admission of students, the administration of its educational programs and activities, and for employees and applicants for employment without discrimination based on race, national or ethnic origin, religion, gender, marital status, sexual orientation, age or disability in accordance with applicable laws.

Application Procedures

Applications for admission may be obtained by writing the Office of Admission at King's College. Applications are also available in the Viewbook and online at www.kings.edu. The applicant should complete and sign the application and forward it to the Office of Admission along with a \$30.00 application fee.

Advanced Placement

Students matriculating to King's College who have successfully completed Advanced Placement [AP] courses and have achieved qualifying scores on the AP examinations are eligible for advanced placement as determined by their level of achievement and in accordance with established institutional guidelines. You may contact the Registrar's

Office (570) 208-5870 for specific information on course equivalencies and test scores required to receive AP credit.

Applicants may also earn academic credit and advanced placement for satisfactory performance on subject examinations of the College Level Examination Program (CLEP) of the College Entrance Examination Board. Ordinarily credit will be given to those who achieve at the 55th percentile or above, on the subject examinations. It should be noted that there is not any credit or advanced placement awarded for the CLEP general examinations.

King's College will also consider for advanced placement the subject examinations taken under the Proficiency Examination Program (PEP) which is administered by the American College Testing Program. King's College has been designated as a testing center for this program.

Students with the background necessary to begin their study of a foreign language at an advanced level may also earn up to six advanced placement credits. Complete information on placement and credit may be obtained from the Office of Admission or the Registrar's Office at the College. A maximum of thirty (30) credit hours may be awarded through advanced placement.

International Baccalaureate Program

King's College recognizes the level of academic achievement represented by the successful completion of coursework in the International Baccalaureate Diploma Program. Students must present scores of 4, 5, 6, or 7 in higher level subjects in order to qualify for credit in specific courses. Students presenting the IB Diploma will be reviewed on an individual basis for possible credit for standard level subjects with a score of 5 or higher. Credit for each exam may range from 3-8 credits depending on the score and level of the examination. Credit will appear as transfer credit on the student's official transcript. A maximum of 30 semester hours of alternative credit (AP, CLEP, IB) will be counted toward graduation.

Transfer Students and Transfer Credits

Graduates or students enrolled in other colleges or universities who are applying for admission to King's College must request that transcripts be forwarded to the Office of Admission from their secondary school and from each college previously attended. Transfer credits from these institutions must be evaluated and awarded prior to matriculation at King's College. All documents submitted become the property of King's College and cannot be returned or copied.

Credit is accepted in transfer for those courses in which the student has received the equivalent of a 'C' grade or better and the course is applicable to the student's degree program at King's. The grades secured at another college or university are not included in either the general average or the qualitative average for the student's work at King's College.

The College accepts a maximum of sixty (60) semester hours of transfer credit and these credits are cited on the King's transcript of record. Transfer as electives. The various academic departments determine the acceptability of transfer courses outside the Core curriculum that belong to their respective disciplines. The Registrar, under the direction of the departments, will make the day-to-day decisions based on the known preference students must meet the following residency requirement at King's:

- For the bachelor's degree: at least sixty (60) semester credit hours of academic credit and at least 50% of the courses and credits required in the designated major program;
- For the associate's degree: at least thirty (30) semester hours of academic credit and at least 50% of the courses and credits required in the designated major program. King's College will award a second baccalaureate degree to holders of a bachelor's degree from another college provided that the residency and specific degree requirements have been met. Additional transfer credits in the major (beyond the 50% limit) may be transferred of these departments.

The Registrar, in consultation with the Associate Vice President for Enrollment and Academic Services, will determine the acceptability of transfer courses in the Core curriculum, including free electives.

Admission of Part-Time Students and Non-Traditional Adult Learners

Students who wish to pursue courses on a part-time basis should contact the Center for Lifelong Learning. The Center serves both undergraduate degree candidates for bachelor's and associate degrees, as well as for certificate programs and for non-degree (special) students.

Admission of Disabled Students

Disabled persons are considered for admission in the same manner as any other applicant. Admission to King's College is based solely on academic qualifications. Neither the nature of the disability nor the severity of the disability is used as criteria for admission.

Readmission

A former King's student who wishes to re-enroll after having withdrawn, should apply for readmission, in writing, to the Registrar.

Veterans

King's College is approved for the education and training of veterans of the Armed Services. Veterans who have completed four years of high school or who have attained the GED diploma are encouraged to apply. Veterans can be admitted after counseling with Admissions personnel. Veterans must be officially accepted for matriculation as a condition for eligibility for benefits. Services available to veterans include reduced schedules, early releases, and credit for USAFI courses.

Veterans who will be enrolling for the first time should contact their local Veterans Administration Office to make application for a Certificate of Eligibility authorizing them to receive benefits while attending King's.

The application should be filed at least six weeks before the Veteran plans to enter. (Veterans transferring from another institution should apply for a supplemental certificate issued for King's.) The Certificate of Eligibility (in duplicate) must be submitted to the Registrar's Office so that certification of enrollment may be forwarded for payment of benefits to the Veteran. Students who wish to arrange for Advanced Payments from the VA should make this known to the Registrar's Office at least six weeks prior to the

beginning of the semester. The Registrar's Office serves as the liaison between the College and the Veterans Administration.

Veterans Affairs will be notified if and when a student does not meet the academic progress requirements. A student receiving a Veteran's benefits and who is suspended is eligible for readmission only after a specifically predetermined and clearly stated time period. Only after the student has received permission to return can the financial aid package, which might include Veterans Affairs benefits, be considered. College policy precludes a student who has been dismissed from returning to King's College for any additional academic pursuits.



Financial Aid

While it is our philosophy that the student and his/her family have the primary responsibility for meeting college costs, resources from the college, and federal and state programs, are available to help with the costs. We work with our students and their families to develop a financial aid package that is based on individual need and is designed to help make a quality education at King's College an affordable option.

The financial aid programs at King's College are designed to help the student supplement his/her family's contribution toward educational costs. In the 2007-2008 academic year, King's College awarded over \$32 million in scholarships, grants, loans and work-study jobs to over 80% of our students.

As a member of Division III of the National Collegiate Athletic Association, King's College awards no athletically related financial aid.

By filing all required applications, students are considered for all of the available financial aid programs including: the federal Pell Grant, PHEAA State Grant for Pennsylvania residents (residents of other states should check with their respective state grant program); federal campus-based programs including the federal Supplemental Educational Opportunity Grant (SEOG); federal Perkins Loan; and federal work-study, as well as need-based grants funded by King's College and the federal Stafford Loan.

Application Procedures and Requirements

New Students

After a candidate has completed all admission requirements and has been notified of his or her acceptance, financial aid applications will be considered. It is recommended that the financial aid applicant complete all admissions requirements at the earliest possible date.

To apply for financial aid, all new students are required to complete the Free Application for Federal Student Aid (FAFSA) and the King's College Financial Aid Application. New students should complete both applications by our preferred filing date of February 15 of their senior year in high school or the year prior to enrolling at King's College. The FAFSA is available to complete on line after January 1 at www.fafsa.ed.gov. The King's College Financial Aid Application is provided to all interested students in the King's College Viewbook. It can also be completed on-line at www.kings.edu. Click on Admissions, click on Financial Aid and then click on the link to the aid application. Students should not wait until they are accepted to file their financial aid applications. The process of applying for aid should begin as soon after January 1st as possible and by February 15.

Upon acceptance by the college and receipt of both required financial aid applications, the Financial Aid Office will review all applicants' eligibility for need-based financial aid programs. Beginning in March, the Financial Aid Office will send notifications to applicants of their eligibility. The process will continue as students are accepted and financial aid applications are received.

Continuing Students

All students who are receiving any type of need-based financial aid including the federal Pell Grant, PHEAA State Grant, SEOG, Perkins, work-study, King's Grant or federal Stafford Loan are required to reapply for financial aid each year. A Renewal FAFSA will be available on line in January at www.fafsa.ed.gov. Students returning to King's College in the following year should file their FAFSA by the priority deadline date of March

15. Eligibility for federal and state need-based programs is re-evaluated annually based upon the FAFSA data. King's Grants and Scholarships are renewed annually provided the student meets the enrollment and academic progress requirements for continued receipt of those awards.

King's Scholarships:

Presidential Scholarships — renewable, merit-based full-tuition scholarships. To be considered for this highly competitive scholarship, the criteria used include the student's SAT score, class rank and G.P.A. Students must be accepted for admission by February

1st and an on campus interview is required. Extracurricular activities and exemplary personal qualities are also taken into consideration. The amount of the scholarship will be combined with the federal Pell Grant and/or any state grant to equal the cost of tuition annually. To remain eligible, students must maintain a minimum 3.25 G.P.A. and complete a minimum of 80% of credits attempted.

Moreau Scholarships — renewable, merit-based partial-tuition scholarships. Criteria used to determine eligibility include the student's SAT, G.P.A. and class rank. Recipients must maintain a minimum G.P.A. of 3.00 and complete a minimum of 80% of credits attempted to continue receipt. The amount of the scholarship will be combined with the federal Pell Grant and/or any state grant to equal the cost of tuition annually. Named for Very Reverend Basil Anthony Moreau, C.S.C, founder of the Holy Cross Fathers and Brothers (C.S.C). Father Moreau spent his entire life in the service of humanity and the Lord. He was a teacher, healer, leader and servant. The Moreau Scholarship honors this man of scholarship, dynamic vision and sanctity.

Christi Regis Scholarships — renewable, merit-based partial-tuition scholarships. Criteria used to determine eligibility include the student's SAT, G.P.A. and class rank. Recipients must maintain a minimum 2.75 G.P.A. and complete a minimum of 80% of credits attempted to continue receipt. The amount of the scholarship will be combined with the federal Pell Grant and/or any state grant to equal the cost of tuition annually.

DePrizio Award — renewable, merit-based partial tuition awards. Awarded to students who have demonstrated academic achievement in a full academic (college preparatory) program on the secondary level and who exhibit exemplary extra-curricular performance and personal qualities. To remain eligible, students must maintain a minimum 2.0 G.P.A. and complete a minimum of 80% of credits attempted.

Diversity Award— need-based, renewable award. This need based grant is awarded to qualified first-year multicultural applicants. To remain eligible, students must maintain a minimum 2.0 G.P.A. and complete a minimum of 80% of credits attempted.

King's Grant— renewable, need-based award. Awarded to students who demonstrate financial need and who are not eligible for merit-based awards. To remain eligible, students must maintain a minimum 2.0 G.P.A. and complete a minimum of 80% of credits attempted.

Sibling Grant— King's College provides grant assistance to siblings concurrently enrolled on a full-time basis as undergraduates during any given Fall or Spring semester. Sibling is defined as two or more persons who are for financial aid purposes determined to be financially dependent upon at least one common parent and who reside with the parent(s). The 10% discount is a tuition discount to each student after all scholarship and grant aid is deducted. The award is renewable annually as long as two or more siblings continue to be concurrently enrolled. The award is terminated when siblings are no longer enrolled and in the case where a sibling withdraws during a semester, the award will terminate upon the completion of that semester.

ROTC Scholarships

Army ROTC Scholarships— Two, three and four-year scholarships are available for full-time students enrolled at King's college. Scholarship benefits award up to full tuition, \$900 for books and a monthly stipend ranging from \$300 for freshmen to \$500 for seniors. For additional information or a scholarship application contact King's College Department of Military Science at 570-208-5900 ext. 5305 or toll-free 1-800-USA-ROTC or visit the ROTC web page at <http://www.rotc.monroe.army.mil/scholarships/> for online registration.

Air Force ROTC Scholarships— The U.S. Air Force offers many full and partial tuition scholarships to qualified King's students enrolled in AFROTC. All scholarships are based on merit. For additional information, contact the AFROTC at www.rotc.af.mil or call the AFROTC program at 800-945-5378.

College-Based Employment Opportunities

College Work-Study Program

Through funds from the Federal Government, students are employed by non-profit organizations off-campus, and by departments and administrative offices on-campus. Information and applications are available in the Financial Aid Office. Eligible students must apply for and interview for the student-aide positions on campus. Students are paid by check on a bi-weekly basis. Eligible students are encouraged to participate in community service positions in the local area.

Part-Time Employment

The College has a work program which is funded completely by the College. There are a number of available part-time jobs for students in the library, in tutoring, various administrative offices, and in the maintenance and buildings and grounds departments. Students employed on a part-time basis are paid an hourly wage and receive checks bi-weekly. The number of hours the student may work is restricted according to the student's program of study and the student's class schedule.

Student Editor Aid

The editors of *The Crown* and the *Regis*, and the radio station manager of WRK-CFM are eligible, in accordance with the general regulations on financial assistance, for grants-in-aid.

Academic Progress Policy with Regard to Financial Assistance

In order for students to receive federal, state and institutional funds, they must be meeting satisfactory academic progress standards as required by federal regulation. Satisfactory academic progress standards measure students' quantitative (credit completion) and qualitative (cumulative G.P.A.) progress toward completion of their degree or program. These standards are applied uniformly to all students when determining eligibility for federal and/or College funds regardless of whether the student previously received these funds. King's College academic progress standards measure a student's progress during the fall and spring semester.

The maximum time frame for completion of a degree program is 150% of the academic credits required for a student to complete his/her degree or certificate program. For an incoming first level student this maximum time frame is 180 academic credits (150% of 120 credits required for degree completion).

The maximum time frame calculation for transfer students would be determined by multiplying the difference between 120 credits and the number of academic credits accepted in transfer by 150%. Courses for which students receive academic credit, withdraw, and/or receive incomplete or repeated grades are counted in the 150% maximum time frame.

Quantitative Requirement — Credit Completion

The quantitative requirement, which applies to full-time and part-time students, requires students to complete a minimum of 80% of their total attempted credits in order to receive federal and/or institutional funds. Courses for which students receive academic credit, withdraw, received incomplete or repeat grades are counted in the calculation of the 80% requirement.

PHEAA State Grant recipients are subject to academic progress requirements mandated by PHEAA. Students who receive PHEAA State Grants for full-time enrollment must complete a minimum of 24 credits for every two terms of state grant assistance. Students who receive PHEAA Grants for part-time enrollment must complete a minimum of 12 credits for every two terms of state grant assistance.

Qualitative Requirement — Cumulative Grade Point Average

The qualitative requirement for receipt of financial aid is a minimum cumulative grade point average of 2.0 for all students. This requirement is in addition to the quantitative standard. After two calendar years of enrollment at King's College, all students must maintain a minimum cumulative G.P.A. of 2.0 in order to receive federal funds. No probationary terms will be granted for continued receipt of federal funds after 2 years of enrollment at King's.

Academic Progress Review

The quantitative (credit) academic progress requirement is reviewed at the end of each fall and spring semester. Students who are found deficient in meeting the minimum 80% requirement at the end of the fall are notified of their standing and given until the end of the spring semester to correct their deficiency. Students who are found deficient in meeting the minimum 80% requirement at the end of the spring semester are notified of their ineligibility to receive further financial aid until the deficiency is corrected. Correcting the credit deficiency is at the student's own expense and without the benefit of any probationary term. Summer sessions can be used to meet the 80% requirement. Courses taken at another college can be used to meet the quantitative requirement only if they have the approval of the King's College Registrar and are accepted as transfer credits.

Once the student meets the 80% requirement, it is the student's responsibility to request reinstatement from the Director of Financial Aid. The request should be made only after any transfer credits have been officially recorded on the student's academic transcript. The qualitative (G.P.A.) academic progress requirement is reviewed at the end of each fall and spring semester. Warning letters will be sent to students receiving federal and/or King's College aid and who have not met the 2.0 minimum cumulative G.P.A. requirement.

Students are allowed a probationary semester to bring their G.P.A. up to the required minimum. At the end of four semesters or two years of enrollment, all students must maintain a minimum G.P.A. of 2.0 in order to receive federal funds. No probationary semesters will be granted for continued receipt of federal funds after 2 years of enrollment.

Cancellation of Aid

If a student's aid is cancelled for academic progress reasons, the student will be notified in writing informing him/her of the cancellation as well as requirements for reinstatement and procedures for appeal.

Reinstatement of Aid

When the student has reestablished his/her academic progress or demonstrated a significant improvement in progress, financial aid eligibility may be reinstated. It is the student's responsibility to notify the Director of Financial Aid in writing when credit and/or G.P.A. deficiencies have been corrected. Reinstatement will be dependent upon the availability of funds.

Credits taken during the summer at another institution must have the approval of the King's College Registrar in order for them to be accepted as transfer credits. If approved, these credits may be used in determining the student's academic progress for that particular year. However, credits transferred to King's College will be used only to determine the quantitative or 80% academic progress requirement. G.P.A. deficiencies are not impacted by transfer credits because King's College only accepts the transfer credit not the grade. Therefore, students who are not meeting the quantitative or 2.0 G.P.A. requirement can only correct their deficiency by courses taken at King's College.

Appeals

Students who fail to meet academic progress requirements are allowed to appeal the cancellation of aid if extenuating circumstances were contributing factors to their failure. All appeals must be made in writing to the Director of Financial Aid and must explain the situation along with a request for reinstatement. Letters of appeal should include any applicable documentation.

Waivers

The Director of Financial Aid will review each appeal and may determine, based upon individual circumstance, that an exception may be made to the stated academic progress requirements. Waivers will be dependent upon the individual's extenuating circumstances and improved academic performance.

Coursework and Academic Progress

The following explains how courses or grades are used in the measurement of academic progress:

Audited Courses — Audited courses are not counted when measuring quantitative or qualitative standards. They are not counted in enrollment status when awarding aid.

Repeated Courses — Repeated courses are counted when measuring quantitative (credits) requirements and in enrollment status when awarding aid.

Incomplete Grades — A grade of incomplete is not a successfully completed course and is not counted as an earned credit when measuring the quantitative requirement. Before it can be counted as a credit correcting any deficiency, it must be successfully completed. A completed grade that corrects a G.P.A. deficiency will be used to satisfy the qualitative (G.P.A.) requirement. A completed grade that causes the student to fall below the minimum G.P.A. requirement will impact eligibility.

Withdrawal Grades — Students who withdraw from a course and receive a grade of "W" do not earn credits for the course. Quantitative requirements may be impacted when no credits are earned.

Advanced Placement — No aid is granted for Advanced Placement coursework and AP credits are not counted when determining academic progress.

Study Abroad/Transfer Credits — Credits earned at another approved institution will be used when determining the student's number of credits earned but only when they are officially recorded on the King's College transcript. Grades from these courses will not affect the student's G.P.A. at King's College.

Reinstatement of Financial Assistance Due to Withdrawal from College

Often, students who withdraw or are suspended return to the College to resume their academic program after a period of non-enrollment. These students are subject to the same regulations regarding the quantitative and qualitative standards at the time of their readmission.

Generally, a student who withdraws during the fall semester may return and receive federal, state and institutional financial assistance for the following spring semester with the understanding that the 80% quantitative requirement will be met upon completion of the summer session following that spring semester. The student would not be eligible to receive financial assistance for the summer session. Students who withdraw during the spring semester are allowed the opportunity to make up any credits lost due to withdrawal by attending the subsequent summer session at their own expense.

It must be emphasized that students who are suspended for academic reasons or who are on academic probation are subject to the restrictions placed upon them by the Committee on Academic Standing and as a result may not be eligible for federal Title IV financial assistance upon readmission until such time as they meet the federal qualitative and quantitative requirements.

Students returning to the College after a period of non-enrollment are encouraged to meet with the College Financial Aid staff to review the quantitative and qualitative requirements prior to their admission.

Refund of Federal Title IV Assistance Due to Withdrawal from College

Since every college has expenses of a continuing nature, it is understood that the student is registered for the entire semester. Students who withdraw from the College during the semester are entitled to an adjustment of tuition charges according to the refund schedule listed. Refunds of board charges for resident students are determined on a prorated basis throughout the semester.

With the exception of tuition and board, no refund is made on any other fees after classes have commenced. The date of withdrawal will be the date the student begins the withdrawal process (see Catalog for Withdrawal Policy) unless there is documentation of class attendance beyond that date. For the student who does not begin the College's withdrawal process or notify the College of the intent to withdraw due to illness, grievous personal loss or other such circumstances beyond the student's control, the College may determine the appropriate withdrawal date.

Return of Title IV Funds

In addition to charges, financial aid received by students who withdraw may also be adjusted. If a student is receiving federal financial aid (Pell Grant, Supplemental Educational Opportunity Grant, Perkins Loan, Stafford Loan or PLUS Loan) and withdraws during the first 60% of the semester, aid will be adjusted based on the percentage of the semester completed prior to the withdrawal. Using the student's withdrawal date, the Financial Aid Office will calculate the percent of the semester completed by dividing the number of calendar days in the semester (excluding breaks of 5 days or more) into the number of days completed prior to withdrawal. The resulting percentage is the percent of aid the student is allowed to retain or the percentage of Title IV aid earned. Upon determining the amount of aid to be retained and returned, unearned federal funds will be returned in the following order:

- Unsubsidized Stafford Loan
- Subsidized Stafford Loan

- Perkins Loan
- Federal Graduate PLUS
- Federal Parent PLUS
- Pell Grant
- Academic Competitiveness Grant
- National SMART Grant
- Supplemental Educational Opportunity Grant (SEOG)

PHEAA State Grant Funds

PHEAA State Grants and other state grants will be adjusted according to state grant program guidelines. It is expected that PHEAA Grant funds will be reduced by the same tuition percentage adjustment applied to the student's account upon withdrawal.

King's College grant and scholarship funds will be adjusted using the same percentage of the semester completed that is used to adjust federal financial aid. Any refunds of financial aid received by students prior to their withdrawal may be subject to repayment to federal financial aid programs. If this occurs, students will be notified by the Financial Aid Office and will be given 30 days to repay the funds to the College. Failure to return the unearned portion of federal financial aid refunded to a student will result in the student's ineligibility for continued receipt of federal financial aid until repayment is made.

Consortium Agreements for Study Abroad/Internships

Two types of study abroad programs are available at King's College. King's College has an agreement with three approved agencies, Webster University, London Internship and Washington Internship, that allows students to earn King's credits while studying abroad. King's College will process student's eligibility for federal and state aid based on King's costs. Eligibility for institutional aid will be determined on an individual basis. Students who participate in other study abroad programs may be eligible to receive federal and/or state aid provided it is an approved program and a consortium agreement is executed between that institution and King's College. No aid can be processed until the student has secured all of the necessary information from the host institution. In these cases, King's College will process federal and state financial aid as the degree-granting, home institution. Students contemplating enrollment in a study abroad or internship program must contact the financial aid office for details specific to their educational program. It is recommended that students contemplating a study abroad program contact the Financial Aid Office at least 90 days before their program begins.



Expenses

Every student attending King’s College is the recipient of a reduction in fees since tuition covers only a part of the cost of the educational program. This reduction is made possible by the services contributed to the College by the Holy Cross Fathers and brothers, Alumni gifts, and interested friends of the College.

Tuition

Tuition fees listed in the following paragraphs are for the academic year 2009-2010. The College charges a basic tuition fee of \$12,822 per semester, for students with a standard course load of four to five courses consisting of 12 to 17 credits. Students permitted to carry more than the standard course load will be charged \$495 per credit for the additional course(s)/credit hours. The tuition fee covers registration, instruction, use of library and counseling facilities.

Students carrying fewer than twelve hours of credit are considered part-time and charged \$495 per credit hour instead of the basic tuition fee. Tuition for the Physician Assistant program is \$30,606, which covers instruction and training for a full twelve months. Tuition for the clinical year of the Medical Technology program is \$10,700.

As an indication of their intention to attend King’s College, new applicants are asked to make an acceptance deposit within three weeks of their acceptance, but are specifically required to have the acceptance deposit submitted by May 1st for Fall semester enrollment or December 15th for Spring semester enrollment. The amount of the deposit is as follows:

- For undergraduate students \$200
- For students in the Physician Assistant Program..... \$300
- For international student..... \$500

These acceptance deposits are not refundable, but are applied against the tuition fee in the initial semester of attendance.

Residence Life

Holy Cross Hall, Esseff Hall, and Luksic Hall Room Fees:

Two room plans are available to students residing in these Halls. Holy Cross & Esseff: accommodations for a double room cost \$2,289 per semester; Luksic double room cost is \$2,402 per semester. A limited number of private rooms are available in Holy Cross & Esseff at \$2,764 per semester, and in Luksic at \$2,758 per semester. These private

rooms are assigned based on documented medical need, then when available, based on academic standing/number of credits.

First year and sophomore students who are under the age of 21 and who do not reside in the home of their parents/guardian living within 45 miles of the College must reside in a college residence hall. Junior and senior students may live off-campus with the permission of the Office of Residence Life. Rooms are furnished with bed, mattress, chair, desk, dresser, and a closet for each student. Blankets and pillows are to be furnished by the student. Sheets, pillowcases, and towels are supplied by the College and may be exchanged for clean sets weekly.

In order to reserve a room, first year resident students must pay a damage deposit fee of \$200. This damage deposit does not appear on the student's account. At the end of the residency, any assessed damages (individual and public area damages) will be deducted from the damage deposit, and the balance will be refunded to the student when they change their residency status or move into a campus apartment. Information regarding the damage deposit is in the student housing contract.

Student housing contracts are issued by the Office of Residence Life. When reserving a room, the student must return their signed contract, housing registration form, meningitis vaccination form, along with a check covering the \$200 damage deposit, to the Office of Residence Life. The contract materials along with the room damage deposit must be submitted prior to the student residing in a residence hall. In the Commonwealth of Pennsylvania all students living in College operated housing must submit a signed meningitis vaccination form prior to moving into the facility.

Complete information relating to the damage deposit and the cancellation of the Contract for Student Housing is in the contract itself.

To receive preference in room assignments and roommates, students must adhere to the deadlines established by the Office of Residence Life.

Alumni Hall, Leo F. Flood Hall, Gateway Corners, and John Lane House Apartments

The Alumni Hall, Flood Hall, Gateway Corners, and Lane House Apartments are available for upper class students. Each apartment accommodates three (3) to four (4) students in private rooms in Alumni Hall or Flood Hall, and double or private rooms in John Lane House. All apartments are furnished and utilities are provided. Linens are not included in the semester fee. The cost for each student is \$2,961 per semester in Alumni Hall and Flood Hall, and \$2,615 per semester in John Lane House. Apartments are selected through a lottery process each spring. Students must have a \$200 security/damage deposit on record to reserve a room in an apartment through the lottery process. Complete information relating to the damage deposit and the cancellation of the Student Apartment Housing Agreement is in the agreement itself.

Student Health Center

A \$150 per semester S.H.C. fee is charged to all resident students. This fee entitles resident students to the services of the College Student Health Center. This fee is optional for commuting students.

Physically-Challenged Students

A physically-challenged student who needs a personal attendant to assist in the activities of daily living is permitted to have an attendant. If the student lives in College housing, the student must notify the Office of Residence Life of the needs for an attendant. In some cases, dependent upon need and space, private rooms will be given to those students. Special effort will be made in assigning roommates and rooms for challenged students. Salaries for live-in attendants are determined by mutual agreement. The challenged student may wish to contact his/her sponsoring agency to determine if funds are available for use. The college is not responsible for finding, training or employing attendants. Although it is the student's responsibility to contact prospective attendants and to employ an attendant, the College will assist the student in identifying potential attendants.

Food Service

Students residing in any of the three College residence halls must participate in one of the following four meal plans: Constant Pass Plus, 19-meal plan, 15-meal plan plus or 15-meal plan.

No meal preparation is permitted in the residence halls. Arrangements for medical diets can be made with the Director of Food Services.

Esseff Hall/Holy Cross Hall/Luksic Hall Resident Students:

Constant Pass Plus

This meal plan allows you to eat as many meals as you wish during the week. If you want to have lunch at 11:00 AM and again at 2:30 PM you may do so with this plan. All meals must be eaten in the Marketplace (2nd floor Sheehy-Farmer Campus Center). There are no equivalencies offered with this plan, but you do receive \$150 of Flex per semester to use at either Connerton's Café or the Susquehanna Room. Cost is \$2,630 per semester.

19-Meal Plan

This plan offers 19 meals per week for use seven days a week. One meal may be used during each meal period at the Marketplace, Connerton's Café, or the Susquehanna Room. Cost is \$2,630 per semester.

15-Meal Plan Plus

This plan offers 15 meals per week for use Monday-Friday. One meal may be used during a meal period at the Marketplace, Connerton's Café, or the Susquehanna Room. In addition, you will receive \$100 of Flex per semester to be used at any Dining Service location. Cost is \$2,630 per semester.

15-Meal Plan

This plan offers 15 meals per week for use seven days a week. One meal may be used during a meal period at the Marketplace, Connerton's Café, or the Susquehanna Room. Cost is \$2,486 per semester.

Commuter/Off-Campus/Lane House/Flood Hall/Alumni Hall Students:

In addition to the plans listed above, you may choose from the following additional plans:

- **12-Meal Plan** — This plan offers 12 meals per week for use seven days a week. One meal may be used during each meal period. Cost is \$2,150 per semester.
- **7-Meal Plan** — This plan offers 7 meals per week for use seven days a week. One meal may be used during each meal period. Cost is \$1,440 per semester.
- **5-Meal Plan** — This plan offers 5 meals per week to be used at either breakfast or lunch Monday-Friday. Cost is \$700 per semester.
- **20-Block Plan** — This plan offers 20 meals per semester that can be used whenever you want during any of the meal periods. This plan may be purchased as many times as you wish during the semester. Cost is \$210 per semester.

Meal contracts are in force on all class and examination days as stated in the Student Handbook. These meals are served in the Student Dining Room on the second floor of the Sheehy-Farmer Campus Center. For the convenience of commuting and resident students, the following facilities are available: The Susquehanna Room is located on the lower level of the Administration Building.

The Snack Bar there offers soups, salads, wraps, and hot and cold beverages. A full, quick service menu is also available from Connerton’s Café on the lower level of the Sheehy-Farmer Campus Center.

Student Insurance

To help students finance unexpected medical bills, the College offers a plan of student health insurance through the Eastern Insurance Group. This plan is voluntary for commuting students; however, King’s College requires resident students, student athletes, and international students to carry some form of acceptable health coverage to protect themselves while living on campus. Students covered by their parent’s Blue Cross/Blue Shield or similar plans must submit proof of coverage to the College Student Health Center to fulfill this requirement.

The E.I.G. coverage with the College is issued on an annual basis with coverage being effective from September 1 through the following August 31st. The plan is offered by the College because of the importance of this protection, and as a service to our students and their parents. Information may be obtained from the Student Health Center.

Incidental and Special Fees:

Academic Studies Program Fees:

College Entry	\$650
First Year, per semester	\$1,300
Second, Third, & Fourth Year, per semester	\$500

Audit fees:

Undergraduate, per credit hour	\$270
Graduate Division, per credit hour	\$330
Alumni, per credit hour	\$185

(Audit tuition must be paid in full prior to the beginning of class)

Laboratory fees:

Biology, per semester, per course	\$150 to \$175
Chemistry, per semester, per course	\$150 to \$185
Communications, per semester, per course	\$100 to \$140
Photography, per semester, per course	\$140 to \$165
Physics, per semester, per course	\$145 to \$160
Sports Medicine	\$125

Miscellaneous Fees:

Application fee (non-refundable)	\$30
Baccalaureate alumni & spouses tuition, part-time undergraduate courses only, per credit hour	\$325
Books (purchased at the Bookstore at registration) estimate per year	\$1,200
Gateway evaluation fee	\$60
Graduation fee (for each degree earned)	\$150
Graduate Program tuition, per credit hour	\$700
Late payment fee, per semester	\$100

Orientation fee:

New Students	\$160
Transfer Students	\$75
Reserved parking fee, per academic year (non-refundable)	\$175
Student Health Center fee, per visit	\$25
Student Teaching fee	\$230
Theatre, per semester, per course	\$115 to \$125
Transcript of record, per copy (first copy free)	\$10
Tutorial fee, per credit*	\$670

**Tutorials are individualized formal courses of instruction, which should not be confused with the tutoring services available, free of charge via the Academic Skills Center. Tutorials must be paid in full before the course begins. The College reserves the right to make changes/corrections in tuition and other charges at any time without prior notice.*

Payment

Tuition, room and board, and all other fees are due and payable in full prior to and as a condition for registration for all students not enrolled in an approved monthly payment plan. Students paying semester charges in monthly installments must have payment plan arrangements completed prior to registration. Billing statements are mailed in the student's name to the home address. It is the student's responsibility to report any change of name or address to the Registrar's Office. A late payment fee of \$100.00 will be charged per semester to all accounts with an unpaid balance not covered by an approved payment plan or pending financial aid. Financial arrangements may only be made with the Director of Student Accounts or the Bursar.

The College reserves the right, in those instances where a student is deemed to be in serious violation of college policy, to initiate cancellation of the student's registration. If such cancellation occurs after the semester begins, tuition charges, room & board, and financial aid will be adjusted accordingly, and a grade of AW (Administrative Withdrawal) will be entered on the student's transcript record.

A satisfactory settlement of all college accounts is required before registration for the next semester is cleared, grades are released, or degrees conferred. Likewise, no request for transcripts of record, recommendation, or other information concerning academic records will be honored unless a student's account is settled in full.

Refunds

Course Drop/Withdrawal Full-time Students:

If a full-time student drops a course after the second week of classes, causing the schedule to drop below 12 credits, the student will be considered full-time for the entire semester. No refund is due for the dropped course, nor can the student's status be changed from full-time to part-time. See Academic Regulations for additional information on Drop/Add.

Part-Time Students:

The tuition refund for part-time students is calculated on a pro-rata basis, according to the refund schedule established by the Center for Lifelong Learning. There is no refund on audit withdrawal.

In most cases, a change in status, from either full-time to part-time, part-time to full-time, will affect financial aid.

Withdrawal from College

Since every college has many expenses of a continuing nature associated with each student's attendance, it is understood the student is registered for the entire semester and responsible for tuition and fees incurred. However, if a student withdraws from the College before the dates listed below, he/she will receive a tuition refund according to the schedule listed. The last day of class attendance, as indicated on the completed exit interview with the Center for Academic Advisement, is considered as the official date of withdrawal in all instances.

Students enrolled in off-campus programs through King's College (i.e. Medical Technology, affiliated Study Abroad) will be subject to the withdrawal refund policy of the host institution.

Fall Semester: (August 31 start date)

Withdrawal from the College on or before September 4, 2009.....	100%
Withdrawal from the College on or before September 18, 2009.....	80%
Withdrawal from the College on or before October 2, 2009	65%
Withdrawal from the College on or before October 16, 2009	50%

No refund is made after seven weeks.

Spring Semester: (January 18 start date)

Withdrawal from the College on or before January 22, 2010	100%
Withdrawal from the College on or before February 5, 2010	80%
Withdrawal from the College on or before February 19, 2010	65%
Withdrawal from the College on or before March 5, 2010.....	50%

No refund is made after seven weeks.

Rooms in the student residence halls are rented for the semester and there is no refund of room charges in case of withdrawal after classes have commenced. Refund of board fees are determined on a pro-rata basis throughout the semester.

With the exception of tuition and board, no refund is made on any other fees after classes have commenced.

The College endeavors to treat all students fairly and consistently in all cases of refunds; however, it is recognized that in rare instances individual circumstances may warrant exceptions from published policy. In these cases, the parent or student should write to the Vice President for Business Affairs, 133 North River St., Wilkes-Barre, PA 18711, detailing the reasons why special consideration should be given in their case. Appeals must be made in a timely manner.

Credit Balances

Students whose account reflects a credit balance created solely by the following financial assistance may not receive a refund until after the first week of the semester:

Federal Pell Grant, Federal SEOG, Federal Perkins Loan, PHEAA Grant,
King's Scholarship or Grant in Aid, Private Scholarship.

Students whose account reflects a credit balance created solely by Stafford loan proceeds may request a refund within three (3) business days after the credit balance occurs. All other refunds will be processed within five (5) business days after the request date.

The College reserves the right to extend timing on refunds due to circumstances beyond its control.



Liberal Learning at King's

The Core Curriculum

A Statement of Purpose

As affirmed in its Mission Statement, King's College is committed to offering its students an education that prepares them for a purposeful life, that makes explicit the human values inherent in a broadly based curriculum, and that actively encourages the religious and moral as well as the personal and social development of its students. More specifically, King's College seeks to:

- develop in students the fundamental thinking and communication skills required of every educated person.
- convey to students knowledge of the humanities, social sciences, and natural sciences.
- give students an understanding of how the various disciplines differ, how they are related and how these distinct perspectives enrich our lives.
- endow students with a respect for their culture and the cultures of others.
- provide students with traditional academic and pre-professional major programs of study that build upon the foundational courses of the Core Curriculum.
- engage students in the philosophical and theological dimensions of an examined life.
- cultivate students' capacity and desire for independent and continuing learning.
- lead students to recognize their personal worth and to develop a sense of purpose and a willingness to assume responsibility for their own lives and decisions.
- encourage students to examine their own religious and moral convictions so that they may discover appropriate ways of attaining personal fulfillment and of improving the quality of life in society at large.

Many factors contribute to the attainment of these goals — the explicit and implicit content of courses in many different disciplines, the various teaching/learning strategies employed by instructors, the effectiveness of advisement and counseling, the impact of co-curricular activities, the quality of facilities and the intellectual, social, and spiritual atmosphere of the College. The faculty, staff, and administration work to see that these ingredients combine to the advantage of the student.

King's College recognizes that the student is the most important ingredient in his or her own education. What a student takes away from King's is, in large part, dependent on the talents, experience, and aspirations he or she brings to King's. In light of the intensely personal nature of education, King's strives to give each student the kind of individual attention needed to provide the student with the greatest opportunity for growth.

While a person with a genuine liberal education values that education for its own sake, such an education is a particularly good preparation for life and work in an unforeseeable future. A liberal education provides much more than mere technical training. It provides thinking, communication and problem-solving skills that maintain their worth even if graduates change careers or their careers themselves change. The liberally educated person prepared for and inclined toward lifelong learning can deal imaginatively with new situations and is open to change.



The Core Curriculum

The Core Curriculum at King's College is that portion of the curriculum in which students participate, no matter what their major. It is, as its name implies, central to all undergraduate degrees at King's College. It lays the foundation for a liberal education that will be reinforced in the major program and continued throughout life. Core courses comprise a common educational experience that seeks to: develop a community of learners; to provide opportunities for enlarging and deepening the classroom experience through the sharing of viewpoints and ideas; and to encourage a spirit of collegiality in the pursuit, discovery, and transmission of that knowledge and truth essential to intellectual growth, moral maturity, and personal fulfillment.

Core courses are broadly based so that fundamental human issues and problems are approached from diverse viewpoints represented by a variety of disciplines. This emphasis on breadth offers students the opportunity to become familiar with differing methodologies and to see the unity of knowledge rather than viewing it as unrelated bits of information.

The coherence and integrity of knowledge is also made evident by the structure of the Core Curriculum. The required Core courses are divided into 3 parts and 14 categories. Several categories mandate sequencing of courses, thus providing greater depth than would be possible in many general educational programs. Each category has clear and specific liberal learning goals and objectives for all courses within it. These goals and objectives include numerous connections between categories.

The Core Curriculum focuses in a deliberate and systematic manner on the following skills of liberal learning: Critical Thinking, Effective Writing, Effective Oral Communication, Information Literacy, Technology Competency, Quantitative Reasoning and Moral Reasoning. Core courses initiate the college level development of these skills, which are further refined in courses required in major programs. The Comprehensive Assessment Program described below, works with the Core and major curricula to encourage students to see learning as cumulative, integrated and transferable.

The Comprehensive Assessment Program

The primary aim of assessment at King's College is to enhance student learning by an improvement-oriented rather than comparison-oriented program. We ask:

- What should students know?
- How well are they learning it?
- How does the Institution know?

In *Characteristics of Excellence in Higher Education* (2002), the Middle States Commission of Higher Education observes that assessment has the student as its primary focus, functions to help students improve their learning, enhances quality, and leads to continuous improvement in academic programs.

As a member of the Middle States Association, King's College recognizes these principles as an integral part of its own framework for assessment. In fact, the framework insists that outcomes assessment take the improvement of teaching and learning as its primary goal. The King's College comprehensive assessment program endeavors to pursue this goal both by heightening student awareness of their intellectual development, and by encouraging faculty to provide a more effective instruction to work in an integrated learning experience.

Assessment is primarily course-embedded and provides students with clearly defined expectations, personalized feedback on growth, and timely indications of areas needing extra attention. At the same time, faculty obtain the information needed to identify and respond to the strengths and weaknesses of individual students, of teaching/learning strategies, and of curricula. Finally, the assessment program assists faculty to create an integrated plan for cumulative learning. It is in these ways that assessment contributes to the enhancement of student learning.

The subtleties and complexities of the learning process make its effectiveness inherently difficult to measure. While students learn under a teacher's direction, they also learn beyond the parameters of a syllabus, the assimilation of information, or the acquisition of skills. At King's College all assessments (other than placement exams) are designed by faculty to be administered and evaluated within individual courses. For assessment to have a significant impact on the enhancement of learning it must take place in the learning environment; and, it must be in the hands of those who assess — the faculty. Freedom to exercise creativity, professional judgment, and specific expertise, individually or collectively, is of pre-eminent importance in the creation, application and analysis of assessment strategies.

The following assessments represent components of the Comprehensive Assessment Program that occur within the Core Curriculum, and at critical junctures in the major, to ensure that students are combining learning in the major with learning in the Core.

Placement Tests

Placement tests are administered to incoming students for the purpose of assigning them to appropriate courses in Critical Thinking, Effective Writing, and Quantitative Reasoning.

Course-Specific Assessment in the Core Curriculum

In the Core Curriculum, faculty, working individually or collegially, design exercises to understand how well students think and communicate within a discipline. These exercises 1205 O'Neill Highway may be administered at the beginning and at the end of Core courses. Specific assignments within the context of courses may also be used for assessment purposes.

Competency Growth Plans for the Transferable Skills of Liberal Learning

Each department or program defines each transferable skill (Critical Thinking, Effective Writing, Effective Oral Communication, Information Literacy, and Technology Competency) within the context of the major and then divides the skill into specific competencies for students to develop from the freshman year through the senior year in both Core and major courses. Each plan includes a definition of each competency, an indication of courses and assignments designed to help students develop the competence, and specific criteria faculty and students use to gauge the quality of student performance. These plans are guides for the faculty; students see them translated into syllabi and instructions for assignments within courses.

The Sophomore-Junior Diagnostic Project

Each department or program designs a screening exercise, usually conducted within a required sophomore or junior course for the major, to determine each student's ability to transfer critical thinking and effective communication (writing and speaking) to an appropriate project related to the major field of study. Faculty interact with students throughout the project and share results with them. If the proper level of skill is not apparent, the student is referred to an appropriate office (such as the Academic Skills Center) for assistance. The process also evaluates the student's likelihood of success in the major.

The Senior Integrated Assessment

Each department or program designs an exercise, usually in the context of a required senior course, a capstone seminar, or a project, to allow the faculty and student to examine the latter's success in integrating learning in the major with advanced levels of the transferable skills of liberal learning.



Curriculum & Descriptions

King's College Core Curriculum

A student must earn a minimum of 120 credit hours to be awarded the baccalaureate degree. The number of credit hours required for graduation may be higher in certain major programs or if the student elects to pursue a second major.

The requirements of the Core Curriculum represent 52-59 credit hours. Beyond the requirements of the Core Curriculum and of a student's chosen major program, the balances of the credit hours required for graduation are free electives. The Core Curriculum can be accessed online at <http://www.kings.edu/core/>

I. The Transferable Skills of Liberal Learning:

Beginning College (4 Credits)

CORE 090 First Year Experience (1 credit)

CORE 100 Liberal Arts Seminar
(taken in the freshman year)

Effective Writing (3-7 Credits)

CORE 099 Thinking and Writing (if required)

CORE 110 Effective Writing

CORE 110L Grammar Lab (if required, 1 credit, pass/fail)
(taken in the freshman year)

Oral Communication (3 Credits)

One of the following:

CORE 115 Effective Oral Communications

CORE 116 Argumentation & Debate
(taken before the end of the sophomore year)

Quantitative Reasoning (3-6 Credits)

CORE 098 Mathematical Skills (if required)

CORE 120 Mathematical Ideas

Or

an advanced MATH course

(taken before the end of the sophomore year)

It is expected that the above skills will be transferred, utilized, and developed throughout the Core Curriculum, the major program and one's life.

II. Knowledge, Traditional Disciplines and Interdisciplinary Perspectives (27 credits)

Interdisciplinary Introduction to the Social Sciences

- CORE 150 Introduction to Social Sciences
- CORE 180 Social Sciences in an American Context
- CORE 190 Social Sciences in a Global Context

Only one of the above may satisfy a CORE requirement.

Social Science (3 Credits)

One of the following:

- CORE 150 Introduction to the Social Sciences
- CORE 153 Principles of Economics: Macro
- CORE 154 Psychological Foundations
- CORE 155 Introduction to Women's Studies
- CORE 157 Introduction to Sociology
- CORE 158 Introduction to Political Science

You may not take CORE 150 for CORE credit if you have taken CORE 180 or 190.

American Studies (3 Credits)

One of the following:

- CORE 180 Social Science in an American Context
- CORE 181 American Civilization to 1914
- CORE 182 American Geography
- CORE 184 American Texts and Contexts
- CORE 185 Women in American Society
- CORE 186 Religion in America
- CORE 187 American Social Concerns
- CORE 188 American Government

You may not take CORE 180 for CORE credit if you have taken CORE 150 or 190 .

Contemporary Global Studies (3 Credits)

One of the following:

- CORE 190 Social Sciences in a Global Context
- CORE 191 Global History since 1914
- CORE 192 Global Geography
- CORE 193 Globalization
- CORE 196 Global Religions
- CORE 197 Global Social Issues
- CORE 198 Global Politics in the New Millennium

You may not take CORE 190 for CORE credit if you have taken CORE 150 or 180.

Civilizations: Historical Perspectives (3 credits)

One of the following:

- CORE 131 Western Civilization to 1914
- CORE 133 World Civilizations since 1453

Foreign Languages and Cultures (3 Credits)

One of the following:

- CORE 140 Foreign Cultures
- CORE 141 Beginning Language I

- CORE 142 Beginning Language II
- CORE 143 Intermediate Language I
- CORE 144 Intermediate Language II
- CORE 145 Conversation and Composition I
- CORE 146 Conversation and Composition II

Literature (3 Credits)

One of the following:

- CORE 162 World Literatures in English
- CORE 163 Historical Perspectives in Literature
- CORE 164 Literary Modes and Themes

The Arts (3 Credits)

One of the following:

- CORE 171 Theatre
- CORE 172 Dance
- CORE 174 Music Theory/History
- CORE 175 Music Performance
- CORE 176 Art Appreciation/History
- CORE 177 Artistic Creation/Visual Arts
- CORE 178 Creative Writing
- CORE 179 Film Studies **Natural Science I (3 Credits)**

One of the following:

- CORE 270 Natural Science Perspectives
- CORE 270E Natural Science Perspectives: Environmental

Natural Science II (3 Credits)

One of the following:

- CORE 271 Descriptive Astronomy
- CORE 272 Chemistry in Context
- CORE 273 Contemporary Biology
- CORE 274 The Environment and Natural Resources
- CORE 275 Genetics: Current Knowledge and Applications
- CORE 276 Science, Music and Sound
- CORE 277 Conceptual Physics
- CORE 278 Forensic Science
- CORE 279 Special Topics in Natural Science

III. Informed Believing and Acting (12 credits)

Philosophy I and II (6 Credits)

- CORE 280 Introduction to Philosophy

One of the following:

- CORE 281 Introduction to Logic
- CORE 282 Philosophical Themes
- CORE 283 Philosophy of Education
- CORE 284 Philosophy of Human Nature
- CORE 285 Eastern Philosophy
- CORE 286 Ethics and the Good Life
- CORE 287 Business Ethics

CORE 288 Bioethics

Systematic Theology (3 Credits)

One of the following:

- CORE 250 Catholicism
- CORE 251 The Old Testament
- CORE 252 The New Testament
- CORE 253 Key Biblical Themes
- CORE 254 Belief and Unbelief
- CORE 255 The Church
- CORE 256 Science, Theology & Culture
- CORE 257 Who is Jesus?
- CORE 259 Topics in Systematic Theology

Moral Theology (3 Credits)

One of the following:

- CORE 260 Christian Ethics
- CORE 261 Faith, Morality and the Person
- CORE 263 Christian Marriage
- CORE 264 Issues in Christian Social Ethics
- CORE 265 Christian Ethics and the Environment
- CORE 269 War in Christian Tradition

Liberal Arts Seminar (3 credits)

The Liberal Arts Seminar provides an opportunity for a small group of students to meet with an instructor to explore issues of ethical, social and culture significance. The word seminar comes from the Latin word for seed-plot, a place where plants are started in order to be transplanted elsewhere. In the academic world, a seminar is a place where ideas are nurtured and where students cultivate their skills in working with texts and presenting ideas and interpretations. In this seminar, students will read widely and closely in a variety of texts to develop their critical reading and thinking skills and to examine an issue that students might choose to explore in greater depth in subsequent courses. The importance of being able to read with understanding and critical judgment cannot be underestimated.

Academic success, professional competence, cultural literacy, and intellectual development depend fundamentally on flexible reading skills that can be applied to a wide range of texts. Reading with “understanding” involves several important processes: comprehending and contextualizing information; identifying meaningful patterns and conventions; identifying key ideas, claims, and assumptions; synthesizing an author’s ideas with the reader’s experiences and knowledge; and developing a comprehensive and well-informed interpretation. Reading with “critical judgment” is a similarly complex task that includes reading with a sense of objectivity, asking questions about what a text literally says and what it implies, evaluating an author’s reasoning, and assessing the degree to which a writer has achieved his or her purpose.

CORE 090 — The First Year Experience Seminar (1 credit)

The First Year Experience Seminar is designed to introduce first year King’s students to the multiple dimensions of college life and to the King’s College community in general. Over the course of 14 sessions, led by a faculty instructor and student assistant and

presented in an interactive format, students will be challenged to draw full benefit from their experience at King's. Besides receiving timely information concerning student services and college expectations, first year students will have an extended experience of four major modules:

- Intellectual Development
- Service Learning
- Career Planning
- Social Issues

Seminar participants will also be expected to attend at least three campus events (from a list of recommended activities) during the semester.

This program of continuing orientation and formation supports and fosters the King's commitment to promoting intellectual, moral and spiritual development in a student centered learning environment. Successful completion of the one-credit FYE Seminar is a requirement for graduation.

CORE 100 — Liberal Arts Seminar (3 credits)

An introduction to college-level academic study with emphasis on critical reading and discussion. Topics will vary, but each seminar will focus on questions and issues relevant to the liberal arts. The course will emphasize the development of students' reading and thinking skills through close textual analysis of a range of works. The seminar also seeks to enhance students' ability to synthesize a variety of textual materials in order to express ideas, formulate positions, and construct oral and written arguments.

I. The Transferable Skills of Liberal Learning:

Thinking and Writing Skills (3 credits)

Writing is an essential skill for academic success. The academic writer uses organization, language, and methods of development such as — description, comparison/contrast, argumentation/persuasion, and cause/effect to communicate purpose and meaning. CORE 099 is a prerequisite for CORE 110. Students must attain a minimum of a "C" grade in order to register for CORE 110. Students who do not meet this requirement must repeat CORE 099. In some cases CORE 099 may be waived on the basis of a placement exam.

CORE 099 — Thinking and Writing (3 credits)

The course is designed to help students become more confident and effective writers. Students will write organized, well-developed paragraphs and essays for various audiences and purposes; understand and use techniques of writing — prewriting, writing and revising; and editing for correct grammar, usage, and punctuation. This course has four meetings per week.

Effective Writing (3 credits)

The liberally educated person must be able to express ideas clearly and effectively in writing. As a creative art, writing shapes experiences into knowledge and is therefore essential to the development of the mature and socially responsible person. As a facet of effective communication, writing is also a practical art, one that society respects and regards as necessary for success in all careers and professions.

CORE 110 — Effective Writing (3 credits)

This course in college-level composition emphasizes writing clearly, effectively, and interestingly for a variety of purposes and audiences. Individual conferences, writing work-shops, journal writing, and regular writing assignments encourage practice in each step of the writing process. Students are also introduced to the use of sources in informational writing through a documented essay assignment. (All students take CORE 110 in the Freshman year).

CORE 110L — Effective Writing Lab (1 credit)

The class, taught by instructors from the English Department, will review basic grammar skills such as proper comma use and sentence construction, subject-verb and pronoun antecedent agreement, and proper use of modifiers. It is a Pass/Fail class. This class is not required for students who are able to score about 60% on the Grammar Placement Exam.

Effective Oral Communication (3 credits)

Oral presentation skills provide enlightened citizens with essential tools for cultural survival, and always have. The educated citizen should be able to assimilate, deliberate and articulate ideas, beliefs and experiences in a clear and affecting manner. To this end, a course in public speaking provides foundational training for the liberal arts student. Effective oral communication is more than but learning to speak publicly, however. It encompasses understanding and training on a variety of skills applicable to communicating intelligently in contexts both public and private, on matters of both individual and collective concern. At King's, these skills include, but are not limited to; developing pointed purpose statements, strategically organizing ideas, validating ideas with substantive support, effectively wording ideas, delivering words with confidence, considering the ethical implications of one's ideas, and analyzing the messages of others accurately.

NOTE: *Students would normally schedule CORE 115, CORE 115X, CORE 115HNRS, or CORE 116 before the end of their sophomore year.*

CORE 115 — Effective Oral Communication

CORE 115 introduces students to the functions and modes of public presentation, as well as various practical strategies with which to execute it. It requires students to plan, prepare, practice and perform many types of public messages that provide them with invaluable experience in developing ideas thoroughly and communicating them effectively. A video portfolio is kept of each student's performances to document evolving skills development. Emphasis is given to help students execute presentations that are clearly focused, well organized, substantially supported, effectively worded, and confidently delivered. The aim is to help students develop their abilities to express their thoughts, beliefs and experiences in an intelligent and affecting manner, as well as to help them gain confidence in themselves as they do so. Attention is also given to the ethical implications inherent in one's messages, as well as the accurate analysis of the messages of others.

**CORE 115X — Effective Oral Communication
(Communication Apprehension Section)**

CORE 115X introduces students to all of the functions and modes of public presentation, as well as various practical strategies with which to execute it, while simultaneously addressing the anxiety-coping needs of students for whom public presentation is a particularly unnerving experience. CORE 115X delivers an alternate methodology with

which to teach the basic course and target this particular student population by providing additional strategies for anxiety management. As in all oral communication courses offered at King's, students will be required to plan, prepare, practice and perform varying types of presentations as they build a video portfolio that documents their skills development. They will explore the ethical implications of their own messages, and learn to effectively analyze those of others. But particular attention will also be given to helping students develop the means to productively manage their anxiety levels while they grow confidence in themselves as competent performers. To this end, such methods covered in this course include, amongst others; cognitive restructuring strategies, reasonable thinking protocols, muscle relaxation techniques, systematic desensitization, and goal planning.

NOTE: *CORE 115X appears on student transcripts simply as "Effective Oral Communication," as does any CORE 115 course, but "permission by instructor" is required for admittance into the course upon registration.*

CORE 115HNRS — Effective Oral Communication (Honors Section)

CORE 115HNRS introduces students to both the symbolic foundations (internal) and pragmatic strategies of public presentation (external), as well as various protocols with which to contemplate and execute it. While addressing all of the concepts and practices covered in the conventional course, CORE115. HNRS also targets the primal principles of intrapersonal communication. Intrapersonal communication — inner dialogue or self-talk through which human beings register meaning — is in many ways the most fundamental communication context, providing essential underlayment for the other contexts of human communication (i.e., interpersonal, group, public and mass communication).

As such, a thorough understanding of the symbolic processes at the heart of intrapersonal communication would necessarily help to illuminate classroom instruction of the basic course. To understand how and why people communicate with each other the way that they do — and to provide instruction in how to do it most effectively — is to understand, at some level, how intrapersonal communication prepares us to do so. A theoretical emphasis on intrapersonal concepts frames the communication process as a meaningful sharing of personal selves, not just a rote execution of impersonal messages. The intrapersonal communication component will include the study of, but will not be limited to, the following concepts; the self as primary construction, meaning as experiential significance, the symbol as communication currency, self-perception as rhetorical process, self-perception as self-persuasion, & self-perception through other-perception. Consideration will be given to various physiological, cognitive and environmental factors that influence intrapersonal symbolic processing.

CORE 116 — Argumentation and Debate

CORE 116 focuses on the use of arguments in contemporary society. Students will learn types of propositions, burden-of-proof, and different types of arguments. In particular, the student will develop skill in rhetoric, public speaking, and critical thinking. Each student will construct, advance, and support arguments within the context of a current public policy controversy. The course will also examine the use and misuse of arguments in government and society, and the consequences of such choices. This is designed for the student who likes to engage in an intellectually rigorous activity that will lay the foundation for success in their future careers.

Quantitative Reasoning (3-6 Credits)

A liberally educated person should appreciate both the beauty and utility of mathematics. Studying mathematics increases the intellectual sophistication of students by engaging them in rigorous thought, increasing the aptitude for dealing with abstraction, fostering the ability to approach problems creatively, and requiring precise communication of ideas. As a result, mathematics contributes significantly to a liberal arts education by enhancing the ability of students to learn how to learn. In addition, it has become imperative in a society grown more and more quantitative for the well-educated person to have a deeper understanding of mathematics. No matter one's primary field of study, a college student will be confronted in school and beyond with arguments and decisions that are rooted in mathematics. It is thus essential for students to enhance both their understanding of how mathematics plays a role in everyday life and their overall perception of mathematics as a discipline.

Students meet this requirement by taking CORE 120 Mathematical Ideas. Students may also satisfy this requirement by taking one course from among:

- MATH 123 Finite Mathematics (3 credits)
 - MATH 125 Calculus (4 credits)
 - MATH 126 Introduction to Statistics (3 credits)
 - MATH 127 Logic and Axiomatics (3 credits)
 - MATH 128 Introduction to Statistics, Data Analysis, and
Applications to Life Science (4 credits)
 - MATH 129 Analytic Geometry and Calculus I (4 credits)
- OR

By taking two courses from among

- MATH 101 Theory of Arithmetic
- MATH 102 Algebra and Geometry
- MATH 124 Probability and Statistics for Education Majors

In addition, CORE 098 Mathematical Skills is a prerequisite for CORE 120 and all other Mathematics courses offered at King's College. For some students, this requirement may be waived on the basis of the recommendation of the mathematics department. A student taking CORE 098 must attain a minimum of a "C" grade in order to register for CORE 120 or any other mathematics course.

CORE 098 — Mathematical Skills (3 credits) (*taken in the freshman year*)

This course develops the skills needed for other mathematics courses at King's College, and emphasizes the organizational and analytical skills required for success in a problem solving society. Mathematically, this course focuses on the structure of arithmetic and directly relates this understanding to the more theoretical topics of algebra. Students will review and relearn the fundamentals of real numbers and use this knowledge as a bridge to the abstract concepts of algebra. The arithmetic and algebraic concepts covered in the course are used to introduce the basics of problem solving and mathematical reasoning. Topics include; whole numbers and integers, fractions, decimals, and mixed numbers, exponents, roots, simplifying algebraic expressions, solving first and second degree equations, factoring algebraic expressions, and simplifying rational expressions.

CORE 120 — Mathematical Ideas (3 credits)

In order to fully participate in society today, a person must have knowledge of the con-

tributions of mathematics. Mathematics has become an indispensable tool for analysis, quantitative description, decision-making, and the efficient management of both private and public institutions. Consequently, a familiarity with essential concepts of mathematics is necessary for one to function intelligently as both a private individual and a responsible citizen. As such, this course is divided into four units, each covering an aspect of mathematics that is conceptually significant and highly relevant. The first unit deals with issues of fairness and strategy in voting and elections. In the second, students learn about collecting, organizing, interpreting, and presenting statistical data. The third unit involves the use of mathematics to solve problems related to organizing and managing complex activities, and a final unit on symmetry and fractal geometry establishes connections between mathematics and art and highlights some applications. On some occasions, units on other suitable topics may replace those denoted here. Prerequisite: CORE 098 Mathematical Skills

Social Sciences

Students are required to choose one, and only one, of the Interdisciplinary courses: CORE 150, CORE 180 or CORE 190.

CORE 150 — Human Behavior and Social Institutions (3 credits)

An introduction to the goals, methods, theories, and research findings associated with the various fields comprising the social sciences. Topics will include: causes and consequences of individual and collective human behavior; the ways in which societies are organized; and the interrelationships of various institutions which comprise human society. Each course taught will focus on a specific theme as a focus of this interdisciplinary overview of the social science disciplines.

This course fulfills the Core requirement for an Interdisciplinary Social Science course.

CORE 153 — The Principles of Economics: Macro Economics (3 credits)

Macro Economics: The theory of national income, aggregate demand and the level of employment, money and banking, and government fiscal policy.

CORE 154 — Introduction to Psychology (3 credits)

A survey of basic core topics, concepts, and principles, including child development, learning, memory, motivation, physiological influences, stress and coping, personality dynamics, social functioning, abnormal behavior, and psychotherapy. Special emphasis is given to showing how psychology is applied to important issues in society, such as delinquency, child abuse, learning disabilities, crime and violence, profiling and forensics, managing stress, the widespread use psychotropic medications, addictions, brain injury, and “greening” the environment.

At the end of this course, it is expected students will understand (a) the research principles that make psychology a scientific discipline, and be able to critically evaluate statements about behavior; (b) the biological and psychological factors involved in cognitive and emotional development from birth to old age; (c) anxiety pathologies and psychotic disorders; (d) different counseling techniques; and (e) how to evaluate the use of prescription medication for treating mental disorders.

CORE 155 — Introduction to Women’s Studies (3 credits)

An analysis of women’s historical and contemporary place in American society. An ex-

amination of the approaches and research findings of the social sciences using gender as a category of analysis intersecting with class, race, and ethnicity. The impact of gender on social institutions including government, the economy, religion, family, and education will be explored.

CORE 157 — Introduction to Sociology (3 credits)

The course introduces sociology's basic concepts, theories, research methods, and subfields, covering such topics as socialization, deviance and crime, family, economic inequality, culture, gender, religion, and social movements. Students will come to understand the many ways in which people's lives, including their own, are shaped by the social world, and the many ways in which human behavior and interaction serve to reinforce or challenge and reshape or social world.

CORE 158 — Introduction to Political Science (3 credits)

Political science consists of many fields of study. This course provides an introduction to the basic theories and concepts of political science. The course includes political theory, the political process, an overview of American government, comparative politics, and international relations.

American Studies (3 Credits)

What does it mean to be an American? The answer to this question often depends on issues such as class, gender, ethnicity, era, place of origin, and socialization. The liberally-educated person in the 21st century should have a critical understanding of the American experience from various academic perspectives; to better recognize the social, cultural, economic, political, geographic and technological interdependence of all persons in the United States.

Courses in this category provide a close look at the United States of America and its people through disciplines that draw on social, historical, political, and literary studies. Students should be able to identify major events, persons, ideas, and circumstances that contributed to the development of American attitudes and institutions. Students should then be better able to answer for themselves "What is America?" and "What does it mean to be an American?"

CORE 180 — Social Science in an American Context (3 credits)

Knowledge of the substance, motivation, and consequences of both individual and collective human behavior is essential to the liberally educated person. No educated person can hope to comprehend the complexity of contemporary society without some understanding of how that society is organized and how its various components relate to one another. Economic, political, psychological, historical and sociological perspectives can provide insights into human behavior and relationships in the world. This course is designed to introduce the student to the goals, methods, theories, and research findings associated with the various fields comprising the social sciences within the context of an American theme. Examples include the American Dream [economics] and Immigration Reform.

CORE 181 — American Civilization to 1914 (3 credits)

The study of American Civilization is "celebration as well as it is critique". It examines achievements and failures; triumphs and tragedies; hopes and frustrations. The study utilizes static data to evaluate and to analyze the dynamic forces and ideas by which men and women have shaped the American story of their times. This discipline asks that

students focus on the past that they might see the present more clearly as well as better respond to the forces and ideas of our times. Students should develop their ability to judge and decide both private and public issues in a context which respects appropriate traditions. American Civilization focuses on the development of the United States from its earliest times to its emergence as a significant world power at the beginning of the 20th century. This course requires the student to acknowledge the complexity and variety of the unique American democratic experience and to recognize the painful price paid by so many in the past for the achievements enjoyed in the present. The major political, economic, social, cultural, and technological events and forces of the period 1600-1914 will be examined in this course.

CORE 182 — American Geography (3 credits)

This course presents an interdisciplinary approach to understanding the spatial variations of the United States and how they impact the nature and development of the nation. Topics will include American landforms and climate, regionalism; race, ethnicity, and culture; economic and political geography; and environmental issues and initiatives. Students will also gain knowledge and experience in the techniques and technology used in the study of the earth, its physical geography, its climate and its inhabitants. Coursework will provide students practical knowledge in their relationships with the diverse landscapes and cultures of the United States. As a CORE course, this course is further designed to enhance and broaden student learning in correlation with numerous academic disciplines.

CORE 184 — American Texts and Contexts (3 credits)

Courses will address the question, “What does it mean to be an American?” by studying literary explorations of American cultural and structural issues. Sections may concentrate on regions, themes, genres, or issues situated within a broad national, historical, and multi-disciplinary context.

CORE 185 — Women in American Society (3 credits)

This course provides an analysis of women’s historical and contemporary situation in American society. An examination of the approaches and research findings of the social sciences using gender as a category of analysis intersecting with class, race, and ethnicity. The relationship between gender and social institutions as well as interrelationships of gender-defined institutions-government, economy, religion, family, and education, will be explored.

CORE 186 — Religion in America (3 credits)

American society is both very religious and very religiously diverse. This course surveys various religions’ relation to American society and culture throughout history, paying attention to the effects of law, immigration, urbanization, politics, and cultural change. The course addresses the meaning and limits of religious freedom, the doctrine of separation of church and state, the longstanding but changing influence of Protestantism, the emergence of three kinds of Judaism, the social and cultural position of American Catholicism, the origin and spread of Pentecostalism, religions’ roles in social movements, the growth of East Asian and Caribbean religious communities, and the various forms of African-American faith, including the Black Muslim movement. Other questions could include whether America is a “Christian nation” in any significant sense, and whether individualism is the only genuinely American creed.

CORE 187 — American Social Concerns (3 credits)

An examination of selected social issues and problems in contemporary American society analyzing some troubled institutions, social roles in transition, problems in conformity and inequality. Emphasis on issues of the family, education, aging, sexism, socioeconomic inequality, crime and the criminal justice system.

Topics will include but not limited to causes and consequences of individual and collective human behavior; the ways in which societies are organized; and the interrelationships of various institutions, e.g., economic, religious, legal, political, and social.

CORE 188 — American Government (3 credits)

This course will focus on fundamental political principles and concepts as applied to the American political system. Students will examine the formal structure of American government, its basic political institutions, and the political problems created by American society and culture. Political behavior and socialization will be emphasized, particularly as these phenomena contribute to an understanding of the policy-making process in the United States. The diversity of influences within the United States political system will require study of the significant economic, social, cultural, and technological events and forces responsible for defining the substance and the structure of American government.

Contemporary Global Studies (3 credits)

This category includes classes that extend students' understanding of the complex, wide-ranging global issues in the world today. These issues, which might come from a variety of disciplines, emphasize such issues as economic systems, human rights and social justice, religious and political movements, and the impact of the technological revolution. Important goals in King's mission statement include fostering social responsibility in our students and preparing them intellectually to lead satisfying lives. In a world in which we are all global citizens, even if we never leave our home towns, being socially responsible and intellectually prepared requires knowledge and understanding of the world that extends beyond the borders of the United States. Students take one course from among the CORE 190 offerings.

CORE 190 — Social Sciences in a Global Context (3 credits)

Knowledge of the substance, motivation, and consequences of both individual and collective human behavior is essential to the liberally educated person. Moreover, no educated person can hope to comprehend the complexity of contemporary society without some understanding of how that society is organized and how its various components relate to one another. Economic, political, psychological, and sociological perspectives can provide insights into human behavior and relationships in a complex world. This course is designed to introduce the student to the goals, methods, theories, and research findings associated with the various fields comprising the social sciences within the context of a global theme. Examples include Gender and Globalization or Global Health Issues and Problems.

CORE 191 — Global History since 1914 (3 credits)

To increase the student's knowledge and understanding of the interaction among the Americas, Europe, Africa, and Asia during the twentieth century and beyond. Students will examine worldwide issues, including nationalism, imperialism, alternative political structures like Fascism and Marxism, World War II, decolonization; the Cold War, and ongoing problems of human rights, technological change; and economic globalization.

CORE 192 — Global Geography (3 credits)

A basic survey of the physical and human geography on worldwide scope. Topics include geographic concepts; the physical geography and climate; the human interaction with the environment; and the nature and development of culture. This course is required for all Elementary Education majors.

CORE 193 — Globalization (3 credits)

The course will provide a broad overview of the environment in which international business takes place. The topics to be covered include analysis of the political, legal and cultural environments in which international businesses operate. Globalization and its implications is evaluated especially from the perspective of environmental consequences, consumer issues, labor concerns, privatization vs. nationalization, as well as political interests of nation-states. Study of international business is an interdisciplinary approach and incorporates political processes, economic pressures, social and cultural constraints, psychological inclinations and historical roots to explain opportunities and challenges of International Business. This course is cross-listed as IB 241 Introduction to International Business.

CORE 196 — Global Religions (3 credits)

In a world of increasing complexity and global communication, it becomes more important than ever to understand the belief structure and worldview of those who inhabit the planet with us; we can interact more effectively (economically, politically, religiously) with those whom we understand. Social responsibility therefore includes learning about the viewpoints of others. The study of the world's religions provides a unique viewpoint into the motivations and cultural expressions of others and is thus important for fulfillment of that social responsibility. In addition, such knowledge provides us with an opportunity to enrich and, where necessary, revise our own religious understanding. Lastly, this knowledge helps us deal with the increasing complexity of the contemporary world. The course will cover five major world religions: Hinduism, Buddhism, Judaism, Christianity and Islam. The student will receive a historical overview of each (including sect divisions within each), and then will learn the major doctrines, worship habits and ethical codes that are common to all sects. The student will also be exposed to contemporary issues relevant to each faith.

CORE 197 — Global Social Issues (3 credits)

This course surveys the major social issues of the contemporary world. While global citizens are united in the types of issues they face in the 21st century, they are sharply divided in their experiences of and attitudes towards those issues, as a consequence of regional particularities of social structure, cultural norms and values, and position in the global economic hierarchy. Topics examined in this course may include: global economic stratification and local manifestations of inequality; demographic challenges of fertility, migration, and urbanization; global health systems and problems of access, cost, and chronic disease; the changing economics of food and water; ethnic and religious conflict; environmental issues of pollution, desertification, and climate change. For each issue, students learn about its major social, cultural, economic, political, and historical dynamics though both cross-national comparisons and in-depth regional study, with each issue having a different regional/national emphasis.

CORE 198 — Global Politics in the New Millennium (3 credits)

This course is an introduction to the study of interstate relations in the post-Cold War, post-9/11 era. Emphasis is on global policymaking with respect to issues of global concern. Special attention is paid to issues of security, social order, the economy, and the environment. Furthermore, the increasingly international nature of these issues impels us to develop an understanding of the causes and consequences of globalizing trends. We will be seeking answers to some tough questions: What is globalization? What moves globalization along? And, will globalization, ultimately, foster peace and security in our world or bring continued conflict and instability? These questions will only become more urgent in the coming years.

II. Knowledge, Traditional Disciplines and Interdisciplinary Perspectives**Civilization: Historical Perspectives (3 credits)**

Studying humanity's past, its hopes and frustrations, failures and triumphs, helps us to both understand our complex world and to take responsibility for shaping its future. Vital to the education of professional men and women of the 21st century, historical literacy and methodology improve our ability to judge and decide both private and public issues in a context of respect for our own and other peoples' traditions. Only through a critical examination of human experience can we hope to avoid repeating mistakes and to build on successes, or assign meaning to our condition. These courses will develop critical thinking skills in an historical context, help students reflect on their own historical heritage, and build the cultural knowledge that unites many other areas of the Core. Students take either CORE 131 Western Civilization to 1914 or CORE 133 World Civilizations since 1453.

CORE 131 — Western Civilization to 1914 (3 credits)

To increase the student's appreciation for and understanding of the main stages of Western Civilization from the foundations of human history to the West's domination of the globe at the beginning of the First World War. Students will examine major issues, including gender and class, war, classical antiquity, Christianity, feudal society, capitalism, the Reformation, democratic institutions, the international state system, nationalism, and imperialism.

CORE 133 — World Civilizations since 1453 (3 credits)

To increase the student's appreciation for and understanding of the contact between cultures and civilizations, since the 15th century, when the world became knitted together through trade and conquest as never before. This class traces the development of this interconnectivity between and among cultures and civilizations to the present in order to better understand the history and meaning of globalization, its horrors and triumphs, perils and possibilities.

Foreign Languages and Cultures (3 credits)

An awareness of cultures in countries other than the United States deepens our understanding of the diverse world in which we live and our place in it. When we step beyond our limited cultural surroundings and attempt to enter into the minds of others in the world community, we are often confronted with values and perspectives that challenge

our beliefs and assumptions. The liberally educated individual whose philosophy of life is solidly grounded in human and humane principles should understand cultural diversity and be equipped to deal with it with empathy and sensitivity. Foreign language courses and foreign culture courses taught in English provide this important dimension of a liberal arts education. Students choose either CORE 140 or one of the foreign language courses numbered 141 through 146. Students who select a foreign language are assisted in determining the appropriate level at which to begin their study. Advanced placement credit is available, subject to certain conditions, for students who begin with Language 143 or higher. See the section on Foreign Languages for further information.

CORE 140 — Foreign Cultures (3 credits)

(African, Islamic, Japanese, or Latin American)

A study of the contemporary culture, values, perspectives and lifestyle of a foreign people focusing on a sympathetic understanding of cultural diversity and appreciation of another way of life. The course is taught in English. No knowledge of a foreign language is required.

CORE 141 — Beginning Language I (3 credits)

(Chinese Mandarin, French, German, Italian, Latin, or Spanish)

Pronunciation, fundamentals of grammar, exercises in speaking, understanding and writing the foreign language. Readings introduce the student to the foreign culture.

CORE 142 — Beginning Language II (3 credits)

(Chinese Mandarin, French, German, Italian, Latin, or Spanish)

Essentials of grammar and pronunciation, and practice in speaking and writing the foreign language. Readings increase the student's knowledge of the foreign culture. Prerequisite: CORE 141 or equivalent.

CORE 143 — Intermediate Language I (3 credits)

(French, German, Italian, or Spanish)

Review and further study of the fundamentals of the foreign language to increase comprehension, speaking and writing skills. Readings increase knowledge and understanding of the foreign culture. Prerequisite: CORE 142 or equivalent.

CORE 144 — Intermediate Language II (3 credits)

(French, German, Italian, or Spanish)

Development of proficiency in reading the foreign language through the study of cultural texts. Emphasis is on vocabulary building and oral and written communication. Readings broaden the student's knowledge and understanding of the foreign culture. Prerequisite: CORE 143 or equivalent.

CORE 145 — Conversation and Composition I (3 credits)

(French, German, or Spanish)

Development of proficiency in the active use of the foreign language, both spoken and written. The course acquaints the student with the contemporary lifestyle, values and attitudes of the foreign people and increases cultural awareness. Prerequisite: CORE 144 or equivalent.

CORE 146 — Conversation and Composition II (3 credits)

(French, German, or Spanish)

Development of greater fluency in the foreign language. Emphasis on extemporaneous conversation encourages the student to think in the language. Study of the culture ex-

pands knowledge and understanding of the contemporary lifestyle, values, and attitudes of a foreign people and heightens awareness of cultural differences. Prerequisite: CORE 145 or equivalent.

Literature (3 credits)

We read literature for a variety of reasons. Literary texts provide reflections on cultural values and concerns, windows into the past, chances to escape or to confront the troubles of our world, narratives through which we can analyze human actions and motivations, opportunities to meditate on humanity and the world we inhabit, and models for better writing. Short stories, novels, plays, poems, and essays also invite us to exercise our imaginations and our capacity to feel and to empathize. By studying such texts, we deepen our ability to understand and to experience life on a range of intellectual, emotional, and aesthetic levels. Courses in this category will introduce students to the genres of poetry, fiction, and drama with emphasis on improving students' interpretative skills and capacities for critical self-reflection.

CORE 162 — World Literatures in English (3 credits)

An examination of selected writers tied to a particular national or cultural tradition. All readings in this course are in English, though they will be translations from another language (French, Polish, Spanish, etc.). Emphasis is placed on developing close reading and interpretation skills through analysis of literary and cultural texts (poetry, fiction, drama, film, creative nonfiction, and essays).

CORE 163 — Historical Perspectives in Literature (3 credits)

A historical survey of a particular national literature. Emphasis is placed on developing close reading and interpretation skills through the chronological study of poetry, fiction, drama, and creative nonfiction tied to a particular nationality.

CORE 164 — Literary Modes and Themes (3 credits)

An examination of a particular literary mode (biography, comedy, epic, folklore, satire, tragedy, etc.) or theme (environmental literature, science fiction, fairy tales, literature and work, etc.) that provides a unique perspective on human experience and society. Emphasis is placed on developing close reading and interpretation skills through the analysis of various literary and cultural texts (poetry, fiction, drama, film, creative nonfiction, and essays).

The Arts (3 credits)

The study of the Creative Arts presents the opportunity to explore multiple dimensions of human expression while promoting imaginative and critical thinking. Courses in this category provide means of communication and interaction that transcend cultural and socioeconomic barriers while encouraging the integration of the physical, intellectual, and spiritual aspects of life. The liberally educated person appreciates how performance and analysis of aesthetic endeavors connects the abstract to the concrete and the inner self to the outer world, and uses that appreciation to strengthen her or his own self-expression.

CORE 171 — Theatre (3 credits)

Introduction and critical evaluation of the various entertainment and amusement media. The Seven Lively Arts are studied, with major emphasis on Theatre and performance.

CORE 172 — Dance (3 credits)

Introductory courses in the art of dance with lecture/demonstration and dance performance designed to explore the proper technique appropriate for various periods and styles of dance.

CORE 174 — Music Theory/History (3 credits)

Students enrolled in courses under this category will learn how Western and Global music developed throughout the centuries. Students will learn the theory behind music composition. This will include note reading, rhythms, chord progressions, and four part writing among other topics, as well as analyzing musical compositions. Students will also learn about the various historical time periods of music, how music differs from period to period, and the way it is used in societies and cultures.

CORE 175 — Music Performance (3 credits)

Students enrolled in courses in this category will strive to improve their skills in music performance. Students may study guitar, piano, or voice either on an individual basis or in small classes. Students will be able to begin playing an instrument or continue learning an instrument throughout the semester. Each student will be required to perform in a recital during the semester of study.

CORE 176 — Art Appreciation/History (3 credits)

Introductory courses focusing on a particular period in history and understanding how the art being produced during the time period reflects cultural, historical, political, religious, and social trends, how different art forms relate to and draw upon one another, and how to analyze various works of art.

CORE 177 — Artistic Creation/Visual Arts (3 credits)

Introductory courses concerned with fundamentals such as: composition, observation, drawing from life, basic color theory, photography, and basic techniques. Through the practical experience, students learn to see and think as an artist thinks, to appreciate artistic creations and everyday objects as “things designed by artists”, and most importantly, to think divergently.

CORE 178 — Creative Writing (3 credits)

Introductory courses focusing on various genres, including poetry, fiction, creative nonfiction, and/or drama. Course work will focus on defining “good” writing and encouraging a process approach through multiple drafts of work and participation in group editing sessions.

CORE 179 — Film Studies (3 credits)

Through study of selected film and/or film genres, courses will introduce some major concepts in film studies and film language (editing, cinematography, sound, special effects, etc.) Courses will culminate in an understanding of the many ways films produce meaning through critical interpretations and deep analysis. Courses will provide students with a vocabulary and a grammar of film that will enable them to read what the actors, writers, designers, directors, and producers are saying.

The Natural Sciences (6 credits)

The liberally educated person — whether a poet, politician, or physicist — must understand that the world is largely shaped and driven by scientific discovery. Familiarity

with the vernacular of science, knowledge of some of the basic scientific principles, and confidence in one's ability to fit new scientific discoveries into one's ever-expanding lode of scientific knowledge are valuable qualities of an informed citizen. As a consumer, an individual makes personal choices daily which hinge on science, such as whether to smoke, what food to eat, and what car to buy. As voters and citizens, individuals also need enough understanding of science to select policy makers, who are typically nonscientists, who will make good choices when faced with scientific questions that fundamentally affect the whole society. Ultimately, then, each individual bears the responsibility for deciding what to do about, and how much money to spend on, nuclear reactors, global warming, environmental toxins, expensive space programs, biomedical research, and applications of biotechnology. While every educated person may not be a scientist, he or she must have enough knowledge of the scientific method and of fundamental concepts of the natural sciences to understand and make informed decisions affecting both private and public issues of health and the environment. Students in majors requiring six or more credits in natural science are exempt from this requirement.

CORE 270 or 270e — Natural Science I (3 credits)

An introduction to the fundamentals of the scientific method and scientific thinking as applied in the natural sciences; Astronomy, Biology, Chemistry, Environmental Science, Physics and related fields. Although these courses provide some introduction or review of some basic scientific knowledge, they are focused primarily on the concepts and tools that enable educated non-scientists to think clearly and intelligently about natural science and the ways in which it interacts with the rest of human activity.

CORE 270 — Natural Science Perspectives (3 credits)

A study of the scientific approach, its limits, and what distinguishes it from other approaches to understanding the world. While examining contemporary issues in science, students will compare scientific investigations to other forms of human intellectual activity and form an appreciation for the proper domain and the limits of each. Students will learn to recognize the power of quantifying scientific observations, the role of mathematical procedures and instrumentation in modern science and should come to appreciate science as a means of acquiring human knowledge of the material universe.

CORE 270e: Natural Science Perspectives: Environmental (3 credits)

This course focuses on understanding the fundamentals of science within an environmental theme. Subjects that pertain to all of the sciences — the nature of science, the scientific method, the rules of research, and the invasion of pseudoscience — will be explored within a framework of topics related to ecology, planetary function, biological evolution, conservation, and biodiversity. Special emphasis will be placed on the ramifications of human activities as they relate to these issues. This course is open to all students and satisfies the CORE 270 requirement. *Cross-Listed as ENST 201*

CORE 271-279 — Natural Science II (3 credits)

Each of the courses listed below is a study of a specific natural science discipline or topic that builds upon the essential concepts, universal to all the natural sciences, explored in CORE 270. The topic or discipline is used to illustrate scientific methodology, principles and concepts as well as to demonstrate the unity of the scientific approach. Prerequisite: CORE 270

CORE 271 — Descriptive Astronomy (3 credits)

The study of the nature of the universe and our place in it. Topics include the nature of astronomy as a science, its historical development, a comparative study of the bodies in our Solar System, the life cycle of stars, the large scale structure of the Universe, and scientific theories of extra-terrestrial intelligence. An observational component may be required. Prerequisite: CORE 270

CORE 272 — Chemistry in Context (3 credits)

An introduction to the basic principles of chemistry and their relevance to society. This course will expand the chemistry knowledge of those students who have already been introduced to chemistry and will also be easily comprehensible to newcomers to the subject. The historical development of the fundamental principles of chemistry will be explored to lead up to current issues that are important to everyone like energy generation, medicines, and nutrition. Prerequisite: CORE 270

CORE 273 — Contemporary Biology (3 credits)

Selected issues in contemporary biology. Topics may include world hunger as an ecological problem, the impact of genetic technology on medicine, and the biological and ecological problems of toxic and hazardous wastes. Prerequisite: CORE 270.

CORE 274 — The Environment and Natural Resources (3 credits)

A study of the principles and issues of environmental science associated with natural resource use and abuse. The course will survey our reliance on natural resources relating to food, water, energy, economic and agricultural products, waste disposal, and human health. Emphasis will be given on making choices that minimize environmental abuse. *Cross-Listed as ENST 202.* Prerequisite: CORE 270

CORE 275 — Genetics: Current Knowledge and Applications (3 credits)

An introduction to the study of genetics, both human and non-human. The goal of this course is to instill in the student a broad base of knowledge concerning the study and application of genetics in the areas of medicine (gene therapy), scientific research (trends), and agricultural application (genetically modified crops). Prerequisite: CORE 270

CORE 276 — Science, Music and Sound (3 credits)

A study of the basic methods and principles of acoustics and electronics with emphasis on what sound is, what music is, and the means by which they are generated, recorded and reproduced. The design and use of musical instruments and sound systems will be used to illustrate these principles. Prerequisite: CORE 270

CORE 277 — Conceptual Physics (3 credits)

An introductory course on elementary physics in which the connection of physics and its relevance to society and the environment will be emphasized. The course will be descriptive, conceptual, and will include nearly no math. The key topics — mechanics, energy, electromagnetism, atomic & nuclear physics — will be chosen to emphasize the connection of science to society. Prerequisite: CORE 270

CORE 278 — Forensic Science (3 credits)

An introduction to scientific principles and their practical applications to forensic problems with a focus on the analysis of evidence in legal cases. Topics include comparisons of tool-makers, firearms, fingerprints, trace evidence, drugs and bloodstains. Proper techniques of

evidence collection and handling are discussed from both legal and scientific viewpoints, as well as the advantages and limitations of presently utilized methods of analysis. The course is principally designed for the non-science major and requires no background in science or mathematics beyond that in Natural Science I. Prerequisite: CORE 270.

CORE 279 — Special Topics in Natural Science (3 credits)

An investigation of selected topics that focus on some aspect of natural science and its application to the way we think and the way we live. Topics, such as meteorology or geophysics may come from a variety of scientific disciplines and may include an interdisciplinary perspective. Prerequisite: CORE 270

III. Informed Believing and Acting

The Catholic liberal arts tradition recognizes the importance of forming the habit of thinking clearly, carefully, and independently about the human situation in the world. In this tradition, the free and inquiring mind pursues questions about what ought to be believed about the human condition and about human destiny and how to conduct a meaningful human life. These distinguishable, but related questions are given special emphasis in the core curriculum of King's College.

The tradition of the College also recognizes the legitimacy and necessity of raising these questions from a variety of disciplines and perspectives, particularly those of philosophy and theology. These disciplines seek to form in students the habit of critically appraising ways of believing and acting to discern those that are consonant with responsible and purposeful living. They also seek to acquaint students with the great masters of philosophical and religious thought.

All students are required to take four courses in this section of the Core. There are two required courses in philosophy. The first is CORE 280, Introduction to Philosophy, and it is a prerequisite for all other philosophy courses. The second course is usually in the CORE 280 series. Selected students may substitute Honors 280 and Honors 281 for the ordinary sequence.

There are two required courses in theology. One must be a Systematic Theology course in the CORE 250 series; the other must be a Moral Theology course in the 260 series.

Philosophy I and II (6 credits)

Philosophy plays a vital role in a liberal arts education. Studies in philosophy provide basic cultural literacy regarding the great thinkers and perennial issues in our philosophical heritage and a strong foundation in logical reasoning. As a result, philosophy makes a significant contribution to the ability of our students to recognize truth and justice in the world that surrounds them. In addition, philosophy course offerings are dedicated to achieving the Mission of King's College in that they not only direct students toward the tools they need to make a living, but also guide them toward a better understanding of how to live. These course offerings examine issues related to living a fulfilling life, such as ethics, aesthetics, theories of knowledge, and metaphysics. The free and inquiring mind pursues questions about what ought to be believed about the human condition, about human destiny and about how to conduct a meaningful human life. The study of philosophy is essential to this pursuit.

Philosophy I

CORE 280 — Introduction to Philosophy (3 credits)

An introduction to the central problems and major figures in the history of philosophical thought. Topics include the meaning and purpose of human existence, the ultimate nature of reality, the foundations and limits of human understanding, the foundations and limits of government, the basic norms of right and wrong.

Philosophy II

CORE 281 — Introduction to Logic (3 credits)

The principal aim of logic is to develop a system of methods and principles that may be used as criteria for evaluating the arguments of others and as guides in constructing arguments of our own. This course emphasizes formal logic and builds upon the Critical Thinking course required for all students. Prerequisite: CORE 280.

CORE 282 — Philosophical Themes (3 credits)

An exploration of one of the main areas of philosophy: ethics, metaphysics, epistemology, political philosophy, or aesthetics. The courses offered in this category are intended to build upon the historical introductions to the main areas of philosophy that students receive in their first philosophy course. Each course in this category will provide students with introductory readings from those philosophers who distinguish themselves in a specific field of philosophy. Prerequisite: CORE 280.

CORE 283 — Philosophy of Education (3 credits)

An introductory survey of the fundamental philosophical issues connected with education. Topics covered will include some representative historical figures, e.g. Dewey and Rousseau, as well as issues such as the fundamental goals of education, differences between teaching and indoctrination, the nature and value of liberal education, the justification and content of moral education, and multicultural education. Prerequisite: CORE 280.

CORE 284 — Philosophy of Human Nature (3 credits)

What is a human person? What is the human condition? What factors influence human life, choice, and action? What is human destiny? These questions concerning humanity are philosophical questions, and it is the general purpose of this course to expose the student to the ways serious thinkers have approached and understood them. The course addresses such topics as: humanity's origin and evolution; humanity's place in the universe; the impact of human scientific, technological and creative achievement; the relationship between human beings and God; and humanity's ultimate destiny. Prerequisite: CORE 280.

CORE 285 — Eastern Philosophy (3 credits)

This course is a topical survey of Eastern philosophy. The topics addressed include: ethics, death, reality, self, and knowledge. The schools of Eastern philosophy studied include: Hinduism, Buddhism, Taoism, and Confucianism. In studying Eastern philosophy students will be exposed to, and learn appreciation for, different perspectives on traditional philosophical issues. Students will develop and refine the ability to offer criticism of philosophical positions, and will develop the ability to form their own educated views on philosophical issues. Prerequisite: CORE 280.

CORE 286 — Ethics and the Good Life (3 credits)

A survey of the major figures in the history of ethics. The works of the great philosophers are pursued for the wisdom contained in them which, in turn, may be used in the pursuit of the examined life and in the attempt to resolve contemporary ethical problems such as abortion, euthanasia, capital punishment, and the just distribution of limited resources. Prerequisite: CORE 280.

CORE 287 — Business Ethics (3 credits)

An examination of the major ethical issues and dilemmas facing contemporary business in the light of the major theories of ethics. The course first addresses several challenges to the very idea of Business Ethics such as relativism, egoism, and the applicability of moral concepts to corporations. It then uses the case method to focus on the justice of capitalism as an economic system, ethics in the marketplace, business and the environment, the ethics of consumer production and marketing, and the ethics of the employee/employer relationship. Prerequisite: CORE 280.

CORE 288 — Bioethics (3 credits)

Bioethics studies the intersection of law, morality, science and medicine as the human good is pursued for the person as patient or subject. Among the topics studied are medical-ethical codes, informed consent, advance directives, abortion, euthanasia, suicide, assisted suicide in the medical context, reproductive technologies, sterilization, and the delivery of health care. Prerequisite: CORE 280.

Systematic Theology (3 credits)

Systematic & Biblical Theology is the discipline of reflecting critically on the beliefs and practices of Christianity as displayed in the Scripture (Old and New Testaments) and Tradition of the catholic Christian community. Students are given the opportunity in these courses to explore critically from a variety of perspectives the Christian (and by extension and in part, the Jewish) worldview in light of Christianity's 2,000 year coexistence with various social-cultural configurations.

CORE 250 — Catholicism (3 credits)

What does it mean to live in the world as a Christian and as a Catholic? How does it make sense to believe in a creator God, in Jesus Christ who suffered and died for us, and in the church as the living body of Christ? Especially in this day and age, how does it make sense to hope for the coming of the kingdom of God — a world in which justice and righteousness reign and there is no more suffering and no more tears? This course examines central Catholic hopes and beliefs and explores how to engage them in the joys and sorrows of the contemporary world. In this work, the common ground between Catholicism and other Christian communions is highlighted.

CORE 251 — The Old Testament (3 credits)

This course studies the principal themes, historical framework, geographical setting, and literary background of the Old Testament. The development of the faith of Israel from its beginnings in the earliest tribal migrations to the emergence of Judaism just prior to the time of Jesus will be discussed.

CORE 252 — The New Testament (3 credits)

This course studies the principal themes, historical framework, geographical setting, and literary background of the New Testament. Both text-critical and theological themes will be explored.

CORE 253 — Key Biblical Themes (3 credits)

The Bible tells the story of the beginnings of the relationship between God and human beings, but it does so by telling many different stories from many different times. This course provides an introduction to the Bible by examining central theological themes that connect these stories, such as creation, covenant, sin, prophecy, and salvation, as well as the historical roots of these stories, such as the Exodus, the Davidic Monarchy, the Exile, and the life and death of Jesus of Nazareth.

CORE 254 — Belief and Unbelief (3 credits)

This course addresses the serious option facing modern people: to believe in God or not. It addresses a number of questions: Can we know if God exists? What is the difference between “the God of the philosophers” and the God of Abraham, Isaac, and Jacob? Is it reasonable to believe in God? Is belief the product of psychological factors in the individual? What is the relationship between God and morality? Does believing benefit the person in any way? Students will both study answers given by major philosophers, theologians, and novelists and develop their own answers.

CORE 255 — Church and Sacrament (3 credits)

This course studies the Church’s origin and development, its doctrinal struggles, sacramental practices, and a variety of the contemporary challenges it faces. Particular attention will be given to the theology of the Church (and its ecumenical implications) expressed in the thought of the Second Vatican Council (1962-65) and by contemporary theologians and Christian churches.

CORE 256 — Science, Theology and Culture (3 credits)

This course explores how the methods and findings of the natural sciences bear on several major Christian doctrines, including creation, natural theology, Christology, miracles, morality, and theology of the end times. Some attention may also be given to non-Christian religions. Readings will come from leading authors in theology, philosophy, biology, astronomy, physics, psychology, and neuroscience. In addition, the course will consider how science and religion inform and are shaped by culture. The course will move beyond the simplistic view that religion and science are always in conflict and will locate conceptual parallels and points of convergence between them.

CORE 257 — Who is Jesus? (3 credits)

This course explores the many answers to the question Jesus asks his disciples: “Who do you say that I am?” Christians call Jesus the Christ, the Son of God, the King, and the Savior of the World, among many other titles. Jesus is also a figure of enduring fascination in cultural history. To gain a fuller theological understanding of Jesus, students will study such topics as Jewish Messianism, New Testament depictions of Jesus, theological understandings of the Son as the second person of the Trinity, Jesus’ two natures as God and human, explanations of how Jesus saves humanity from sin, and the historical Jesus. Other topics could include non-Christian perspectives of Jesus or Jesus in art, literature, and music.

Moral Theology (3 credits)

Moral Theology is the discipline of reflecting critically and constructively on the Christian way of life in light of the claims of Christianity with respect to human beings. Students are encouraged to engage with and examine the ways in which the beliefs and practices of Christianity form and reform the imagination, language, and ways of life of Christian believers, and to describe and judge the variety of ways in which the Christian way of life has historically contributed or failed to contribute to displaying the reign of God in the world.

CORE 260 — Christian Ethics (3 credits)

Christian Ethics is the discipline of thinking critically about how best to embody the Christian way of life in particular places and times. This class investigates concepts such as narrative, practice, law, virtue, and liturgy and the ways they inform the Christian moral life. These notions will be applied to concrete moral questions of contemporary relevance.

CORE 261 — Faith, Morality and the Person (3 credits)

This course addresses the ways Christian and other religious and moral traditions interact with personality and socio-historical conditions to form identity and shape character over time. Special attention is given to the way religious practices and community memberships foster and sustain moral convictions and actions, with a focus on the ways lives of faith can challenge and transform the societies within which they are lived out.

CORE 263 — Christian Marriage (3 credits)

This class is an exploration of the Christian tradition on the issues of sexuality, gender, marriage and the family.

CORE 264 — Issues in Christian Social Ethics (3 credits)

The course will present a general view of how the Christian tradition understands and approaches moral issues that relate to social and political life. Both theoretical and practical questions will be confronted. The course features an ecumenical approach to Christian social ethics, but will attend in particular to Catholic social teaching beginning with *Rerum Novarum*.

CORE 265 — Christian Ethics and the Environment (3 credits)

This course studies how Christian theological perspectives have and should shape personal and social responses to “nature” and to problems arising from the human-nature interaction. Biblically based religious traditions will be compared with other religions in order to clarify the religious dimensions of our ecological dependencies. Current environmental problems and policy debates will be selectively treated to establish the relevance of Christian reflection on the environment.

CORE 269 — War and Christian Tradition (3 credits)

This course is an examination of the phenomenon of war from political and theological perspectives. In particular, we will consider the long history of Christian attempts to discipline the conduct of warfare, with particular attention to the possible relevance of those efforts to the contemporary context. The course will be organized around four questions: 1) What is war?; 2) What are its causes?; 3) What rules ought to govern the conduct of war?; 4) What does Christianity have to say about war?

Pre-Professional Programs

Pre-professional guidance in the selection of courses is provided to facilitate the later pursuit of graduate or professional studies by students interested in careers such as college teaching, dentistry, law, medicine, ministry, pharmacy and veterinary medicine.

Pre-Law: The Association of American Law Schools in its statement on pre-legal education does not recommend a specific major for the undergraduate preparing to enter the legal profession. Rather it is more interested in the development of the student's "comprehension and expression in words; critical understanding of the human institutions and values with which the law deals; and creative power in thinking." The Core curriculum at King's College makes that objective a reality.

Because of their relevance to law, government, history, and philosophy are important fields of study for the pre-law student. The essential importance of written and oral expression in the legal field makes English another choice as a major or minor. Business administration and accounting are also a logical major/minor because of the lawyer's need to understand business and accounting principles. It is also recommended that the student elect economics and computer courses.

Intercollegiate debate is an especially good training ground for the pre-law student. In addition, the King's College Pre-Law Society provides an opportunity for students to exercise an interest in and to deepen their understanding of the legal profession as well as investigate opportunities for legal studies.

Pre-Medical: Students interested in entering the field of medicine may follow any major program provided they include the courses in science and mathematics required for entrance into medical school. A strong program of liberal arts courses, regardless of the major field, is highly recommended by American medical schools.

The competition for admission to medical schools demands that a student's college academic record be superior; that performance on the Medical College Admission Test be superior; and that recommendations give evidence of the necessary personal qualifications for the medical profession. Four years of college are required by most medical schools. Pre-medical students are urged to consult regularly with the Health Professions Advisor to assure compliance with all requirements for entrance into medical school.

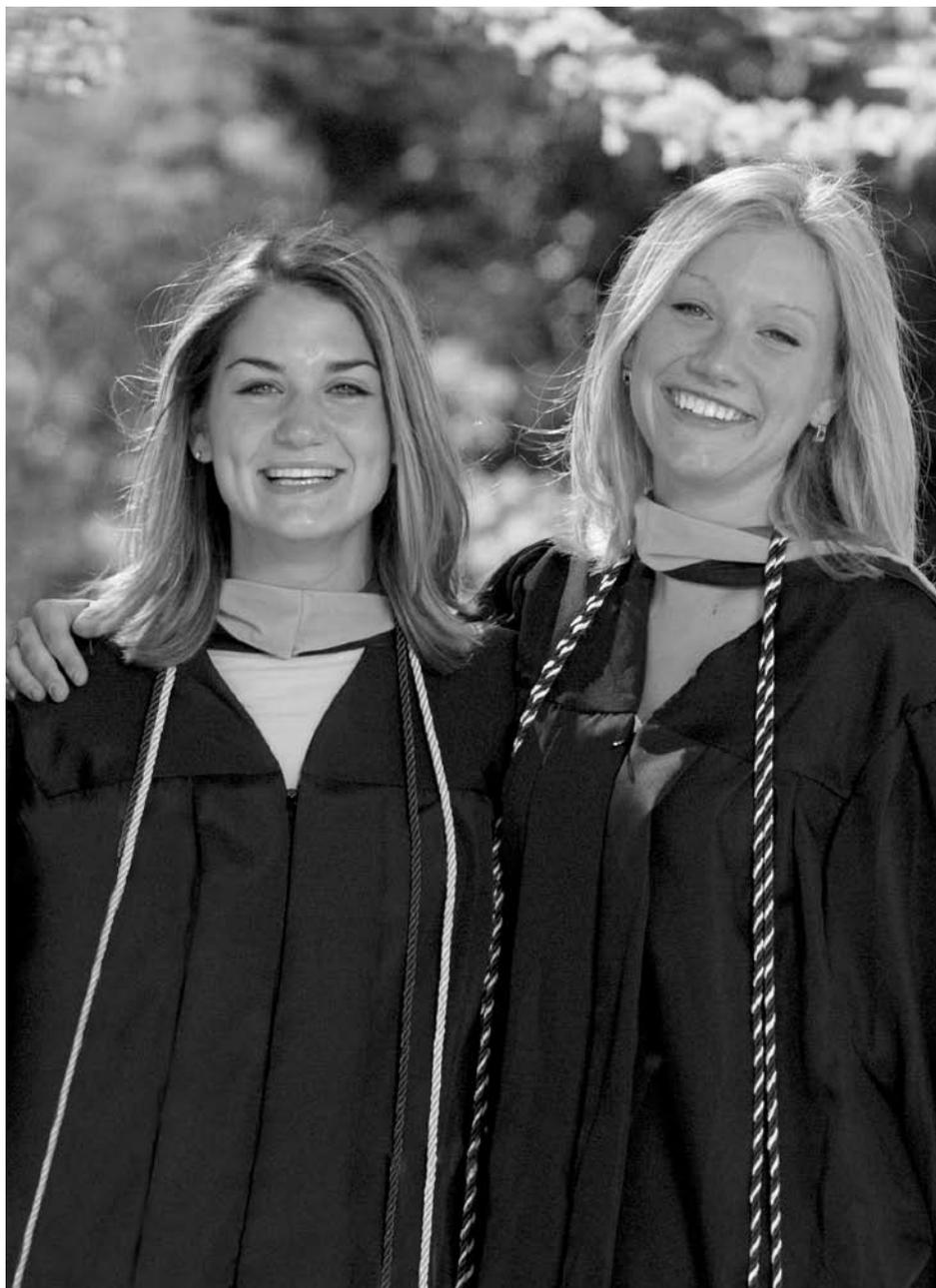
Pre-Dental: Students interested in entering the field of dentistry may follow any major program providing they include the courses in science and mathematics required for entrance into dental school. A strong program of liberal arts courses, regardless of the major field, is highly recommended by American dental schools.

Although most dental schools require a minimum of three years of college, most applicants are accepted only after completing four years. Acceptance into dental school is based on a strong academic college record, satisfactory scores on the Dental Aptitude Test, and recommendations that give evidence of the necessary personal qualifications for the dental profession. Pre-dental students are urged to consult regularly with the Health Professions Advisor to assure compliance with all the requirements for entrance into dental school.

Pre-Pharmaceutical: Students wishing to follow a career in pharmacy may take the first one or two years of college at King's. Their courses should be arranged by consultation with the Health Professions Advisor after they have determined the specific requirements of the pharmacy school to which they intend to transfer.

Pre-Theological: Students who wish to prepare for the priesthood, or ordained or lay ministry, usually follow the Bachelor of Arts program. Candidates for the priesthood and ministry are urged to confer regularly with the chairperson of the Theology Department for guidance in pursuing an academic program consistent with their goals.

Academic Services





Academic Services & Programs

Academic Skills Center

Mrs. Jacintha Burke, Director

The Academic Skills Center provides a coordinated program of services to assist full and part-time students matriculating at King's College to achieve academic success. These services include:

College Entry Program— Incoming freshmen may enroll for three to seven credits of Core courses during the summer before their freshman year. The College Entry Program allows students to experience college life, to accelerate their academic progress, and to develop learning skills for academic success.

Tutoring Program— The King's College Tutoring Program, a campus-wide academic support service, is certified by the College Reading and Learning Association (CRLA). Tutors, who meet specific requirements, may receive recognition as a certified tutor through CRLA. Tutoring provides course-content assistance to students free of charge in most disciplines. The program utilizes two tutoring modalities: individual and small-group.

Disability Support Services — Services are available to any member of the King's community who has a documented disability. Individuals eligible for service include, but are not limited to, those with mobility, orthopedic, hearing, vision, or speech impairments, as well as those with learning disabilities. Individuals with temporary disabilities, such as those resulting from injury or surgery, are also eligible for services. The goal of these services is to maximize a student's educational potential while helping him or her develop and maintain independence and self-advocacy.

First Year Academic Studies Program —The First Year Academic Studies Program (FASP) is specifically designed to assist learning disabled students matriculating at King's College. The Program recognizes that college is a transition and that the need for independence and self-confidence must be balanced with the development of successful strategies for learning and self-advocacy.

To facilitate this transition, the First Year Academic Studies Program enrolls students in regular Core and major classes, supported by structured supplementary sessions with a learning specialist to develop learning strategies.

Learning Skills Workshops — A series of workshops are offered each semester to enhance academic performance. Workshop topics include: Time-Management, Lecture Note-taking, Academic Reading Skills, Memory Strategies, and Test-taking Techniques. Individualized learning assessments are offered to students who wish to identify the learning strategies that meet their academic needs.

Writing Center — Professional and peer tutorial assistance is available on a walk-in basis to students who wish to develop their writing skills. Assistance with research papers, analytical writing, essays, and other Core and major course writing assignments are available.

Act 101 Program

Mrs. Donna Dickinson, Director

Act 101 is a structured program of tutoring, counseling, advisement, and financial assistance, designed by the Commonwealth of Pennsylvania to assist highly motivated students who show the potential to succeed in college. Residents of Pennsylvania whose financial resources for higher education are limited, and whose past scholastic record does not realistically reflect one's potential and/or motivation for academic success will be considered for the program. In addition, transfer students and adults returning to college after a long absence from the educational system will find Act 101 a valuable resource. It should be noted that students with disabilities are eligible to receive Act 101 services regardless of residency or income restrictions.*

In order to provide students with a solid foundation for their college experience, Act 101 offers a five week tuition-free summer program to incoming first-year and transfer students. The student is introduced to the rigors of college in a more relaxed and personal atmosphere while earning three to seven credits applicable toward the Core curriculum requirement. Classroom size is limited to facilitate an optimal learning environment.

Study skills and personal development Workshops, tutoring, personal, career and financial counseling, academic advisement, a text book lending library, peer mentors for first-year students, and cultural activities are part of the Act 101 Program.

Financial assistance in the form of a King's College grant, up to \$1200 per year, is also available to Act 101 students, contingent upon eligibility, as determined by the Financial Aid Office.

Students who have established residency in Pennsylvania and feel they might be eligible for the program, as well as disabled students, are encouraged to contact the Act 101 office at (570) 208-6078.

**These services are made possible through matching College funds.*

Office of Career Planning

The Office of Career Planning provides a developmental, comprehensive program of services to meet the career needs of both students and alumni. A broad based and integrated system, the Office of Career Planning is characterized by joint and collaborative efforts with academic and student affairs components, as well as employers, alumni, and community leaders. A "Career Development Across the Curriculum" program links career activities to academic departments, resulting in a seamless delivery of career services to students.

Designed to complement the student's academic experiences throughout the four-year program at King's, career services are focused on meeting each individual student need. The Office of Career Planning assists students in:

- Investigating career options
- Identifying skills, abilities, and values

- Applying academic skills to real-world internships, volunteer, and part-time job experiences
- Gaining valuable job market “resume building” experiences
- Developing resumes and job search correspondence
- Preparing for interviews
- Participating in on-campus interviews and job fairs
- Learning business etiquette & refining professional presence
- Developing and honing job search skills
- Using the latest technology to refine career direction, research careers, and conduct effective job searches
- Exploring graduate and professional schools
- Identifying and securing satisfying careers

Most importantly, students learn the process of career decision-making which can be applied throughout their work lives.

Meeting the needs of each individual serves as the focus of the program. Career counseling services assist students in developing educational and career goals. Topics often addressed include:

- Selecting an academic major
- Choosing a “marketable” minor to complement the academic major and build upon the student’s interests
- Gaining information about career fields
- Participating in assessment and understanding its application to career choice
- Honing interview skills through mock interviews
- Conducting a successful job search
- Applying to and deciding upon graduate and professional school programs

In an effort to assist all students in achieving their career goals, the Office of Career Planning offers services and programs which include: credited career courses; individual career counseling and assessment services; workshops; career newsletters; a Professional Development Seminar Series; sophisticated computerized guidance programs; an on-campus recruiting program and employment fair; linking students to alumni for networking; a job notification service for full-time, part-time, and summer employment; senior year accounting internships; and a well maintained Career Resource Center.

The on-campus recruiting program includes national accounting firms, several Fortune 100 and Fortune 500 companies, as well as numerous smaller organizations that provide excellent career opportunities. In addition, the Office of Career Planning co-sponsors and shares in the hosting of an annual employment fair which attracts approximately 110 employers offering opportunities for all majors. Senior students receive the most benefit from the on-campus employment interview program. The Office of Career Planning and Placement coordinates the Accounting Internship Program and provides a comprehensive job lead posting and processing service which includes opportunities for all majors for full-time, part-time, and summer employment. Requests for employment candidates are received and responded to throughout the entire year.

As an essential part of the developmental aspect of career planning, four one-credit courses have been designed to assist students in the career choice, job-search processes, graduate/professional school planning and personal wealth management skill development. These courses are conducted in a workshop style format in order to promote maximum involvement and interaction with students.

CARP 211 — Career Planning I (1 credit)

This course provides an introduction to the elements of the decision making process as it applies to career decisions throughout one's lifespan. This course is targeted for students in their freshman and sophomore years and students use career journals to reflect on their activities throughout the course. Topics include: self-awareness through the identification of needs, values, and interests as they relate to career choices; the role of liberal arts and career planning; the use of the latest technology in acquiring career information; and choosing a major and a potential minor. Standardized testing to identify interests, values, and abilities by the student and counselors form an important part of the course. Computer-assisted career software, methods of career research and information interviews also form an integral part of this course. Students prepare resumes so they can explore opportunities in their fields and begin the resume building process. *Pass/Fail grades. Freshmen and sophomores only.*

CARP 411 — Wealth Management/Life Skill for the New Graduate (1 credit)

The purpose of this course is to assist students in making informed financial life skills decisions upon graduation. Once students graduate, they are presented with new challenges involving critical personal decision making (new job, student loan repayment, renting or buying a home/apartment, understanding lease agreements, personal banking and credit, insurance policies, etc.). The process presented will allow you to become educated in a variety of areas centered on wealth management and practical financial life skills. *Pass/Fail grades. Senior level students only.*

CARP 412 — Career Planning II (1 credit)

This course is designed to assist students in developing effective job search skills. Students in the sophomore, junior, and senior years who are interested in acquiring internships and conducting effective job searches are encouraged to enroll in this course. The workshop-type sessions include components on career awareness, interest and personality testing, resume and cover letter development, interview and executive etiquette including dining etiquette skills, the identification of the hidden job market, effective use of on-line job notifications, preparation for employment fairs and graduate school exploration. The course includes a field experience for students designed to permit them to apply developed skills in securing self-generated appointments for interviews with potential employers. Students are encouraged to use the latest technological resources throughout the course, including computer assisted guidance programs. *Pass/Fail grades. Typically junior and senior students only.*

Center for Academic Advisement

Rev. Charles Kociolek, C.S.C., Director

The focus of the Center for Academic Advisement is to assist incoming freshmen and transfer students in their educational discernment by providing information and appropriate resources to meet their needs and to schedule classes. Advisors assist students

in exploring their career paths and educational goals by selecting appropriate courses to satisfy the requirements of both the Core curriculum and their major program of study. It is the conviction of the Center that careful monitoring of all first year students is essential to a meaningful and successful college experience. Freshmen meet with their advisors at least twice each semester. Students are encouraged to meet more frequently should a problem arise. During the scheduled meetings, advisors assess the student's adjustment to College life, assist the student in planning an academic program consistent with his/her abilities and interests and monitor the student's progress toward established career goals. Students undecided about their majors are provided information concerning the programs offered by the College. They are encouraged to make course selections that will give them the opportunity to sample various areas of study as preparation for making a more informed decision.

The Center is also responsible for processing changes of majors or advisors, course withdrawals, and withdrawals from the College.

The Center for Academic Advisement and Student Development is located on the ground floor of the Mulligan Building in Room M-95. The office is open Monday through Friday from 8:30 a.m.-4:30 p.m.

Center for Lifelong Learning

The Center for Lifelong Learning welcomes adult students returning to college on either a part-time or full-time basis. Day, evening and accelerated weekend class options enable the non-traditional student to balance career, family and other responsibilities. Bachelor and associate degree students are served by the Center for Lifelong Learning, as well as visiting students and non-degree students. Academic advisors will help schedule a logical progression of courses suited to the unique needs of the adult learner.

In addition to degree programs, a number of certificate programs are also available. These short-term programs are designed to provide opportunities in new careers, upward mobility in present employment, or for one's own personal development.

The Gateway Program affords adult students the opportunity to receive credit for knowledge gained through experience outside the traditional academic setting. Gateway students are given the opportunity to define their external learning in a portfolio through a 3-credit course, EXPL 331, Portfolio Development. This course is under the direction supervision of the Director of Adult Advisement.

Summer school offerings are planned and administered through the Center for Lifelong Learning. Students visiting from other colleges must submit evidence that they are in good academic standing at their home institutions and that the courses selected are approved by the Dean or Registrar of the home institution.

Course offerings, application forms and additional information may be obtained by contacting the Center for Lifelong Learning at (570) 208-5865 or online at cill@kings.edu

Center for Experiential Learning/Internship Program

The Center for Experiential Learning is the centralized college office that coordinates and supervises experiential learning opportunities for King's College students representing more than thirty academic disciplines. These experiences occur in the form of an Internship Program that places the student directly in a professional work setting enabling them

to apply the theoretical learning of the classroom to practical situations, activities, and challenges. It allows the student to “learn by doing” while being guided both academically and professionally. For those with well-defined career goals, experiential learning assists in developing expertise and honing specific skills. For those who have not yet chosen a career path, it provides the opportunity to explore options that will clarify personal and professional goals. Whether a student is preparing for graduate school or entry into the world of work, experiential learning provides a meaningful bridge.

An internship is defined as the supervised placement of a student in a professional work setting, for a specified period of time, and for an appropriate number of academic credits. It is an upper division, academic learning experience, and approximately 200 students complete internships through the Center for Experiential Learning each year. Internships are available during the fall, spring, and summer sessions and last 12-15 weeks. They may occur on a part-time or full-time basis and all internships carry a minimum of 3 credits and a maximum of 6 credits. Exceptions to this rule include well-defined, full-time internship programs such as the Washington Center, U.S. Department of State, PA Legislative Fellowship Program, and FBI Honors Program in which 9-15 credits may be earned. There are no non-credit internships.

A student may complete more than one internship and credits may be applied to the major, minor, or elective program as determined by each major department. Credit is awarded through the Center for Experiential Learning using the following guidelines:

Credits Awarded	Work Hours Per Week	Total Work Hours	Learning Objectives
3	12-15	180	5
6	20-25	300	8
9-15	28-40	420-600	11-17

In the college catalog, individual entries for the internship are within each major department listing as a 499 entry. Students should consult with the Director of the Center for Experiential Learning and their academic advisors for specifics regarding each major program prerequisites.

Eligibility Requirements

An eligible participant is a student who has completed 60 college credits, carries a minimum overall G.P.A. of 2.25, obtains the written approval of the academic advisor, has incurred no serious student conduct violations, and has successfully completed a pre-screening interview with the Director of the Center for Experiential Learning. Because some majors require a higher G.P.A. and/or additional prerequisites for participation, it is important to check with the Experiential Learning Center to verify specific major requirements.

Application Procedures

Students interested in exploring the Internship Program begin the application process by attending an intern information session and then meeting with the Experiential Learning Director to discuss career interests, qualifications, eligibility requirements, and possible opportunities. This should take place at least one semester prior to the desired internship session. The student is counseled in the job search process, assisted with resume development and interview skills preparation, and encouraged to take an active role in the identification of potential opportunities. Resumes and applications are

forwarded by the Center to prospective sites, interviews are conducted, and offers may be extended. Once the student accepts an internship offer, the Center for Experiential Learning formally registers the student for the appropriate amount of internship credits and identifies a faculty coordinator.

Attendance at an experiential learning orientation session is required prior to beginning the internship. At this session, the student obtains the guidance, tips, materials, and instructions needed to successfully complete the internship. Once the internship begins, an experiential learning contract outlining learning objectives and academic requirements is developed and approved by all involved parties. The student then completes the required amount of hours at the site, while also completing academic requirements including weekly written record and reflection logs, weekly time sheets, regular contact with the faculty coordinator, and an assigned final paper/project. Upon completion of the internship, the faculty coordinator determines a final grade, and the internship process is concluded with an exit interview with the Experiential Learning Director.

Sponsoring Organizations

Experiential learning opportunities are available at literally thousands of employment sites throughout the world. They exist in all sectors of the economy, within organizations that are large and small, for-profit and non-profit, public and private. Types of employers include social service organizations, government agencies, health care facilities, financial institutions, schools, retailers, law firms, and major corporations.

More than half of the sponsoring sites have provided some form of monetary compensation to their King's interns. In addition, although not a specific goal of the Internship Program, it is important to note that over the past five years, more than 60% of King's interns have been extended offers to continue working with their sponsoring organizations upon completion of the internships.

The Center for Experiential Learning is located at 108 North Franklin Street and the phone number 570-208-5913.

Study Abroad

Mrs. Mollie Farmer, Director

The opportunity to study abroad for a summer, a semester, or an entire academic year is available to all students, regardless of major, as part of their undergraduate education at King's College.

King's provides many opportunities, including an exclusive agreement with Webster University, St. Louis, Missouri. Students can earn credits awarded by King's College while studying abroad on any of Webster's campuses located in Geneva, Switzerland; Leiden, The Netherlands; London, England; Vienna, Austria; Shanghai, China; Cha-am, Thailand; Osaka, Japan; and Guadalajara, Mexico. While instruction in these programs is in English, students are also able to study the language of the host country.

A partnership agreement between King's and John Cabot University gives King's students the opportunity to study in Rome, Italy, where they can take courses offered in English along with Italian language courses, while earning King's College credits. Similar affiliation agreements between King's College and the University of Notre Dame Australia, Saint Louis University – Madrid, The Alliance for Global Education, Lancaster

University, and The School for Field Studies afford students the opportunity to study in a wide range of academic disciplines for King's College credits, while immersing themselves in the cultures of Australia, Spain, China, India, Kenya, Costa Rica, Mexico, Turks and Caicos Islands, and New Zealand.

King's also participates in a program of full-time internships in London, England. These internships offer placement to juniors and seniors in a variety of businesses, agencies, institutions, and organizations, thereby giving them the opportunity to acquire valuable professional experience and to expand personal horizons in an international, cosmopolitan setting. King's Education majors also have the option of studying and participating in field observation during a semester in London.

Many additional high quality, approved programs offered in both foreign languages and English are available to King's students. Subject to prior approval by appropriate college officials, credits earned in such programs will be transferred to King's College and applied toward the fulfillment of degree requirements. King's students thus have many programs to choose from in selecting the one which best fulfills their individual needs and the requirements of their individual major.

Information on available programs and help with the planning that is essential to a successful international education experience is available from Mrs. Mollie Farmer, Director of the Study Abroad Program. The Study Abroad Office is located at 112 N Franklin Street. The phone number is (570) 208-5986.

Special Programs





Special Academic Programs

Graduate Study

Dr. Elizabeth S. Lott, Director

Consistent with its history, tradition and mission statement, King's College has designed its graduate programs to prepare and develop professionals for business, industry, education, and government in order that they possess the desire, skills, and education to accept management responsibilities and creative leadership positions in regional, national, and international organizations.

King's College seeks to train individuals to make inquiring, effective, responsible action their ultimate aim by 1) providing a theoretical foundation in specialized fields of study, 2) fostering their ability to obtain, understand and accurately assess information and ideas, to think critically and independently, and to speak and write intelligently and effectively, and 3) developing their abilities to adapt to the increasing complexity and constant change of organizational life in a diverse and competitive environment.

King's College also seeks to offer high-quality education in specialized fields of study which not only enhance the student's technical background but also maintain a balance between the qualitative and quantitative methods, and the technical and socio-economic approaches to current issues.

Graduate Programs:

- M.S. in Health Care Administration
- M.Ed. in Reading
- Graduate Certificate: Executive Leadership in Health Care Administration
- Graduate Certificate: Public Health Administration (on-line)
- Graduate Certificate: Program Specialist, English as a Second Language (ESL)
- Graduate Certificate: Early-Childhood Program Director
- M.S. in Physician Assistant Studies (MSPAS)
- The Professional Development Center

For more information on King's graduate programs and a complete graduate catalogue, contact the Graduate Office at (570) 208-5991.

The Honors Program

Dr. William Irwin, Director

The Honors Program at King's College provides the serious undergraduate scholar with unique opportunities to develop his or her intellectual and creative powers to their fullest extent. Students admitted to the Honors Program enjoy challenging coursework and individual attention from dedicated professors. The Academic Component of the Honors Program, outlined below, is designed to both guarantee each student a thorough grounding in the fundamentals of a liberal education and provide the flexibility each student needs to best pursue his or her own scholarly interests.

Honors students are kept abreast of opportunities for the publication of their work, the availability of stipends, internships, and study abroad programs. Students in the Honors Program are also especially encouraged to apply for prestigious fellowships and scholarships, including Fulbright and Rhodes Scholarships.

The center of student life in the Honors Program is the Honors Lounge (Hafey-Marian 504). Here students congregate for study groups, informal discussions, and formal presentations. Equipped with computers, a refrigerator, a microwave, and a coffee maker, the Honors Lounge is a great place to study and spend time between classes. Once a month students host a "Lounge and Learn" event in which a faculty member visits the Honors Lounge to discuss his or her current area of research over pizza and soda. Recent presentations include: "How Likely is Extraterrestrial Life?"; "Your Mind, Your Brain, What's the Difference?"; "Putin: This, That, or the Other Thing?" and "Borat and the Problem of Eastern Europe." The Honors Program also sponsors the annual Rev. Donald J. Grimes, C.S.C., Divine Wisdom Lecture, for which the Honors Student Advisory Council invites a major scholar.

Last year the Council selected the eminent Shakespeare scholar Paul A. Cantor from the University of Virginia. Professor Cantor's lecture, "Shakespeare and Popular Culture" was one of the highlights of the year. The Honors Council also coordinates service projects, movie nights, and cultural excursions.

Students who complete the Honors Program with a minimum cumulative G.P.A. of 3.40 at graduation are awarded an Honors Certificate and Medal. The intellectual initiative and personal maturity demonstrated by Honors Program graduates gives them a substantial edge in finding employment and in applying to law school, medical school, and graduate school.

Admission Requirements

Admission to the Honors Program is selective. To qualify, applicants must be in the top twenty percent of their graduating class and have a minimum score of 550 on the reading section and a minimum score of 550 on the math section of the SAT.

AP Credits

A score of 4 or 5 on the corresponding AP exam is necessary for placing out of the Honors requirements in History, English, and Science. (A score of 3 will be awarded 3 credits but will not place out of History, English, and Science courses.) Students can place out of Math and Social Science requirements with a score of 3 or higher on the corresponding AP exam.

Academic Requirements

In 2007 the Curriculum and Teaching Committee voted in favor of a new set of requirements for students entering the Honors Program in the Fall of 2008 and thereafter. Students who entered King's College in the Fall of 2007 or any time before that are "grandfathered in" under the previous set of requirements. Both sets of requirements follow below.

Academic Requirements for Students Entering Fall 2008 and Thereafter

Note: these requirements take the place of the Core Requirements. There is no one-to-one correspondence between the Honors courses and Core courses. Instead, completing the Honors requirements in their entirety replaces completing the Core Requirements in their entirety.

Historical Introductions to the Humanities (24 Credits)

HNRS 135	Ancient and Medieval History
HNRS 136	Modern and Contemporary History
HNRS 203	Ancient and Medieval Literature
HNRS 204	Modern and Contemporary Literature
HNRS 250	The Christian Theological Tradition
HNRS 260	The Christian Moral Tradition
HNRS 280	Ancient and Medieval Philosophy
HNRS 281	Modern and Contemporary Philosophy

The Arts (Core 17x) (3 Credits)

Foreign Language (12 credits)

Minimum 2 Semesters of Foreign Language with completion of the second semester of the intermediate level required. (N.B. Students automatically earn 12 credits when they complete the intermediate level of a foreign language with grades of C or better, even if they take only two semesters of the foreign language.)

Math (Choose one of the following)

MATH 127	Logic and Axiomatics (3 credits)
	or
MATH 129	Analytic Geometry and Calculus I (4 credits)

Science (Choose one of the following) (4 credits)

BIOL 111	General Biology with lab
CHEM 113	General Chemistry with lab
PHYS 111	General Physics with lab
	or

HONORS 270	Natural Science Perspectives
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Social Science (Choose one of the following) (3 credits)

CORE 153	Principles of Economics: Macro
ECON 112	Principles of Economics: Micro
CORE 154	Introduction to Psychology
CORE 157	Introduction to Sociology
CORE 158	Introduction to Political Science
	or
PS 231	American Intergovernmental Relations

Junior Year Project (Choose one of the following)

Study Abroad Semester

or

Service Learning Project (either a service learning course or a service learning extension to a conventional course)

Senior Thesis

The capstone thesis or project required by the student's major will be extended or deepened. The student and professor sign a contract specifying the additional work to be done for the thesis or project to qualify for Honors. The contract is then certified by the Honors Program Director as deserving of the Honors distinction.

Course Descriptions**HNRS 135 — Ancient and Medieval History**

Where did the bulk of our culture come from? This survey of Western Civilization to the Baroque period around 1600 can help answer that question. This course is a survey of the main stages of Western Civilization, with an emphasis on concepts, forces, ideas, events and people that have shaped our western society up to the 17th century. In coordination with other classes on art, Literature, Philosophy, and Theology, this class will emphasize the political, social, and economic constraints and opportunities faced by the founders of Western culture.

HNRS 136 — Modern and Contemporary History

This course surveys the meanings of "Western Civilization" since the three great modern revolutions—the Scientific, Industrial, and French—with an emphasis on the social and cultural forces and ideas that have shaped Western societies. In coordination with other honors classes on Literature, Philosophy, and Theology, this class will emphasize the political, social, cultural, and economic perils and possibilities encountered by the "Western World" since the 17th century. Subjects discussed in the class will include: the invention, defense, and transformation of the "West" and "Western Civilization" and its perils and possibilities; the revolutionary transformation of daily life by new science and technologies; visions of a global economic interdependence arising out of rapid industrialization and urbanization; new understandings of the world created and mirrored by revolutions in art and literature; the rise of a mass consumer culture; socialism and socialist humanism; feminism; colonialism, decolonization and the collapse of European Empires; evolutions in understandings of sex and leisure; the creation and disintegration of the Soviet Union and socialist regimes in Eastern Europe; conflicts among evolving, ascendant, and declining social classes and interest groups; contestation over cultural forms; liberal democracy and its discontents.

HNRS 203 — Ancient and Medieval Literature

This is the first of the two-part, chronologically arranged, literature component of the Honors Program requirements. The cultural period it covers is Antiquity through the Middle Ages, i.e. a) The Classical World, b) The Early Christian World, c) The Carolinian (early medieval) Period, d) The High Middle Ages (up to proto-Renaissance Florence, i.e. c. 1400 A.D.). While the primary focus is on the literary works of Europe during the

centuries in which the Western tradition in letters was established and developed, these literary works will be contextualized by reference to the other arts (Painting, Sculpture, Architecture, Music) and the general history of the periods under inspection. Literary works and authors that may be considered include: Gilgamesh, the Homeric epics, the Greek tragedians, The Aeneid, Ovid, The Song of Roland, The Poem of my Cid, St. Augustine, St. Ambrose, Petrarch, and Dante Alighieri.

HNRS 204 — Modern and Contemporary Literature

This is the second half of the Literature component of the Honors Program. In HNRS 203: Ancient and Medieval Literature, we established the mimetic tradition of Western letters, from its inception in the Greek and Roman ages, and through its development in the early Christian era. Although the Renaissance and Baroque ages are still devoted to the traditions developed in the preceding ages, the monolithic structures of European culture begin to crack under the forces of the Reformation in theology, the neo-pagan and syncretic philosophy of the Humanists, and the rise of national states which begin to replace the pan-European idea of Christendom with ethnic-centered ideas of citizenship. As we progress through time, we will note the traditional pillars of European culture, such as the Judeo-Christian world-view, and the supremacy of naturalism and mimesis in art, being challenged by the rationalism of the 18th century, the cult of the individual (ushered in by Romanticism), and new, abstract and non-representational approaches to art in general. Our discussion will end with a look at our contemporary “rudderless” culture, the post-modern world, in which few, if any, shared ideals and referents may be taken for granted.

Honors 250 — The Christian Theological Tradition

This course introduces students to Christian theology, from its sources in ancient Judaism to today. It explores in particular the Christian idea of salvation history by examining what major Christian thinkers have said about God; creation; sin; God’s election of Israel; the redemption of the human race through Jesus Christ; and Christian life, love, and worship in the time before the end of the world. The course will also give attention to how theology draws from and responds to the cultures in which Christianity finds itself. The course aims as well to help students understand the tremendous theological diversity of the Christian tradition; in addition to the bible, we will read authors from the Roman Catholic, Orthodox, and Protestant traditions, and from all periods of Christian history.

Honors 260 — Introduction to the Christian Moral Tradition

Moral enquiry is a matter of learning critically to think with one’s particular historical tradition. Such traditions, suggests Alasdair MacIntyre, are essentially arguments in a common language extended over time. In this class students will read selected landmark documents from the history of Christian tradition and will be asked to think critically with and as a member of that tradition.

HNRS 270 — Honors Natural Science

This course will study the scientific approach, its limits, and what distinguishes it from other approaches to understanding the world. While contemporary issues will be discussed, students will also explore the philosophical and historical origins of the scientific method. Particular attention will be paid to the changes in worldviews that accompany new knowledge in the natural sciences and how these changes affect their contemporary cultures. The writing of great thinkers debating these struggles will be featured prominently.

HNRS 280 — Ancient and Medieval Philosophy

This course is an historical survey of philosophy in the West. We shall begin with the birth of philosophy and trace its development through the Middle Ages. The major figures we shall discuss include: Plato, Aristotle, Augustine, Anselm, and Aquinas. In exploring the work of major philosophers we shall address the basic questions of philosophy: What can I know? What should I do? What is real? Do human beings have free will? Can the existence of God be proven? What is evil? How can we deal with pain and difficulty in life? Students will learn to argue for their positions on these issues by criticizing and responding to the philosophers. We shall develop critical thinking skills and apply them in reading, discussing, and writing about philosophy.

HNRS 281 — Modern and Contemporary Philosophy

This course is an historical survey of philosophy in the West from the sixteenth century to the twenty-first century. The major figures we shall treat include: Descartes, Locke, Hume, Kant, Nietzsche, Marx, Mill, Sartre, and Russell. In exploring the work of these important philosophers we shall address some basic questions of philosophy: What is knowledge? What is the mind? Do human beings have free will? What is the nature of human existence? On what basis can we form ethical systems and make ethical decisions? What is the nature of property and labor? Students will learn to argue for their positions on these issues by criticizing and responding to canonical philosophers. *Prerequisite HNRS 280

Academic Requirements for Students Entering Prior to Fall 2008

Please note that because some History and English course titles and numbers have changed starting in Fall 2008 students should read carefully the either/or options for fulfilling those requirements.

The Humanities Suite

1. Honors 110: Honors Composition
Honors 110 should be taken in Freshman Year
2. Honors 280: Philosophy I
At this point, CORE 100 requirement has also been satisfied.
3. Either Honors 135: Literature, Arts and Civilization
or (2008 and after) Honors 135: Ancient and Medieval History
4. Either Honors 203: The Western Tradition: Arts and Literature since the 18th
Century or (2008 and after) Honors 204: Modern and Contemporary Literature.
5. Either Honors 204: Western Experiences since the 18th Century (OR CORE
132) or (2008 and after) Honors 136: Modern and Contemporary History.
6. Honors 250: Introduction to the Christian Tradition
7. Honors 260: Introduction to the Christian Moral Tradition
8. Honors 281: Philosophy II

All Honors students must complete six Foreign Language credits before the end of their time at King's College. Please check the Foreign Language Department's pages in the catalog for credit incentives for students enrolling in more advanced language courses.

In the Junior and senior years, the student will develop his or her interests and deepen his or her knowledge by participating in four Honors seminars. (See below for a representative list.)

Students can also fulfill the seminar requirement with Honors Extension Contracts (which enable the student to receive Honors credits for regular major-level courses when appropriate Honors sections are not available). Students will also be allowed to cover six credits of the seminar requirement through participation in internships, study abroad programs, practica, and other approved projects and equivalent opportunities.

Senior Year

The Honors Capstone

The capstone thesis or project required by the major will be extended or deepened and certified via contract by the student's instructor and the Honors Program Director as deserving of the Honors distinction.

Recent Honors Seminars

HNRS 271	Concepts of Ecology
HNRS 282	The Creative Vision of Alfred Hitchcock
HNRS 289	Science and Religion
HNRS 301	An Artistic Journey to Florence
HNRS 302	Topics in Cinema: European Film
HNRS 352	Renaissance Literature
HNRS 356	Economics/International Business
HNRS 361	Existentialism and Phenomenology
HNRS 370	Literary Criticism
HNRS 395	Comparative Literature
HNRS 395	Slavic Film and Literature
HNRS 420	Contemporary Issues in Gerontology
HNRS 431	Women in Politics
HNRS 444	The Witch Hunts 1400-1800
HNRS 474	Philosophy of Law
HNRS 481	19th-20th Century Theology
HNRS 492	Women in Management

Military Science (Army ROTC)

King's College offers students the opportunity to participate in Army ROTC through a partnership with the North East Pennsylvania Army Reserve Officer Training Corps Battalion. The primary objective of the Reserve Officer Training Program is to develop leadership capabilities in students and to train future officers for the active Army, US Army Reserve, Army National Guard and leaders for the country.

The NEPA Army ROTC Battalion continually ranks in the top 10% of all ROTC programs nationwide and was ranked third in the Eastern United States in 2007.

The NEPA Battalion has recently celebrated Fifty years of commissioning outstanding officers for the Army.

The Army ROTC program can be tailored to fit any student's schedule particularly in the freshman and sophomore years. Military Science instruction is offered at King's

College with two, three and four year programs leading to a commission as an officer in one of the three components of the United States Army. Any King's College student may participate in any basic Army ROTC course with out cost or obligation for the first two years.

To be commissioned as a Second Lieutenant, students must pass a physical examination and complete at least the final two years of the ROTC program of Military Science courses. Students normally take one course per semester during their normal four-year course of study although there are numerous means to meet each student's academic needs.

All students receiving ROTC scholarships as well as sophomores, juniors and seniors who are contracted with the Army receive a tax free monthly stipend to cover living expenses. The stipend starts at \$300 per month during the freshman year, increases to \$350 during the sophomore year, \$450 during the junior year and \$500 during the senior year. The Stipend is paid directly to the student each month that they are in school or participating in Army ROTC summer training.

The Military Science Department provides all uniforms, equipment, and textbooks required for the classes. In addition to the academic classes students may also participate on a voluntary basis in many additional training opportunities such as physical training and hands-on equipment training each week. Each semester there is a military social event and at least one optional weekend training session that includes such events as military marksmanship, cross country orienteering, military rappelling, leadership application courses and obstacle/confidence courses.

During breaks and vacations students can volunteer for active Army training such as military parachute operations, helicopter operations, military mountain climbing and training with active army units in the United States and overseas. There are also numerous opportunities for academic internships with state and federal agencies through Army ROTC. All training is cost free to the student and, students are paid for some summer training courses. The ROTC program consists of two programs, the basic course normally given during the freshman and sophomore years consisting of MIL 211/212, MIL221/222 and MIL 251/252. The advanced course normally taken during the junior and senior years consists of MIL 231/232, MIL 241/242 and MIL 251/252.

Students who have completed basic training in any U.S. service may qualify for placement in the advanced course. Additionally students who have not completed the ROTC basic course may qualify for the advanced course by attending a paid four-week long Leadership Training Course conducted each summer at Fort Knox, Kentucky.

Incoming freshmen, transfer students and all enrolled King's students can compete for one to four year ROTC scholarships that pay full tuition and fees regardless of cost and up to \$1200 per year for books in addition to the monthly stipend. For the past 4 years all qualified students who applied for Army ROTC Scholarships received a scholarship. Special five year scholarships are available for qualifying Physician Assistant majors. For academic year 2007/2008, 91% of our students are on an Army ROTC Scholarship. The Army will commission successful graduates as a second lieutenant with a starting salary of over \$38,000 per year plus housing allowance, food allowance, medical and dental benefits as well as 30 days paid vacation per year.

For more information on the ROTC program at King's College contact the Military Science Department at 570-208-5900 ext. 5305 or ext. 3305.

Course Descriptions

Military Science (MIL)

MIL 100 — Physical Fitness Training (1 credit)

U.S. Army Master Fitness trainers supervise a comprehensive fitness program based on the latest military fitness techniques and principles. The classes are conducted on Mondays and Wednesdays, with optional training on Fridays. Classes are held at the King's College Scandlon Fitness Center or other facilities in the Wilkes Barre area and are one hour.

MIL 211/2 — Concepts of Leadership I & II (1 credit each)

Instruction focuses on providing a basic understanding of the Army and general military knowledge and skills while concentrating on leadership skills and civic responsibilities important to everyone. Classes are one hour each week.

MIL 221/2 — Dynamics of Leadership I & II (2 credits each)

Instruction is designed to familiarize students with basic military leadership at the junior leader and immediate supervisor level while furthering their knowledge of basic military skills. Classes are two hours each week.

MIL 231/2 — Basic Military Leadership I & II (2/1 credits)

Instruction focuses on continued leadership development. Students are trained and evaluated on developing, managing and presenting training to the MS I & II cadets. The goal of the MS III year is to prepare students for the National Leadership Development and Assessment Course. Classes are two hours each week. Prerequisite: Advanced placement credit.

MIL 241/2 — Advanced Military Leadership I & II (2/1 credits)

Instruction focuses on teaching students to function as a member of a staff or small unit commander while continuing to develop leadership skills applicable at all levels. This course covers public speaking, military briefing, effective writing as well as training management, and administrative and logistical support. Classes are two hours each week.

MIL 251/2 — Leadership Application Laboratory (No credit)

This class focuses on hands on application and reinforcement of classroom instruction as well as teaching weapons, first aid, land navigation and tactical leadership. This class meets at various locations in the Wilkes-Barre/Scranton area for two hours each week and is highly encouraged for students in the basic course and is required for students in the advanced course.

Army ROTC Scholarships

One, two, three, four and five-year Army scholarships as well as special National Guard and Army Reserve scholarships are available for all new students as well as those already enrolled full-time at King's College. Army ROTC Scholarship Candidate selection is merit based. Scholarship recipients receive full tuition and fees, in addition to \$1200 per year for books and a monthly stipend ranging from \$3,000 to \$5,000 per year for each year the scholarship is awarded. Additionally King's offers a limited number of room and board scholarships to Army ROTC high school scholarship recipients. For additional information call the King's College Army ROTC Department at 570-208-5900 ext. 5305 or call 1-800-USA-ROTC. You can also visit the United States Army Cadet Command

(ROTC) Four Years High School Scholarship information at: http://www.goarmy.com/rotc/high_school_students.jsp for an application and further information.

Aerospace Studies: Air Force ROTC

Through a cooperative program with Wilkes University, King's College students can take part in the Air Force Reserve Officer Training Corps (AFROTC). The classes and labs are typically held at Wilkes University, Thursday afternoons. Students who participate in AFROTC do so without penalty to their full-time academic status. Free elective credits are awarded for AFROTC participation.

The AFROTC program permits students to earn commissions as officers in the Air Force while pursuing their bachelors or masters degree. Students should enroll in the AFROTC four-year program. Students with three years remaining until graduation may enroll concurrently in the freshman and sophomore Air and Space Studies courses and can complete the four-year program in three years. There is a two year program available on a case by case basis. Any interested student may call the detachment and query staff regarding additional programs available (1-800-945-5378 ext. 4860) or visit AFROTC.com or det752.com.

General Military Courses

The first two years of the four-year program constitute the General Military Course (GMC). GMC courses are open to any university student. Students enrolling in these courses do not incur any military service obligation. (Exception: Air Force scholarship recipients incur a commitment at the beginning of their sophomore year.) The GMC curriculum consists of four one-credit Air and Space Studies courses; a non-credit leadership laboratory each semester, which introduces students to U.S. Air Force history and environment, customs, courtesies, drill and ceremonies, and leadership skills and Physical Training (PT) twice weekly.

Field Training

Field training consists of a four-week, 3-credit Air and Space Studies course or a 5-week, 3-credit Air and Space Studies course conducted at selected Air Force bases. It provides students an opportunity to observe Air Force units and people at work; to participate in marksmanship, survival, athletics, and leadership training activities; and to work with contemporaries from other colleges and universities. Transportation from the legal residence of the cadet to the field training base and return, food, lodging, and medical and dental care are provided by the Air Force.

Professional Development Training (PDT) (Optional)

PDTs provide an opportunity for active cadets and interested students to participate in numerous visit a USAF base for up to three weeks during the summer (cadets attending Field Training are not eligible). PDT experiences allow students to *shadow* active duty Air Force members, in many career fields of interest (i.e., pilot, navigator, communications, intelligence, etc). Transportation from the legal residence of the cadet to the PDT base (and return), food, lodging, and medical and dental care during the visit are provided by the Air Force. The participating cadet is also provided a nominal stipend during the experience.

Uniforms

All uniforms, classes, equipment, and textbooks for AFROTC are supplied by the U.S. Air Force, at no charge to the student.

Scholarships

AFROTC offers two to five-year, full and partial tuition scholarships for which qualified students may compete, if they enroll in AFROTC. All scholarship awards are based on individual merit, regardless of financial need, with most scholarship recipients determined by central selection boards. Since scholarship applicants must meet certain academic, physical fitness and medical requirements to be considered by the scholarship boards, contact the Air and Space Studies Department early in the fall semester. High school students wishing to compete for AFROTC college scholarships must complete and submit an application early in the fall term of their senior year. **ALL AFROTC SCHOLARSHIP RECIPIENTS ARE ELIGIBLE TO RECEIVE FREE ROOM AND BOARD.** Those who qualify must live in a King's College-owned and operated residence hall. Discuss details with King's College Admissions or the Aerospace Studies Department.) Contracted cadets also receive a monthly stipend and a book allowance.

Commissioning

Students who satisfactorily complete the POC curriculum requirements are guaranteed a job after graduation, and commissioned as second lieutenants in the U.S. Air Force. Graduates serve on active duty in numerous career fields, consistent with USAF needs. Qualified students compete for duty as pilots, navigators, engineers, missile or space operations officers, nurses, engineers, meteorologists, computer analysts, lawyers, security forces or any of a number of other positions.

Recommended 4-Year Course Curriculum

The General Military Course (GMC) consists of four one-credit courses which are introductory in nature and open to freshmen or sophomores. Student enrolling in these courses do not incur any military service obligation (Exception: Air Force scholarship recipients incur a commitment at the beginning of their sophomore year.) Course credit value is shown with each course.

First Semester	Credits	Second Semester	Credits
AS 101 Foundations of the USAF I	1	AS 102 Foundations of the USAF II	1
AS 103 Leadership Laboratory	<u>0</u>	AS 104 Leadership Laboratory	<u>0</u>
	1		1
Third Semester	Credits	Fourth Semester	Credits
AS 201 Evolution of USAF Air & Space Power I	1	AS 202 Evolution of USAF Air & Space Power II	1
AS 203 Leadership Laboratory	<u>0</u>	AS 204 Leadership Laboratory	<u>0</u>
	1		1

Variations in the above schedule are possible. Sophomores with no AFROTC experience can enroll in both the one-credit freshman **and** sophomore courses (our "dual-enrollee" program).

Summer Field Training

Only one Field Training class is required. Student attending the 5-week class are students that have not completed the first four semesters of Air and Space Study classes.

4-Week Field Training	Credits 3	5-Week Field Training	Credits 3
AS 240 4-week		AS 250 5-week	

The Profession Officer Course (POC) Consists of four three-credit courses which focus on leadership, management, national security studies and preparation for active duty. Student enrolling in these courses incur any military service obligation and desire to commission in the Air force upon Graduation (Exception: Air Force scholarship recipients incur a commitment at the beginning of their sophomore year.) Course credit values are shown with each course.

Fifth Semester

AS 301 Air Force Leadership Studies I	3
AS 303 Leadership Laboratory	<u>0</u>
	3

Sixth Semester

AS 302 Air Force Leadership Studies II	3
AS 304 Leadership Laboratory	<u>0</u>
	3

Seventh Semester

AS 401 National Security Affairs/ Active Duty Preparation I	3
AS 403 Leadership Laboratory	<u>0</u>
	3

Eight Semester

AS 402 National Security Affairs/ Active Duty Preparation II	3
AS 404 Leadership Laboratory	<u>0</u>
	3

Course Descriptions

AS 101-102 — FOUNDATIONS OF THE USAF I/II

Fall and Spring / 2 Credits

This survey course briefly covers topics relating to the Air Force and defense. It focuses on the structure and missions of Air Force organizations, officership and professionalism. It is also a good introduction into the use of communication skills.

AS 103/104 — LEADERSHIP LABORATORY

Fall and Spring / Zero Credits

This course (to be taken in conjunction with AS 101 and 102) is a weekly laboratory that touches on the topics of Air Force customs and courtesies, health and physical fitness, and drill and ceremonies.

AS 201-202 — EVOLUTION OF USAF AIR AND SPACE POWER I/II

Fall and Spring / 2 Credits

This survey course is concerned with the beginnings of manned flight and the development of aerospace power in the United States, including the employment of air power in WWI, WWII, Korea, Vietnam, the Gulf War and the peaceful employment of U.S. air power in civic actions, scientific missions and support of space exploration.

203/204 — LEADERSHIP LABORATORY

Fall and Spring / Zero Credits

This course (to be taken in conjunction with AS 201 and 202) provides you with the opportunity to demonstrate fundamental management skills and prepares you for Field Training.

AS 240 — AFROTC FIELD TRAINING (4-WEEKS)

Summer / 3 credits

Intensive study of military education, experience in leadership and management at an active duty installation. Also training in marksmanship, survival, and athletics. *Prerequisite:* AS 101, 102, 201, 202; an interview by Professor of Air and Space Studies and other military requirements.

AS 250 — AFROTC FIELD TRAINING (5-WEEKS)

Summer / 3 credits

Intensive study of military education, experience in leadership and management at an active duty installation. Also training in marksmanship, survival, and athletics. *Prerequisite:* Interview by Professor of Air and Space Studies and other military requirements.

PROFESSIONAL OFFICER COURSES

The Professional Officer Courses (POC) constitute a four-semester program, normally taken during the junior and senior years, leading to commissioning as a US Air Force officer. The POC concentrates on concepts and practices of management and leadership, national defense policy, and communicative skills.

AS 301/302 — AIR FORCE LEADERSHIP STUDIES I /II

Fall and Spring / 6 credits

This course is a study in the anatomy of leadership, the need for quality and management leadership, the role of discipline in leadership situations and the variables affecting leadership. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts. Deal with actual problems and complete projects associated with planning and managing the Leadership Laboratory. *Prerequisite:* AFROTC approved membership in the POC or permission of instructor.

AS 303/304 — LEADERSHIP LABORATORY

Fall and Spring / Zero Credits

This course (taken in conjunction with AS 301 and 302) provides you the opportunity to develop your fundamental management skills while planning and conducting cadet activities.

AS 401/402 — NATIONAL SECURITY AFFAIRS/PREPARATION FOR ACTIVE DUTY I/II

Fall and Spring / 6 Credits

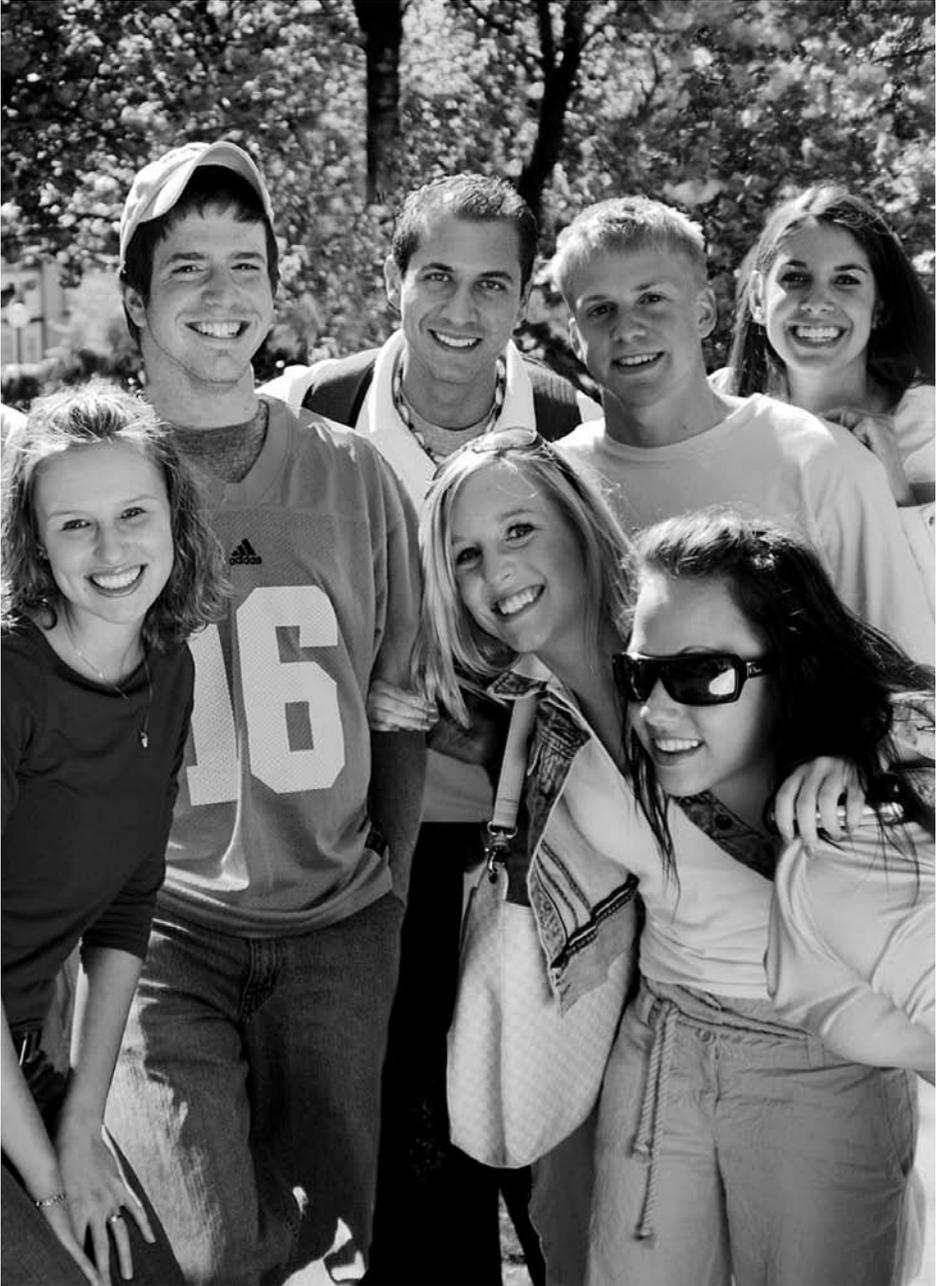
Learn about the role of the professional military leader in a democratic society; societal attitudes toward the armed forces; the requisites for maintaining adequate national defense structure; the impact of technological and international developments on strategic preparedness and the overall policy-making process; and military law. In addition, you will study topics that will prepare you for your first active-duty assignment as an officer in the Air Force. *Prerequisite:* AFROTC approved membership in the POC or permission of instructor.

AS 403/404 — LEADERSHIP LABORATORY

Fall and Spring / Zero credits

This course (taken in conjunction with AS 401 and 402) provides you with the opportunity to use your leadership skills in planning and conducting cadet activities. It prepares you for commissioning and entry into the active-duty Air Force.

College Life





Campus Life at King's

Campus Ministry

Mission Statement

Rooted in Jesus Christ, the Living Word of God, and inspired by the Holy Spirit, we give witness to God's unconditional love by reflecting on and celebrating faith and serving others with competence, courage and compassion.

Campus Ministry attempts to reach out to people of all faiths, as they participate in their unique spiritual journeys. In concert with the College's commitment to encourage openness to multicultural diversity, Campus Ministry plays a role in ritualizing and celebrating the diversity we experience at King's. Catholicism embraces a spirit of good will toward all people, a spirit of universality, interfaith dialogue, and ecumenism.

Our Sunday worship experiences are vibrant and engaging. All students are invited to participate and are welcome to consider ministry as readers, extraordinary ministers of communion, altar servers, cantors, choir members, and hospitality ministers. Training for these ministries is provided by the Campus Ministry Team.

Whenever and wherever possible the Campus Ministry Team fosters the community life of the College. Catholic masses are offered during the week and at 11:00 am, 7:00 pm and 9:00 pm on Sundays. Whether through informal and spontaneous conversations, the campus retreat program, evenings of reflection or the interfaith Scripture reflection gatherings, students are given an opportunity to discuss aspects of their life in a safe and caring community environment. Students interested in entering the Catholic community can discern the call through the Rite of Christian Initiation of Adults.

Campus Ministry encourages the King's community to live a deeper spiritual life, both through prayer and outreach. Service opportunities abound through the Office of Volunteer Services. Our students are challenged to actively discern and to participate ever more deeply in spiritual and social concerns, both locally and globally. Short and long-term volunteer assignments are available to fit students' interests and busy schedules. A few of the opportunities include:

- **CitySERVE:** an orientation service day for incoming first-year students serving the Greater Wilkes-Barre Community
- **WinterSERVE, SpringSERVE and FallSERVE:** International and United States travel opportunities to reflect on and engage in service.

- **SummerSERVE:** short and long term individual placements allow students to spend time in serving others.

Other local opportunities include:

- Habitat for Humanity
- Big Brothers and Big Sisters
- OxFam and Hunger For Justice Week Activities
- Tutoring with local ESL students at a nearby elementary school
- St. Vincent de Paul Kitchen

Orientation

Orientation for new students at King's is a process that actually begins with the variety of contacts new students and their parents have with the College from the time of admission through the first semester. However, the most comprehensive orientation process takes place in a four-day period held prior to the beginning of classes in the fall semester.

The purpose of Orientation is to assist new students with their adjustment to the academic and social environment of the College. The Orientation program encourages students to participate in activities with Orientation Assistants (upper-class students), faculty, and administration, in order to address issues that many new students will face during their college careers. Orientation is extended into the beginning of the fall semester for first year students through their involvement in the First Year Experience Seminar. Transfer students are invited to attend a separate and distinct orientation, and also to participate in the First Year Student Orientation. Transfer students are advised in the Academic and Student Life Policies of the College, and are also invited to discuss concerns that are unique to transfer students.

An abbreviated Orientation is offered to new students who enter King's for the first time in the spring semester.

The Debate Team

Membership in the Debate Team is open to the student body. Its primary purpose is the development of reasoning processes, research skills, and oral communication. Emphasis is placed on policy debate, which King's uses in its regional and national debate circuit. The Team holds membership in: The American Forensics Association, The Eastern Forensics Association, Delta Sigma Rho-Tau Kappa Alpha, The National Honorary Debate Fraternity, and The American Debate Association. As part of its debate community obligation, the Team sponsors the Connelly-Garvey Intercollegiate Invitational

Debate Tournament

The team travels to between 10-12 tournaments a year across the United States. Tournaments that the team has traveled in past years include Wake Forest University, Northwestern University, Miami University, The Naval Academy, The United States Military Academy at West Point and many others.

Honorary and Professional Societies

The College celebrates the distinguished academic achievements of students each spring at the All-College Honors Convocation. On this occasion students who have

merited induction into the various college honor societies are formally recognized for their academic distinction.

Alpha Epsilon Delta was founded in 1926 to recognize scholastic excellence in students planning careers in the health professions. The Pennsylvania Lambda Chapter, King's College, was established in 1989 as a natural successor to the King's College Pre-Medical Honor Society founded two years earlier, and is now one of eleven such active AED chapters in the Commonwealth. Membership is open to sophomores with a cumulative G.P.A. and G.P.A. for all science courses of 3.40, to juniors with G.P.A.'s of 3.30, and to those seniors with science and overall G.P.A. of 3.20, who are planning careers in medicine, osteopathy, dentistry, podiatry, optometry, pharmacy, veterinary medicine, clinical laboratory science, physician assistant, neuroscience, environmental science, and the basic sciences. Members must also manifest the personal qualifications consistent with the highest standards of those professions.

Alpha Epsilon Lambda was founded in 1990 by former officers of the National Association of Graduate-Professional Students. Before AEL, no honor society was devoted exclusively to recognizing graduate students. The mission of Alpha Epsilon Lambda is to promote ethics, intellectual achievement and leadership among graduate students. Members of AEL also help sponsor on-going service projects that benefit all graduate students at their institutions. The King's College Chapter was established in 1999. To be invited to apply for membership, graduate students must have completed a specific number of credits in their graduate program; place in the top 35% of that graduate program academically (G.P.A.); and have an outstanding record of leadership, scholarship, research and service activities. Admission to membership is decided by the Graduate Policy Committee, whose members are the Director of Graduate Programs, the directors of the individual graduate programs, the Dean of the College of Arts and Sciences, and the Director of the McGowan School of Business.

Alpha Kappa Delta the international sociology honor society, promotes and recognizes academic excellence in sociology, and fosters interest in sociology, research on social problems, and activities that promote human welfare. Founded in 1920, AKD has over 430 chapters in the United States and several other countries and publishes the professional journal, Sociological Inquiry. The Greek "Alpha Kappa Delta" means to thoroughly investigate humankind for the purpose of service. AKD membership is offered to juniors and seniors who declare a major or minor in sociology, have completed at least four sociology courses, and who have an overall G.P.A. of at least 3.0 and a sociology G.P.A. of at least 3.0.

Alpha Mu Gamma was founded nationally in 1931 for the purpose of recognizing superior achievement in the advanced study of foreign languages at the college level. The Eta Gamma Chapter at King's was founded in 1969. An overall grade-point-average of 3.0 (4.0 scale) and a grade-point-average of 3.2 in at least three advanced foreign language courses is required for admission.

Alpha Phi Sigma was founded nationally in 1942 to recognize scholastic excellence by undergraduate and graduate students in the criminal justice sciences. The Alpha Lambda Sigma Chapter at King's was founded in 1985. An overall grade-point-average of 3.0 (4.0 scale), a grade-point-average of 3.2 after the completion of at least four criminal justice courses and a ranking in the top 35 percent of the student's class are required for admission.

Alpha Sigma Lambda is a national honor society which celebrates the scholarship and leadership of adult students in higher education. The aim of ASL is to provide recognition to highly motivated adult students who are continuing their undergraduate education while managing the responsibilities of work and family. The national organization was founded in 1946. The King's Alpha Omega Chapter was established in 1974.

Aquinas Society founded 1953, the Aquinas Society is the King's honor society. Named in honor of St. Thomas Aquinas, it recognizes students of superior academic ability and achievement who are involved in significant extracurricular activities (i.e., which offer a service to the King's College community or involve leadership in campus organizations or activities). Juniors and seniors with a minimum grade-point-average of 3.4 (4.0 scale) who have attained the Dean's List for at least four of their semesters at King's are eligible for admission.

Beta Gamma Sigma (founded in 1913) is the honor society serving business programs accredited by AACSB International — The Association to Advance Collegiate Schools of Business. The Mission of the International Honor Society Beta Gamma Sigma is to encourage and honor academic achievement in the study of business, to foster personal and professional excellence, to advance the values of the Society, and to serve its lifelong members. Business students earn an invitation to membership by earning a G.P.A. within the top 10% of their junior class or 10% of their senior class.

Chi Alpha Epsilon is the national honor society for students who are admitted to colleges and universities through ACT 101 or Trio programs. The national organization was founded in 1990 to promote continued high academic standards, foster increased communication among its members, and honor academic excellence. The King's Alpha Lambda Chapter was established in 1999 and admits full-time junior and senior ACT 101 students who have achieved a 3.00 cumulative grade-point-average for at least two consecutive semesters and have been an active participant in the program.

Delta Epsilon Sigma is the national scholastic honor society for students, faculty and alumni of colleges and universities with a Catholic tradition. The national organization was founded in 1939. The King's Gamma Sigma Chapter was established in 1963. Candidates for membership must have a record of outstanding academic accomplishment and have completed at least 50 percent of the course and credit requirements for the baccalaureate degree with a minimum 3.500 G.P.A., a distinction of performance which would make them eligible for graduation with cum laude honors.

Epsilon Chi Omicron the international honor society in International Business was founded in 1987. The honor society is dedicated to recognizing academic excellence in the specific area of International Business. Chapters in nine states and the District of Columbia, as well as in three countries were established. The Society has conducted annual research paper competitions for students, encouraged presentation of papers at conferences, and served as a networking resource for members. Students accepted for admission must be juniors or seniors with a grade point average of 3.2 (4.0).

Financial Management Association was founded in 1974 by the Financial Management Association International. It is the only such society specifically for finance students. The King's College Finance Association became a student chapter of FMA in 1996. The FMA Honor Society recognizes outstanding finance students for their academic achievements. It admits junior and senior students who have attained a grade-point average of at least a 3.25 overall G.P.A. or a 3.25 G.P.A. in finance and related coursework. Students

103 need not be finance majors but must have completed at least six hours of finance at the time of induction.

Iota Tau Alpha has been established to recognize and honor those individuals in the field of Athletic Training Education who have been a credit to the profession through scholarship, integrity and outstanding achievement. Iota Tau Alpha is the only honor society devoted exclusively to recognizing athletic training education students. The King's College Omicron Chapter was founded in 2006 and is the first chapter established in the state of Pennsylvania. The objective of Iota Tau Alpha is to foster a high standard of ethics and professional practices and to create a spirit of loyalty and fellowship, particularly around students in Athletic Training Education. To be eligible for membership, students must be in the Professional Phase of the King's College Athletic Training Education Program, must have an overall grade point average of 3.00 (4.0 scale), and must have a grade point average of 3.40 in athletic training education courses.

Kappa Delta Pi Tau Pi Chapter of Kappa Delta Pi, an international honor society in education, was chartered in the fall of 1993. Kappa Delta Pi, founded in 1911, has a membership of nearly 55,000 in more than 400 universities, colleges, and alumni chapters. An invitation of membership in Tau Pi is based on high academic achievement (minimum cumulative G.P.A. of 3.40), a commitment to education as a career, and a professional attitude which assures the member's steady growth in the field of education. Personal attitude toward life and teaching are also considerations.

The Lester Saidman Physician Assistant Student Society was founded in 1979, named in honor of local physician Lester Saidman, M.D., who was initially involved in establishing a PA Program in the Wyoming Valley. Dr. Saidman was past Medical Director of the King's College Physician Assistant Program. The Society is recognized nationally by the Student Association of the American Academy of Physician Assistants. Junior and/or Senior PA majors are chosen to represent the society at the annual National Physician Assistants Conference.

Mu Kappa Tau the national honor society in marketing was founded in 1966 by members of Pi Sigma Epsilon, the National Professional Fraternity in Marketing, Sales Management and Selling. The goals of Mu Kappa Tau are to promote the advancement of study in the field of Marketing; to recognize academic excellence within the Marketing discipline; and to develop an exceptional standard of ethics and achievement within the marketing milieu. The King's College Chapter was established in 1995 and admits junior and senior marketing students who have attained an overall cumulative grade point average of 3.205 (4.0 scale). Juniors must be ranked in the top 10% of their class and seniors must be ranked in the top 20% of their class.

Omicron Delta Epsilon was founded in 1963 for the purpose of recognizing scholastic attainment and the honoring of outstanding achievements in Economics as well as establishing closer ties between students and faculty in Economics. The King's Alpha Mu of Pennsylvania Chapter was established in 1991 and admits students having a minimum G.P.A. of 3.25 with either a major or minor in Economics. Membership is also extended to faculty members.

Phi Alpha Theta the history honor society, was established in 1921 to promote the study of history by the encouragement of research, good teaching, publication and the exchange of learning and thought among historians. The King's Mu Delta Chapter was founded in 1967. Membership is granted by election of candidates who have completed

at least four undergraduate history courses with a minimum grade-point-average of 3.1 (4.0 scale), a minimum grade-point average of 3.0 in two-thirds of all undergraduate courses completed.

Pi Sigma Tau the national honor society in philosophy, was founded in 1930 to serve as a means of awarding distinction to students having high scholarship and personal interest in philosophy; to encourage a professional spirit and friendship among those who have displayed marked ability in the field; and, to promote interest in philosophy among the general collegiate public. The King's Pi Chapter was established in 1979 and admits students who have achieved Dean's List status for three semesters and have a grade of "B" or better in any two Philosophy courses. Membership is extended to faculty members whose scholarly achievement attests to their love of philosophy and interest in speculative inquiry.

Pi Sigma Alpha was founded nationally in 1920 to bring persons especially interested in the study of government into closer association with one another for their mutual benefit. The Xi Psi Chapter at King's was founded in 1984. Membership in the society is open to political science majors with an overall grade-point-average of 3.4, invited faculty members and honorary members.

Psi Chi is the national honor society for students in psychology. The national organization was founded in 1929 for the purpose of encouraging, stimulating and maintaining scholarship in, and advancing the science of psychology. The King's Chapter was founded in 1972. Students accepted for admission must be juniors or seniors, be in the top one-third of their class, have a minimum grade-point-average of 3.40 (4.0 scale) and have high standards of personal behavior.

Sigma Tau Delta the International English Honor Society, was founded in 1924 to confer distinction for high achievement in English language and literature studies; to promote interest in literature and the English language on local campuses and in their surrounding communities; and to foster the discipline of English in all its aspects, including creative and critical writing. Members of the King's College Chapter, which was founded in 1995, must be junior or senior majors or minors with an average in English of 3.4 or better (4.0 scale), and they must be nominated and elected by current members.

Theta Alpha Kappa is the national honor society established in 1976 for the purpose of recognizing excellence in theology and religious studies. The King's Beta Charter Chapter was also founded 1976. An overall grade-point-average of 3.0 (4.0 scale) and a grade-point-average of 3.5 after the completion of a minimum of four classes in theology and religious studies is required for admission.

Theatre

The King's Players offer all students a valuable opportunity to participate in stage presentations. In addition to gaining knowledge of acting and of technical stage work, students may through these experiences develop understanding of human motives and relationships. These experiences form a close knit theatrical team.

The plays produced by the Theatre Department are chosen for their educational value as well as their entertainment and cultural interests. Comic and serious plays are produced each year, as are Shakespearean and other classical plays.

Academic Programs





Baccalaureate & Associate Degree Programs

Bachelor Degree Programs

The major sequence is intended to ensure that the student acquires depth in that field and sufficient exposure to neighboring disciplines so that the major subject can be placed in a proper context. A student's program is planned with the assistance of an advisor from the major department.

The major sequence can comprise a maximum of sixty semester hours of credit; of this number a maximum of forty credits can be specified in the major department with the balance designated for related fields. The major sequence will contain at least eight courses taken in the major field comprising at least twenty-four semester hours of credit. If the full sixty hours is not specified by the major department, the student will be able to schedule additional free electives in order to meet the College's quantitative degree requirement. In many cases, a second major is possible; but a student with this interest must seek early advisement.

The College offers programs of study leading to the Bachelor of Arts and Bachelor of Science degrees. The areas in which a student may pursue a major program are as follows:

Bachelor of Arts

Humanities

- English — Literature
- French
- Leadership & Global Dynamics
- Mass Communications
- Philosophy
- Professional Writing
- Spanish
- Theatre
- Theology

Business

- Economics

Natural Sciences

- Environmental Studies
- Mathematics

Social Sciences

- Criminal Justice
- Education PK-4
- History
- Political Science
- Psychology
- Sociology

Bachelor of Science

Natural Sciences

- *Athletic Training Education Program
- Biology
- *Chemistry
- *Clinical Laboratory Science
(Medical Technology)
- *Computer Science
- General Science
- Environmental Science
- Neuroscience
- *Physician Assistant

Social Sciences

Psychology

Technology

Computers & Information Systems

Business

- *Accounting
- Business Administration
- Finance
- Human Resources Management
- International Business
- Marketing

**Requires more than sixty credits in the major program.*

Associate Degree Programs

Associate degree programs in specialized fields are offered at King's College. Applicants should follow the regular admission procedure. At least sixty credit hours are required for the Associate degree; of this number, at least the final thirty must be taken at King's College and this must include the greater portion of the major sequence as determined by the department chairperson. In addition to satisfying the quantitative requirement in credit hours, the student must maintain a minimum 2.00 G.P.A.

Due to the sequential nature of the associate and baccalaureate degrees, students may not simultaneously pursue both degrees. All requirements for awarding the associate degree must be completed at least one full academic year prior to the awarding of the baccalaureate degree.

Students enrolled at King's College in a baccalaureate degree program may not pursue an associate degree. Students who wish to pursue a specialized field in addition to the major field of study may pursue a second major, minor or certificate program which will be reflected on the student's transcript.

Associate degrees are awarded in the following major programs:

Associate of Science

- Business Administration
- Computers & Information Systems
- Human Resources Management

Associate of Arts

- Criminal Justice

Academic Minors

A minor concentration requires a minimum of six courses, representing at least eighteen credits, in the minor field of study. In addition, a department may add

Academic prerequisites or requirements in related fields, but the total will not exceed 60% of the department's major program requirements. Minor requirements are listed under departmental entries. In order to complete requirements for a minor, the student must take the majority of credits in the minor field at King's. Minor areas of concentration (minors) are permitted, but not required.

The following minor concentrations are available:

Minor Concentrations

Accounting	Latin American Studies
Biology	Marketing
Business Administration	Mass Communications
Chemistry	Mathematics
Computers & Information Systems	Molecular Biology
Computer Science	Neuroscience
Criminal Justice	Philosophy
Economics	Professional Writing
English — Literature	Physics
Environmental Studies	Political Economy
Ethics and Values	Political Science
Finance	Psychology
Forensic Studies	Sociology
French	Spanish
Gerontology	Statistics
Geography	Theatre
History	Theology
Human Resource Management	Women's Studies
International Business	

Accounting

Dr. Barry H. Williams, Chairperson

King's accounting majors learn the skills necessary for success in a dynamic global business environment. Built upon the King's College innovative student learning assessment program, competency based course content focus learning upon the liberal learning and technical competencies which accounting professionals use as part of their contribution to the success of the business enterprise.

The college core curriculum, business foundation courses and major courses emphasize an awareness of personal values, character development, and an understanding of liberal learning competencies applied in a business context, such as communication, analytical thinking, team building, and strategic planning.

Preparation for entry into the accounting profession has moved beyond the traditional auditing and tax functions to integrating knowledge of accounting in general consulting, and technology management roles. This education reflects the emerging career paths, which encompass business advisors, litigation support specialists, technology consultants, financial/estate planners, and forensic accounting.

Accounting majors are encouraged to sample widely in their selection of Core courses and from the elective offerings of the other divisions of the College with the conviction that an effective foundation for life-long learning and continuing professional development, in any career, is built upon the ideas and ideals of a liberal education. The emphasis on early interaction in engaging students to focus on the career development and planning process allows students the time and opportunity to: explore career options; identify academic majors and academic minors that fit their interest's values and abilities; engage in resume building experiences; and develop effective employment search skills which will result in successful placement upon graduation. The curriculum in accounting provides the technical preparation for students who later may want to qualify as Certified Public Accountants (CPA's), Certified Management Accountants (CMA's) or Certified Internal Auditors (CIA's).

To continue in the King's College Accounting Program (i.e., enroll in ACCT 270 — Intermediate Accounting II,) a student must have earned a minimum 2.0 G.P.A. in Intermediate Accounting 260. This requirement also applies to transfer students and to those students pursuing an Accounting Minor. With written permission from the chairperson, accounting majors may participate in an accounting internship for which a maximum of six credit hours may be granted per semester.

Education Requirements

MAJOR REQUIREMENTS

(9 CREDITS)

CIS 110	Introduction to Computer Applications for Business
CORE 153	Principles of Economics: Macro
MATH 123	Finite Math

BUSINESS FOUNDATIONS

(33 CREDITS)

ECON 112	Principles of Economics: Micro
ECON 221	Quantitative Methods for Business and Economics
MSB 110	Introduction to Financial Accounting
MSB 120	Introduction to Management Accounting and Planning
MSB 200	Principles of Management
MSB 210	Principles of Marketing
MSB 287	Ethics, Business and Society
MSB 305	Organizational Behavior
MSB 320	Financial Management
MSB 330	Business Law I
MSB 480	Strategic Management

MAJOR SEQUENCE REQUIREMENTS

(29 CREDITS)

ACCT 260	Intermediate Accounting I
ACCT 270	Intermediate Accounting II
ACCT 280	Intermediate Accounting III
ACCT 310	Advanced Financial Accounting
ACCT 340	Advanced Managerial Accounting
ACCT 410	Auditing
ACCT 420	Tax Accounting
ACCT 440	Accounting Information Systems
BUS 345	Business Law II
CARP 412	Career Planning II (1 credit)
PS 294	Leadership for 21st Century (1 credit)

ELECTIVES

Elective (9 Credits) — Students may choose from any elective course offered/accepted by the College including non-business courses.

MINOR SEQUENCE REQUIREMENTS

(6 COURSES — 18 CREDITS)

Monitoring of student progress in pursuing a minor in Accounting is necessary to enhance the student learning experience. Therefore, a written declaration must be submitted by the student to the Registrar.

ACCT 260	Intermediate Accounting I
ACCT 270	Intermediate Accounting II
ACCT 280	Intermediate Accounting III
ACCT 340	Advanced Managerial Accounting
ACCT 420	Tax Accounting
CIS 110	Introduction to Computer Applications for Business

All McGowan School of Business (MSB) courses numbered 300 and above, and all Accounting courses beyond MSB 110 and MSB 120, must be completed at King's College for King's to award the B.S. degree or minor sequence in Accounting or for the fulfillment of any required course in any other degree or minor programs offered through the William G. McGowan School of Business unless permission is granted by the Department Chair in writing prior to the start of any coursework.

Course Descriptions

MSB 110 — Introduction to Financial Accounting (3)

A survey of the financial accounting concepts and procedures used as applied to service and trading business with an emphasis upon the uses and interpretation of financial statements. Previously ACCT 110.

MSB 120 — Introduction to Management Accounting and Planning (3)

An Introduction to the role of accounting information in the measurement of business and employee performance, and to facilitate planning decisions such as product and service selection, budgeting, investments, and profit measurement. Prerequisite: MSB 110. Previously ACCT 120.

ACCT 260 — Intermediate Accounting I (3)

The first upper-level course in a comprehensive sequence in financial accounting with an emphasis upon the study of the generally accepted accounting principles underlying financial statements. These topics are discussed in the context of professional standards, ethical values and fundamental accounting concepts. The course focuses upon the accounting concepts and procedures utilized in a technology-based business environment. Prerequisite: MSB 110 and 120.

ACCT 270 — Intermediate Accounting II (3)

A thorough study of the balance sheet components, such as cash, receivables, inventories, operational assets, and liabilities, and stockholder's equity. In addition, concepts fundamental to accounting are analyzed, with special attention given to revenue recognition. Prerequisite: ACCT 260 (*A student must have earned a minimum 2.0 G.P.A.*).

ACCT 280 — Intermediate Accounting III (3)

Focus on the formation and financial operations of the corporation. Debt and equity transactions such as those encompassing investments in securities, leases, derivatives, deferred income taxes, and pension plans are examined in detail. The reporting function of the corporation as interim and segment reports are reviewed. Prerequisite: ACCT 270.

ACCT 310 — Advanced Accounting (3)

Topics include accounting for business combinations, segment reporting, and financial reporting by multinational companies, including approaches to foreign currency translation. Complex problems of the partnership and accounting for a non-profit organization will be included. Prerequisite: ACCT 270.

ACCT 340 — Advanced Managerial Accounting (3)

A study of the broad range of cost and advanced managerial accounting concepts. Topics include the measurement and accumulations of costs, including direct and indirect costs, costs allocation procedures, cost volume relationships, and the application of overhead. The controls in applying cost accounting to the design of the information system, inclusive of the flexible budgets, responsibility accounting, profit center analysis and standard costs will be studied. How cost accounting assists in decision making and planning for capital budgeting and inventory planning will be considered. Previously ACCT 320 - Cost Accounting. Prerequisite: MSB 110 and 120.

ACCT 410 — Auditing (3)

A study of the contributions of the independent accountant or the internal auditor to the reliability of financial and other data. Topics include generally accepted auditing standards, professional ethics, accountant's legal responsibilities, internal control, and the auditor's reports, utilizing the computer to audit, auditing computerized systems, and statistical sampling. Prerequisites: ACCT 270 and 340.

ACCT 420 — Tax Accounting (3)

Taxes and their impact on decision-making. Tax principles will be applied to cases involving individuals, corporations, and partnerships. Prerequisite: MSB 120.

ACCT 440 — Accounting Information Systems (3)

This course provides the accounting major with a systems perspective applied to traditional and current accounting topics. Topical coverage includes accounting systems concepts and tools, the structure of internal control in a computerized environment, computer auditing and the cycle of transaction processing. Prerequisites: CIS 110 and ACCT 280.

ACCT 460 — Advanced Federal Taxation (3)

A study of federal taxation involving partnerships, corporations and estates and trusts. Problem solving, planning, and research, will be emphasized. Prerequisite: ACCT 420.

ACCT 470 — Accounting Policy & Professional Responsibility (3)

This course will familiarize the Accounting major with the GAAP Standard Setting process and function of the Financial Accounting Standards Board (FASB) and The Securities and Exchange Commission (SEC). It will also integrate professional responsibility of the accountant through case study analysis of ethical issues. Prerequisite: ACCT 410.

ACCT 480 — CPA Review (3)

A study of pronouncements of the CPA Review, including the Financial Accounting Standards Board, the Securities and Exchange Commission as well as a review of theories and problems of accounting as related to the CPA examination. Recommended elective for second semester junior and senior accounting majors. Prerequisites: ACCT 310, 340, 420.

ACCT 490 — Independent Study in Accounting (3)

Advanced projects in a specialized area of Accounting under the supervision of a faculty member in the Accounting Department. *Senior status required. Open to juniors only with permission of the Department Chairperson.*

ACCT 498 — Topics (3)

Topics selected from contemporary accounting issues which may be offered from time to time to meet the need of the students. Prerequisites may be required based upon the content of the course.

ACCT 499 — Accounting Internship (1-6)

A work experience meeting time requirements for the credits earned within a recognized accounting firm or industry setting. *Selection determined by academic background and interviews with Department Chairperson's approval required in writing prior to the work experience. Open to accounting majors only.*

Athletic Training Education Program

Mr. Jeremy Simington, Program Director

The King's College Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), and is designed to educate future professionals to become Board of Certification (BOC) Certified Athletic Trainers. Certified Athletic Trainers are recognized by the American Medical Association as Allied Health Professionals who serve in continually expanding roles. The state-of-the-art Scandlon Sports Medicine Clinic offers all the latest technology and equipment, and serves as a premier learning facility for the Athletic Training Student. The emphasis of the Athletic Training Education Program is on providing the Athletic Training Student with an excellent foundation of academic and clinical knowledge.

Degree Offered

Bachelor of Science (B.S.)

Special Features

- CAATE Accredited
- Outstanding preparation for the national board exam for Athletic Training
- 100% placement rate for program graduates
- State-of-the-art Scandlon Sports Medicine Clinic
- Cutting-edge technology and equipment
- Clinical experiences beginning early in the Fall semester of the freshman year
 - Outstanding Faculty of eight Certified Athletic Trainers to give individualized attention to Athletic Training Students

Career Options

Statistics indicate that a high number of Athletic Training Students who graduate from Athletic Training Education Programs find placement in their field. Following graduation, the Athletic Training Student may choose to pursue graduate studies in a wide variety of programs, or choose from a wide variety of career settings, such as:

- | | | |
|----------------------|--------------|-------------------|
| • High School | • Industrial | • Research |
| • College/University | • Corporate | • Medical Sales |
| • Professional | • Clinical | • Fitness Centers |

Pre-Professional Phase

This component of the curriculum is designed to provide the Athletic Training Student with the core curriculum of the College and an introductory study and clinical experiences in Athletic Training. Athletic Training Students in the Pre-Professional Phase will have the opportunity to immediately become involved with the daily operation of the Sports Medicine Clinic and Athletic Training Room during the freshman year. The Athletic Training Student is also encouraged to utilize the state-of-the-art facilities and equipment by assisting in the treatment of various athletic and orthopedic injuries.

In the Pre-Professional Phase, the Athletic Training Student will take courses such as Introduction to Athletic Training, Emergency Care of Athletic Injuries, Biology, Chemistry, Applied Biophysics, Anatomy and Physiology, Prevention and Care of Athletic Injuries, Kinesiology, Exercise Physiology, and Principles of Health.

The Athletic Training Education Program has Technical Standards for Admission. The Technical Standards establish the essential qualities that are considered necessary for students to achieve the knowledge, skills, and competencies of an entry-level Athletic Trainer, as well as meet the expectations of the program's accrediting agency. Before beginning any clinical experiences in the Pre-Professional Phase, and in order to be successfully admitted to the Professional Phase, students must read these Technical Standards and indicate that they can meet the Technical Standards either with or without accommodations. The Technical Standards for Admission may be viewed by visiting the Athletic Training Education Program website or by contacting the Program Director. For more information concerning this requirement, please contact the Program Director.

The Athletic Training Education Program also requires students to have a physical examination which has been documented and signed by a physician (M.D. or D.O.), physician assistant, or nurse practitioner. This document must be presented to and kept on-file at the King's College Student Health Center before the student can begin any clinical experiences in the Pre-Professional Phase and in order to be successfully admitted to the Professional Phase. This physical must also include an immunization record which documents that the student has received the immunizations required by the Commonwealth of Pennsylvania, which are the immunizations for Measles, Mumps, and Rubella (commonly known as the MMR vaccination). For more information concerning this requirement, please contact the Program Director.

There are extra costs that are required for successful completion of the Pre-Professional Phase of the program, for successful entry into the Professional Phase of the program, and for successful completion of the Professional Phase of the program. These costs include, but may not be limited to: student membership in the National Athletic Trainers' Association, professional certifications such as Red Cross CPR/AED for the Professional Rescuer and First Aid, clothing that is compliant with the program dress code, and transportation to and from clinical sites. For more information concerning this requirement, please contact the Program Director.

Transfer Students:

Prospective transfer students are encouraged to view the Athletic Training Education Program Transfer Student Policy at the program website. The policy can also be obtained by contacting the Program Director. A student who transfers to King's College with the intent to pursue the Athletic Training major must start in the Pre-Professional Phase of the major. In addition, the transfer student must complete at least one full semester in the Pre-Professional Phase to be eligible for acceptance into the Professional Phase of the Athletic Training Education Program. If accepted into the Professional Phase, the student must complete the Professional Phase and all other requirements for graduation from King's College.

Acceptance or non-acceptance of transfer courses to King's College in place of the following courses will be at the discretion of the King's College Registrar in consulta-

tion with the Program Director: any course that has the ATEP prefix, BIOL 221, BIOL221-L, BIOL 222, BIOL 222-L, CHEM 107, CHEM 107-L, PHYS 108, PHYS 108-L, and CORE 154. Students seeking transfer credit for any of these courses may be asked to demonstrate the appropriate cognitive and psychomotor knowledge, skills, and abilities by passing a comprehensive exam.

Should the Registrar and the Program Director determine that any Athletic Training Education courses/credits taken previously will not transfer; the prospective transfer student may be required to remediate the course work at King's College. All courses at King's College with the ATEP prefix that are 300-level or higher and the related clinical education experiences must be taken at King's College. For more information regarding these requirements, please contact the Program Director.

Requirements for Entry into the Professional Phase:

1. Completion of all Pre-Professional Phase Athletic Training Education Program (ATEP) courses. (Refer to the Pre-Professional Phase course listing).
2. A minimum overall/cumulative grade point average of 2.50.
3. A minimum grade point average of 2.50 in all prerequisite science courses and Pre-Professional Phase ATEP courses.
4. A minimum grade of "C-" in all prerequisite science courses and a minimum grade of "C" in all Pre-Professional Phase ATEP courses.
5. All Freshman and Sophomore clinical proficiencies must be completed and successfully passed.
6. Student membership in the National Athletic Trainers' Association.
7. Current Red Cross CPR/AED for the Professional Rescuer and First Aid Certification. (This will be earned in the Emergency Care of Athletic Injuries course).
8. The Athletic Training Student must apply and be admitted to the Professional Phase of the program. Application is made in the spring of the Sophomore year, with the written application due in March.

A formal interview will take place in April. An Advisory Committee evaluates the candidates for the Professional Phase. It is the objective of the Committee to admit only qualified Athletic Training Students. The Committee evaluates criteria including cumulative grade point average, grade point average in Pre-Professional courses, committee interview results, clinical evaluation, entrance exam score, and a Faculty evaluation of the student.

9. Using the selection criteria, a minimum score of 75 must be achieved for full admittance.

At the end of the spring semester, each candidate will receive notification from the Program Director. When the Athletic Training Student receives acceptance, the two-year Professional Phase will begin. Acceptance into the Professional Phase of the program is competitive, and approximately fifteen applicants are selected into the Professional Phase yearly. Athletic Training Students denied admission, or those who, after admission, are dismissed following failure to meet expectations after a probationary period, are encouraged to rectify any deficiencies and reapply to the program the following year.

Breakdown of the Selection Criteria:

1. Application Form and Essay — 15%

2. Quality Point Average — 40%
(This is a combination of the candidate's Pre-Professional Phase course GPA and cumulative GPA.)
3. Pre-Professional Phase Clinical Experiences — 15%
(This is the average of grades received In Athletic Training Clinical I and Clinical II courses.)
4. Faculty Evaluation of the Student — 5%
(This is an evaluation of the candidate's classroom performance by a faculty member outside of the Department of Sports Medicine.)
5. Entrance Exam Score — 10%
(This is a cumulative exam based on the candidate's Pre-Professional Phase courses. The Program Director will notify the candidate of the date, time, and location.)
6. Entrance Interview — 15%
(This is a formal interview, which will take place in April. The Program Director will notify the candidate of the date, time, and location.)

Professional Phase

This phase of the program is designed to provide the Athletic Training Student with high-level, comprehensive, academic, and clinical experiences. Some of the courses to be completed in the Professional Phase include: Orthopedic Evaluation of Athletic Injuries; Therapeutic Modalities, Therapeutic Exercise; Pathology & Athletic Performance, Pharmacology in Athletic Training; Nutrition and the Athlete; Senior Seminar; Current Trends and Topics in Athletic Training; and Organization and Administration of Athletic Training.

As the Athletic Training Student progresses through the Professional Phase, he or she will be given greater responsibilities and become more directly involved in the care of the athletes. Only Athletic Training Students who are in the Pre-Professional or Professional Phases of the Athletic Training Education Program are permitted to participate as Athletic Training Students at King's College or any of its associated clinical sites.

Graduation Requirements

1. Completion of all courses in the Professional Phase of the Athletic Training Education Program curriculum.
2. A minimum overall/cumulative grade point average of 2.50.
3. A minimum cumulative grade point average of 2.50 in the Athletic Training Education Program Professional Phase courses.
4. A minimum grade of "C" in all Athletic Training Education Program Professional Phase courses.
5. All clinical proficiencies must be completed and successfully passed.
6. Membership in the National Athletic Trainers' Association.
7. Current Red Cross CPR/AED for the Professional Rescuer and First Aid Certification.

Pre-Professional Phase Courses

BIOL 221	Anatomy & Physiology I
BIOL 221-L	Anatomy & Physiology I Lab
BIOL 222	Anatomy & Physiology II
BIOL 222-L	Anatomy & Physiology II Lab
CHEM 107	General, Organic, and Biochemistry
CHEM 107-L	General, Organic, and Biochemistry Lab
PHYS 108	Applied Biophysics
PHYS 108-L	Applied Biophysics Lab
ATEP 101	Introduction to Athletic Training
ATEP 165	Emergency Care of Athletic Injuries
ATEP 202	Athletic Training Clinical I
ATEP 203	Athletic Training Clinical II
ATEP 230	Prevention & Care of Athletic Injuries I
ATEP 231	Prevention & Care of Athletic Injuries II
ATEP 245	Principles of Health
ATEP 280	Kinesiology
ATEP 290	Exercise Physiology

Professional Phase Courses

CORE 154	Psychological Foundations
ATEP 302	Athletic Training Clinical III
ATEP 303	Athletic Training Clinical IV
ATEP 305	Orthopedic Evaluation of Athletic Injuries I
ATEP 306	Orthopedic Evaluation of Athletic Injuries II
ATEP 310	Therapeutic Modalities
ATEP 310-L	Therapeutic Modalities Lab
ATEP 311	Therapeutic Exercise
ATEP 311-L	Therapeutic Exercise Lab
ATEP 325	Nutrition and the Athlete
ATEP 402	Athletic Training Clinical V
ATEP 403	Athletic Training Clinical VI
ATEP 410	Pathology & Athletic Performance
ATEP 422	Organization & Administration of Athletic Training
ATEP 435	Pharmacology in Athletic Training
ATEP 460	Current Trends & Topics in Athletic Training
ATEP 480	Senior Seminar

Education Requirements

MAJOR REQUIREMENTS

(34 COURSES — 83 CREDITS)

BIOL 221	Anatomy & Physiology I (3)
BIOL 221-L	Anatomy & Physiology I Lab (1)
BIOL 222	Anatomy & Physiology II (3)
BIOL 222-L	Anatomy & Physiology II Lab (1)

CHEM 107	General, Organic, and Biochemistry (3)
CHEM 107-L	General, Organic, and Biochemistry Lab (1)
PHYS 108	Applied Biophysics (3)
PHYS 108-L	Applied Biophysics Lab (1)
CORE 154	Psychological Foundations (3)
ATEP 101	Introduction to Athletic Training (3)
ATEP 165	Emergency Care of Athletic Injuries (2)
ATEP 202	Athletic Training Clinical I (2)
ATEP 203	Athletic Training Clinical II (2)
ATEP 230	Prevention & Care of Athletic Injuries I (3)
ATEP 231	Prevention & Care of Athletic Injuries II (3)
ATEP 245	Principles of Health (3)
ATEP 280	Kinesiology (3)
ATEP 290	Exercise Physiology (3)
ATEP 302	Athletic Training Clinical III (2)
ATEP 303	Athletic Training Clinical IV (2)
ATEP 305	Orthopedic Evaluation of Athletic Injuries I (3)
ATEP 306	Orthopedic Evaluation of Athletic Injuries II (3)
ATEP 310	Therapeutic Modalities (3)
ATEP 310-L	Therapeutic Modalities Lab (1)
ATEP 311	Therapeutic Exercise (3)
ATEP 311-L	Therapeutic Exercise Lab (1)
ATEP 325	Nutrition and the Athlete (3)
ATEP 402	Athletic Training Clinical V (2)
ATEP 403	Athletic Training Clinical VI (2)
ATEP 410	Pathology & Athletic Performance (3)
ATEP 422	Organization & Administration of Athletic Training (3)
ATEP 435	Pharmacology in Athletic Training (3)
ATEP 460	Current Trends & Topics in Athletic Training (3)
ATEP 480	Senior Seminar (3)

Curriculum Sequence

ATHLETIC TRAINING EDUCATION PROGRAM

First Year

ATEP 101	3	ATEP 165.....	2
PHYS 108	3	CHEM 107	3
PHYS108-L.....		CHEM107L	1
CORE 100.....	3	CORE 110	3
CORE 115 OR 116.....	3	CORE 120	3
CORE 131 OR 131.....	3	CORE 180 OR 190	3
FYE.....	1	CS 101	1
	16		16
	(OR 17 if taking FYE)		(OR 17 if taking FYE)

Second Year

ATEP 202	2	ATEP 203.....	2
ATEP 230	3	ATEP 231.....	3
ATEP 280	3	ATEP 245.....	3
BIOL 221.....	3	ATEP 290.....	3
BIOL 221-L.....	1	BIOL 222.....	3
CORE 16X.....	3	BIOL 222-L	1
CORE 18X OR 19X.....	3	CORE 17x	3
	18		18

Third Year

ATEP 302	2	ATEP 303.....	2
ATEP 305	3	ATEP 306.....	3
ATEP 310	3	ATEP 311.....	3
ATEP 310-L.....	1	ATEP 311-L	1
CORE 140 or 14x.....	3	ATEP 325.....	3
CORE 25x	3	CORE 154	3
	15		15

Fourth Year

ATEP 402	2	ATEP 403.....	2
ATEP 410	3	ATEP 460.....	3
ATEP 422	3	ATEP 480.....	3
ATEP 435	3	CORE 26x	3
CORE 280.....	3	CORE 28x	3
	14		14

Course Descriptions

ATEP 101 — Introduction to Athletic Training (3)

Entry-level course designed to introduce the profession and the historical foundations of Athletic Training. The course will delineate the responsibilities of the Athletic Training Team, injury prevention techniques, conditioning techniques, mechanisms of sports trauma, bloodborne pathogens, foundations of sports trauma, and basic management skills. The Athletic Training Student will be presented with basic practical skills and knowledge applied to an Athletic Training setting. The role of the Athletic Trainer and career opportunities will be discussed.

ATEP 165 — Emergency Care of Athletic Injuries (2)

The Athletic Training Student will be introduced to emergency and immediate care of athletic injuries. Medical emergencies, physical trauma, various disease pathologies, bleeding, respiratory and cardiac emergencies, and transportation of the injured will be explored. The Athletic Training Student will also experience emergency bandaging for open wounds, splinting for fractures and sprains, crutch fitting, and the use of a stethoscope and sphygmomanometer in a practical setting. Upon completion of Emergency Care of Athletic Injuries, the student will be certified in American Red Cross First Aid and CPR/AED for the Professional Rescuer.

ATEP 202 — Athletic Training Clinical I (2)

The Athletic Training Student will be exposed to locating and palpating anatomical landmarks and skeletal muscle origins and insertions on both the upper and lower quarters. In addition, psychomotor skills will be learned and applied involving various taping, wrapping, padding, bandaging, and wound care techniques for the lower quarter. These skills will be applied in athletic practices and games at the Betzler Athletic Training Room and the Scandlon Sports Medicine Clinic on King's College athletes. Class lecture will be applied, and testing will follow an oral/practical format.

ATEP 203 — Athletic Training Clinical II (2)

The Athletic Training Student will build upon the knowledge gained in Clinical I. Proper techniques of upper and lower quarter stretching and goniometry will be presented. The Athletic Training Student will also be instructed in the principles of proper strength training and conditioning. In addition, various taping, wrapping, padding, bandaging, and wound care techniques for the upper quarter will be learned and applied. The Athletic Training Student will continue to develop the taping and wrapping techniques learned in both Clinicals I and II. Class lecture will be applied, and the Athletic Training Student will be tested using an oral/practical testing format. Prerequisite: ATEP 202.

ATEP 230 — Prevention & Care of Athletic Injuries I (3)

An introduction to the pathology and management of skin disorders, mechanisms of injury, signs and symptoms, and management procedures for common sport/activity related trauma to the lower quarter. Basic evaluative techniques, special testing techniques and protective pad construction for the lower quarter will be presented.

ATEP 231 — Prevention & Care of Athletic Injuries II (3)

An introduction to mechanisms of injury, injury pathology, signs and symptoms, and management procedures for common sport/activity related trauma to the upper torso, extremities, spine, and head. Basic evaluative techniques, special testing techniques, protective pad construction, and taping/wrapping techniques for the upper quarter will be presented.

ATEP 245 — Principles of Health (3)

The Athletic Training Student will be introduced to techniques and principles to improve an individual's mental and physical health. Human sexuality and personal relations will be explored. The effects of legal and illegal drugs on the body will be examined. Systemic and acquired diseases and their effects on the human body will be investigated. The final areas of emphasis for this course will be to study the effects of aging, dying, and the various types of medical services available to the consumer.

ATEP 280 — Kinesiology (3)

The Athletic Training Student will primarily be exposed to functional human anatomy focusing on skeletal muscle origin, insertion, action, and nerve supply. In addition, the Athletic Training Student will develop an understanding and appreciation of fundamental principles that relate to human movement and, in particular, an understanding of those principles that apply to efficient, skilled, and safe movement. The Athletic Training Student will develop the ability to functionally and mechanically analyze typical and irregular or potentially harmful movements in terms of principles derived primarily from anatomy, physiology and biomechanical physics.

ATEP 290 — Exercise Physiology (3)

Presents the Athletic Training Student with a comprehensive study of the human body's responses to exercise. Topics include respiratory response to exercise, principles of training and conditioning and the resulting adaptations of the human body, cardiovascular training principles, energy production, metabolism, body composition, and muscular adaptations to exercise. The Athletic Training Student will have the opportunity to apply these principles in a practical setting through laboratory activities.

ATEP 302 — Athletic Training Clinical III (2)

This course places the Athletic Training Student in a situation where he/she will assist in the health care of the athletes during practices, games, and rehabilitation under the direct supervision of an Approved Clinical Instructor. Clinical settings include King's College athletics, local high schools, and local colleges/universities. The Athletic Training Student will learn and apply psychomotor skills involving various orthopedic special testing techniques, manual muscle testing techniques, and neurological and reflex testing for the lower quarter. Class lecture will be applied, and testing will follow an oral/practical format. Prerequisite: ATEP 203.

ATEP 303 — Athletic Training Clinical IV (2)

This course is a continuation of previous Clinicals. In addition to working with various athletic teams at a clinical site, the Athletic Training Student will assist in providing care to injured athletes through the administration of various therapeutic modalities and rehabilitation protocols under the direct supervision of an Approved Clinical Instructor. The Athletic Training Student will learn and apply psychomotor skills involving various orthopedic special testing techniques, manual muscle testing techniques, and neurological and reflex testing for the upper quarter. Class lecture will be applied, and testing will follow an oral/practical format. Prerequisite: ATEP 302.

ATEP 305 — Orthopedic Evaluation of Athletic Injuries I (3)

The Athletic Training Student will learn evaluation techniques including manual muscle testing, soft tissue palpation, bone palpation, special joint integrity testing techniques for the lower quarter, and gait analysis. The Athletic Training Student will be presented

with practical situations in which critical thinking must be applied to the application of special testing techniques.

ATEP 306 — Orthopedic Evaluation of Athletic Injuries II (3)

The Athletic Training Student will learn evaluation techniques including manual muscle testing, soft tissue palpation, bone palpation, and special joint integrity testing techniques for the upper quarter. The Athletic Training Student will be presented with practical situations in which critical thinking must be applied to the application of special testing techniques. Prerequisite: ATEP 305.

ATEP 310 — Therapeutic Modalities (3)

The Athletic Training Student will be introduced to theory and techniques of therapeutic modalities. Critical thinking in the application and development of protocols will be taught and utilized.

ATEP 310-L — Therapeutic Modalities Lab (1)

The Athletic Training Student will learn and implement psychomotor skills by applying various therapeutic modalities in a practical environment. Proper SOAP note documentation will be presented to properly record the use of therapeutic modalities in a clinical setting. Critical thinking will be applied by the Athletic Training Student as to the frequency and protocol for each modality.

ATEP 311 — Therapeutic Exercise (3)

Explores the theory and application of various types of exercise. Topics include the consequence of sudden inactivity, injury immobilization, early intervention, types of exercise, and how therapeutic modalities can be coordinated with exercise. The Athletic Training Student will develop rehabilitative protocols for various orthopedic injuries.

ATEP 311-L — Therapeutic Exercise Lab (1)

The Athletic Training Student will learn psychomotor skills by applying various therapeutic exercises. The Athletic Training Student will implement exercise protocols for various upper and lower quarter injuries. Techniques in therapeutic stretching, proprioceptive neuromuscular facilitation, joint mobilizations, functional exercise, plyometrics, gait training, and isokinetic equipment will be presented.

ATEP 325 — Nutrition and the Athlete (3)

The Athletic Training Student will understand the relationship between physical fitness, physical performance, injury prevention, and nutritional intake. The Athletic Training Student will develop an understanding of how to improve physical performance through proper utilization of food, how to identify improper eating habits, the effects of food supplements, techniques and effectiveness of carbohydrate loading, and the construction of a pre-event meal.

ATEP 402 — Athletic Training Clinical V (2)

At this time, the Athletic Training Student will become involved in the total health care of the athlete under the direct supervision of an Approved Clinical Instructor. The Athletic Training Student will implement all psychomotor skills and information that were presented during the previous three years. The clinical experience may take place at any affiliated clinical sites. In class lecture, the Athletic Training Student will be exposed to the education and counseling of the injured athlete as well as intervention with the drug and alcohol abusing athlete. Prerequisite: completion of all 300-level ATEP courses.

ATEP 403 — Athletic Training Clinical VI (2)

This is the final Clinical course for the Athletic Training Student. At this time, final review of psychomotor skills will take place. The Athletic Training Student will continue to be involved in providing health care for the athlete under the direct supervision of an Approved Clinical Instructor. The Athletic Training Student will also take several written, computer-based, and practical examinations in preparation for the national Board of Certification Exam. Content and review for these tests will be divided according to the domains of Athletic Training. Prerequisite: ATEP 402.

ATEP 410 — Pathology & Athletic Performance (3)

The Athletic Training Student will learn the nature and causes of disease and how disease affects the athlete. The effects of disease on the functions of tendons, ligaments, muscles, bones, the cardiovascular system, the respiratory system, and on athletic performance will be presented. Prerequisite: completion of all 300-level ATEP courses.

ATEP 422 — Organization & Administration of Athletic Training (3)

The Athletic Training Student will gain an understanding of policies and procedures in operating an Athletic Training Room or Sports Medicine Clinic. The Athletic Training Student will learn how to: design an Athletic Training Room or Clinical facility, create a budget, organize pre-participation physical examinations, keep records, and understand legal considerations in Athletic Training. There will also be a considerable amount of time devoted to human resource management, computer-based information management and insurance issues such as filing/tracking claims and third-party reimbursement. Prerequisite: completion of all 300-level ATEP courses.

ATEP 435 — Pharmacology in Athletic Training (3)

The Athletic Training Student will study the effects of drugs on the athlete. The Athletic Training Student will gain an understanding of prescription vs. non-prescription drugs in the treatment of common athletic injuries and illnesses, performance-enhancing drugs/ergogenic aids, and currently banned drugs in athletics. Physiologic reactions and effects of drugs, diuretics, anabolic steroids, recreational drugs, drug testing programs, and safety precautions for the Athletic Trainer from a legal standpoint will be presented. The moral and ethical responsibility to intervene in situations where the use and/or abuse of legal or illegal drugs is suspected or known will be discussed. Prerequisite: completion of all 300-level ATEP courses.

ATEP 460 — Current Trends & Topics in Athletic Training (3)

Investigates practices and procedures currently being applied in Athletic Training. The role of the Certified Athletic Trainer in relation to other allied health professionals will be explored. Current research and the implications for the Certified Athletic Trainer will be discussed. Prerequisites: ATEP 306 and ATEP 422.

ATEP 480 — Senior Seminar (3)

The Athletic Training Student will learn the proper methods of designing, conducting, writing, and publishing research within the field of Athletic Training. Basic statistical analysis/interpretation relevant to Athletic Training will be presented, as will computerized record keeping and data collection. Computer literacy and current technology related to Athletic Training will be emphasized. Prerequisite: ATEP 435.

ATEP 497 — Independent Study (1-6)

Advanced projects in a specialized area of Athletic Training under the supervision of a faculty member. Open to juniors and seniors only with the permission of the Program Director.

Biology

Dr. Ann Yezerksi, Chairperson

The Biology Major curriculum is designed to enable students to apply the scientific method paradigm as a means to understand the importance and interrelationships of the major concepts, tenets and principles of Biology, and to actively engage in the processes of collecting, analyzing, interpreting, and evaluating data in a competent and professional manner. Students also gain experience in using a variety of scientific information sources in order to collect, analyze and evaluate the work of other scientists and to develop their own research projects. Upon completion of the curriculum, students possess the skills required for postgraduate educational programs and/or employment in areas utilizing biological principles and techniques.

The curricula for Biology Majors as presented herein will ordinarily prepare students for careers in professional and graduate fields. However, certain specialized fields may require more extensive preparation in one or more areas. Hence, it is advantageous for the student to determine career goals as early as possible and to become familiar with the requirements of the specific fields. A special curriculum may be devised to meet the needs of a student whose plans for future study demand it.

Biology majors interested in high school teaching are encouraged to take Ecology and Microbiology in addition to the minimum requirements. Biology majors are encouraged to take advantage of the minor programs available in other academic disciplines.

Biology majors wishing to complete the major sequence requirements during the summer and who are unable to take the courses at King's Summer Session, must complete these requirements at a four year institution and/or have the prior approval of the Biology Department.

Education Requirements

BIOLOGY MAJOR SEQUENCE REQUIREMENTS

(14 COURSES — 54 CREDITS)

BIOL 111	General Biology I with Lab (4)	
BIOL 112	General Biology II with Lab (4)	
BIOL 223	Genetics with Lab (4)	
BIOL 224	Biochemistry with Lab (4)	
BIOL 370	Seminar (Sophomore/Junior Diagnostic Project) (2)	
BIOL 490	Biological Research (Senior integrated Assessment) (4)	total 22 credits
CHEM 113	General Chemistry I with Lab (4)	
CHEM 114	General Chemistry II with Lab (4)	
CHEM 241	Organic Chemistry I with Lab (4)	
CHEM 242	Organic Chemistry II with Lab (4)	total 16 credits
MATH 125	Calculus (4)	
MATH 128	Introduction to Statistics and Data Analysis and Applications to the Life Sciences (4)	total 8 credits
PHYS 111	General Physics I with Lab (4)	
PHYS 112	General Physics II with Lab (4)	total 8 credits

CARP 211	Career Planning I (1); Fall or Spring Semester Freshman Year recommended
CARP 412	Career Planning II (1); Fall or Spring Semester Junior Year recommended

Total Required Major Sequence Credits (54).

In addition to the Major Sequence requirements, a Biology Major must also complete a minimum of 4 courses, at least one course from each of three sub-discipline categories listed below. At least two of those courses, each from a different category, must include a laboratory component. For some courses, determined by the Instructor, the laboratory component must be taken concurrently with the lecture component. A course may be used to satisfy a single requirement in only one category even though the course may be cross-listed in another category.

CATEGORY I — MOLECULAR/CELLULAR BIOLOGY

BIOL 326	Immunology (4)
BIOL 330	Evolutionary Analysis and Bioinformatics (3)
BIOL 336	Cell Biology (4)
BIOL 448	Microbiology (4)
BIOL 450	Molecular Genetics (DNA Science) (4)
BIOL 451	Molecular Genetics (RNA Science) (4)
BIOL 452	Eukaryotic Molecular Biology (4)
BIOL 453	Systems Biology (4)

CATEGORY I I — ORGANISMAL BIOLOGY

BIOL 349	Animal Behavior (4); cross-listed as NEUR 349
BIOL 350	Vertebrate Embryology (4)
BIOL 355	Comparative Vertebrate Anatomy (4)
BIOL 360	Histology (4)
BIOL 430	Ecology (4)
BIOL 447	Physiology (4)

CATEGORY I II — POPULATION BIOLOGY

BIOL 310	Computer Modeling in Biology & Environmental Science (3)
BIOL 330	Evolutionary Analysis & Bioinformatics (3)
BIOL 349	Animal Behavior (4); cross-listed as NEUR 349
BIOL 401A-D	Special Topics (3 or 4)
BIOL 401A	Special Topics: Conservation Biology (3)
BIOL 401B	Special Topics: Wildlife Ecology and Management (3)
BIOL 401C	Special Topics: Ecotoxicology (4)
BIOL 401E	Special Topics: Wildlife Techniques (3)
BIOL 430	Ecology (4)

MINOR SEQUENCE REQUIREMENTS — BIOLOGY

(6 COURSES)

BIOL 111	General Biology I (4)
BIOL 112	General Biology III (4)

A minimum of 4 BIOLOGY course electives chosen in consultation with departmental advisors.

MINOR SEQUENCE REQUIREMENTS — MOLECULAR BIOLOGY

The Molecular Biology Minor is an interdisciplinary approach to meeting the demands and challenges of a new era in Biology, made possible by new techniques used to manipulate and study genetic material, which has offered new practical applications in virtually every area of biological science. The Molecular Biology Minor enables Biology Majors to become active practitioners in the field of Molecular Biology, enhancing their qualifications for post-baccalaureate opportunities in academic, health professions and industry settings.

(5 COURSES)

BIOL 450 DNA Science (4)

BIOL 451 RNA Science (4)

BIOL 453 Systems Biology (4)

Two of the Following:

BIOL 326 Immunology (4)

BIOL 330 Evolutionary Analysis and Bioinformatics (3)

BIOL 336 Cell Biology (4)

BIOL 448 Microbiology (4)

Course Descriptions

BIOL 111 — General Biology I (4)

General principles of Biology. Topics include: biomolecules, enzymes; composition and organization of Prokaryotic and Eukaryotic cells; regulation of cell structure and function; communication between cells and environment; bioenergetics; photosynthesis; intermediary metabolism; and genetics. 4 lecture and 3 laboratory hours.

BIOL 112 — General Biology II (4)

The general principles of organismal and population Biology with a concentration on the evolution and diversity among organisms. A further emphasis on structural and physiological adaptations for such processes as nutrition, fluid and gas exchange and hormonal regulation. An understanding of the interactions between organisms and their environment is explored. 4 lecture and 3 laboratory hours.

BIOL 214 — Medical Microbiology (4)

A study of morphology, biochemical activity, and ecology of bacteria, fungi, rickettsia, and viruses. Emphasis is placed on pathogenic microorganisms and the diseases that they cause, control measures, and diagnostic procedures. The laboratory presents the basic skills of clinical diagnostic microbiology. 3 lecture and 3 laboratory hours. *Intended primarily for Physician Assistant Majors.*

BIOL 221 — Anatomy and Physiology I (4)

A study of human anatomy and the relationship between structure and function. The course provides preparation in systemic physiology with concentration on major body functions and their controls. Topics include cytology, mitosis, meiosis, heredity, histology, organology and the following systems: integumentary, skeletal, muscular, and nervous. 3 lecture and 3 laboratory hours. *Intended primarily for Physician Assistant and Athletic Training Education Majors.*

BIOL 222 — Anatomy and Physiology II (4)

A continuation of BIOL 221. Topics include the endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems. 3 lecture and 3 laboratory hours. *Intended primarily for Physician Assistant and Athletic Training Education Majors.*

BIOL 223 — Genetics (4)

An introduction to heredity. A balanced presentation is made in the fields of classical, molecular and population genetics. Topics include: Mendelian inheritance, the nature and behavior of the gene and chromosome, chromosome mapping, cytoplasmic inheritance, human genetics, microbial genetics, and heredity as related to environment and evolution. Laboratory investigations utilizing a variety of organisms and techniques. Prerequisites: BIOL 112 and CHEM 114, or permission of the instructor. 3 lecture and 3 laboratory hours.

BIOL 224 — Biochemistry (4)

Biochemistry of carbohydrates, lipids, amino acids, proteins, nucleotides and nucleic acids; mechanism of enzyme action and regulation of enzymatic pathways; intermediary metabolism; lipid and nitrogen metabolism; physiochemistry of hemoglobin, the vitamins and selected hormones. Laboratory exercises consist of modern techniques and instrumentation of biochemistry: spectrophotometry; electrophoresis; column chromatography; enzymatic determinations; protein isolation and characterization. Prerequisites: BIOL 223, CHEM 241, or permission of instructor. 3 lecture and 3 laboratory hours.

**BIOL 229 — Modern Techniques in Biological Sciences, A-F,
listed by faculty members' sections (1)**

A laboratory course to introduce students to techniques used to conduct contemporary biological research. Emphasis will be placed on introducing and developing laboratory skills and providing hands-on experience with modern laboratory equipment in the context of an on-going faculty research project. The student will work in the research laboratory of a designated faculty member. Prerequisite: Permission of the department. 3 laboratory hours.

BIOL 310 — Computer Modeling in Biology and Environmental Science (3)

The student will learn the basics of how to use a visual-modeling environment, Stella II, and Starlogo, to simulate various phenomena in Biology, ecology, and environmental science. Computer assignments and models will be tailored to students in their individual major. No computer programming experience is needed and the course is open to any student in the sciences. *Cross-listed as ENST 310.*

BIOL 326 — Immunology (4)

Fundamentals of immunology, immunopathology, immunochemistry, and serology. Topics include: the immune system; structure, function, and formation of immunoglobulins; cellular and genetic basis of immune response; antigen-antibody reactions; the complement system; immunochemistry; hypersensitivity; transplantation; and methods in immunology. Laboratory exercises consist of methods to measure antibodies and the use of antibodies to detect other substances. Prerequisites: BIOL 111, 112. 3 lecture and 3 laboratory hours. *Intended primarily for Physician Assistant Majors.*

BIOL 330 — Introductory Bioinformatics (3)

Modern manipulation of molecular genetic data in the field of bioinformatics. Topics include genomics, proteomics, and systematics. A discussion of data collection techniques is followed by demonstration of data manipulation and analysis. A semester-long project based

on human genetic diseases allows for the development and implementation of pertinent techniques in the field via computer analysis of international genetic databases. Prerequisite: BIOL 223, or permission of the instructor. 3 lecture hours.

BIOL 336 — Cell Biology (4)

Application of genetic and biochemical concepts to the rigorous analysis of the structure and function of cells. Special attention is devoted to the interactions between cells and between cells and the noncellular environment, signaling and response mechanisms and regulation of gene activity. Specific examples for illustration will be drawn from developmental contexts and disease states. The laboratory will use cell culture as a means of providing model systems to afford students experience with techniques used to elucidate cellular integration and regulation mechanisms. Alternate course. Prerequisites: BIOL 224, CHEM 242, or permission of the instructor. 3 lecture and 3 laboratory hours.

BIOL 341 — Topics in Biochemistry/Physiology/Genetics (3)

Provides rigorous coverage of key areas of biochemistry, physiology, and genetics, which are prerequisite to the understanding of physiological control mechanisms fundamental to modern medical practice. Integration of information and its application to clinical situations is emphasized. The role of genetics in the etiology of various pathological states is also emphasized. Recent advances in molecular biology and reproductive technology and the associated moral, ethical, and legal dilemmas discussed as they relate to patient education and referral situations. *Intended primarily for Physician Assistant Majors.*

BIOL 349 — Animal Behavior (4)

The study of behavior has become complex, requiring knowledge in more than one discipline. In this class students will learn about animal behavior from a physiological, developmental, functional, and evolutionary perspective. Areas of concentration will include behavioral genetics, communication, behavioral endocrinology, altruism, neurobiology, social behavior, sexual behavior, parental care, and human behavior. Lab activities will include both laboratory study and field work. *Cross-listed as NEUR 349.*

BIOL 350 — Vertebrate Embryology (4)

A comparative study of vertebrate development considering gametogenesis, fertilization, cleavage, formation of germ layers and an analysis of the differentiation of tissues, organs, and systems of representative vertebrates. Alternate course. Prerequisites: BIOL 224, CHEM 242, or permission of the instructor. 3 lecture and 3 laboratory hours.

BIOL 355 — Comparative Vertebrate Anatomy (4)

Emphasis is placed on the comparative anatomy and physiology of vertebrate animals. Comparison is made in terms of systematic structural and functional units, patterns of development, adaptation, and phylogenetic relationships among representative species of extant and extinct vertebrates. The evolutionary origin of the chordates and their invertebrate ancestors is traced. Alternate course. Prerequisites: BIOL 224, CHEM 242, or permission of the instructor. 3 lecture and 3 laboratory hours.

BIOL 360 — Histology (4)

A study of the microscopic structures of mammalian tissues with emphasis on histogenesis, regeneration, repair and the classification of tissues and their arrangement in organs and systems. Alternate course. Prerequisites: BIOL 224, CHEM 242, or permission of the instructor. 3 lecture and 3 laboratory hours.

BIOL 370 — Biology Seminar (2)

Biology Seminar is the setting for the Sophomore/Junior diagnostic Project, a discipline specific assignment required of students in all majors. The assessment is designed to serve as a diagnostic screening device to determine the ability of students to transfer information literacy, critical thinking and effective communication skills developed through the core curriculum and major program to a selected question, case study, or project related to their major field of study. The Sophomore/Junior diagnostic Project provides a process check for competency growth plans. The project is evaluated by department faculty, and feedback is provided to students by either the instructor in the designated course or by the individual student's academic advisor. The Sophomore/Junior diagnostic Project helps students develop a clearer understanding of the expectations of faculty in their major field of study with respect to their ability to apply critical thinking skills and to communicate effectively. It also helps students to develop a better understanding of the specific criteria faculty use to judge work of students in their respective major fields of study. Prerequisites: BIOL 224 and CHEM 242, or permission of the instructor. 2 lecture/seminar hours.

BIOL 401A-D — Special Topics (3 or 4)

Selected topics in modern biological studies. Topics are announced prior to registration. Classes consist of lectures, discussions, and student reports or labs. Topics include A) conservation Biology, B) Wildlife Ecology and Management, c) Ecotoxicology, and d) Wildlife Techniques. Prerequisite: BIOL 224, or permission of the instructor. 3 or 4 lecture/lab hours. *Cross-listed as ENST 401.*

BIOL 410 — Fundamentals of Parasitology and Protozoology (4)

This course is designed to provide students with an understanding of both classical and modern Parasitology and Protozoology. Life cycles of significant nematodes, trematodes, cestodes, and protozoa are covered. Topics covered will include basic principles of parasitology, life cycles, epidemiology, host-parasite interactions, drug treatments and vector control programs, along with information on the basic biology, ecology, biochemistry and genetics of selected organisms. The students will learn to prepare and identify samples using common laboratory and molecular techniques. Prerequisite: BIOL 223 and 224, or permission of the instructor. 3 lecture and 3 laboratory hours.

BIOL 430 — Ecology (4)

The study of the interrelationships and interactions of organisms and their environments. Topics include population dynamics, interspecific relationships, community structure and function, nutrient cycling and energy flow in ecosystems and biome diversity. Laboratory topics include field trips and study of local natural areas, and introduction to ecological methods and biostatistics. Prerequisite: BIOL 224, or permission of the instructor. 3 lecture and 3 laboratory hours.

BIOL 447 — Physiology (4)

The study of the functions and interactions of organ systems. Topics include respiration, circulation, muscle contraction, digestion, homeostasis and removal of waste material. Includes one hour per week discussion on the effects of venoms on human physiology. Laboratory investigations utilize computer data acquisition to study the major lecture topics using frogs, mice and humans as test subjects. BIOL 224, CHEM 242, or permission of the instructor. 3 lecture and 3 laboratory hours.

BIOL 448 — Microbiology (4)

A study of microorganisms including bacteria, viruses, rickettsiae, fungi, and other microbial forms. The morphology, physiology, ecology, evolution of these organisms, their pathogenesis, host responses, epidemiology, and control are discussed. Laboratory exercises illustrate morphology, growth, biochemical characteristics, identification and classification, microbial immunity, genetics and various laboratory techniques. Prerequisite: CHEM 242 or permission of the instructor. 3 lecture and 3 laboratory hours.

BIOL 450 — Molecular Genetics: DNA Science (4)

Genetic structure and regulation of gene expression in prokaryotic and eukaryotic organisms: recombinant DNA technology; mutation/suppression; transcription/translation; DNA polymorphisms: Laboratory exercises include; RE digest and analysis, directional cloning using PCR, genomic DNA and plasmid isolation, site-directed mutagenesis, gene fusions, DNA sequencing, DNA fingerprinting. Prerequisites: BIOL 224 and CHEM 242, or permission of the instructor. 3 lecture and 3 laboratory hours.

BIOL 451 — Molecular Genetics: RNA Science (4)

Lectures focus RNA chemistry, isolation and manipulation; DNA replication; DNA repair; recombination; microarray technology; Laboratory exercises include: RT-PCR, mRNA isolation, cDNA synthesis, size fractionation of cDNA library, phage lambda packaging of cDNA, 5'/3' RACE. Prerequisite: BIOL 450, or permission of the instructor. 3 lecture and 3 laboratory hours.

BIOL 453 — Systems Biology (4)

Systems Biology attempts to correlate the growing databases of genomic and proteomic information within the context of the function of cells as a whole. Techniques used include a combination of molecular biology and biochemistry wet labs followed by computer analysis and modeling of the results. A metabolic pathway will be studied in detail to discover changes in both genetic and protein regulation in response to changing conditions.

BIOL 490 — Biological Research I (4)

This course is the Biology department's Senior integrated Assessment course. Science is the process of scientific research; therefore, this course introduces Biology Majors to the process of scientific research. The student works in the research laboratory of a faculty member conducting original and independent scientific research. The culmination of the course is a written and oral presentation of a scientific report. Biology 490 is the required capstone course for all Biology Majors. Prerequisites: BIOL 223, 224, 370. 2 lecture and 2 three-hour laboratory sessions.

BIOL 491 — Biological Research I I (2, 3 or 4)

For students who want to continue original, independent research. Prerequisites: BIOL 490 and CHEM 242. *Variable credit; time and credit established by contract between Instructor and student.*

BIOL 499 — Biology Internship

A Biology internship may be taken during the junior or senior year. *The Department Chairperson should be consulted. A minimum G.P.A. of 2.50 is required*

Business Administration

Dr. Joseph S. Falchek, Chairperson

The Business Administration Program at King's College provides an extensive general background in business, emphasizing the basics of business: Principles of Management, Principles of Marketing, Business Law, International Business, Financial Management, Organizational Behavior, Production/Operations Management, Human Resources Management, and Strategic Management. At the same time, the major provides a thorough foundation in the fields of accounting, Economics, computer technology, and quantitative methods, which enables the student, through appropriate course selection, to combine concentrations in related disciplines.

The major gives the student strategic training in business, an appreciation of and ability to use the modern tools of management, an exposure to a broad range of business subjects and opportunities, and a wide range of career options, such as business enterprises, not for profit organizations or government service, as well as graduate and/or professional school.

The Business Administration Department integrates and builds upon the CORE Curriculum courses/skills including oral and written communication competencies, information technology and critical thinking to enhance the learning of business. A variety of elective courses are available to meet the desires and interests of the students. These courses, and the availability of internships, contribute significant depth to the student's education.

Education Requirements

REQUIRED CORE COURSES

(9 CREDITS)

CIS 110	Introduction to Computer Applications for Business
CORE 153	Principles of Economics: Macro
MATH 123	Finite Math

BUSINESS FOUNDATIONS

(33 CREDITS)

ECON 112	Principles of Economics: Micro
ECON 221	Quantitative Methods for Business and Economics
MSB 110	Introduction to Financial Accounting
MSB 120	Introduction to Management Accounting and Planning
MSB 200	Principles of Management
MSB 210	Principles of Marketing
MSB 287	Business ethics
MSB 305	Organizational Behavior
MSB 320	Financial Management
MSB 330	Business Law I
MSB 480	Strategic Management

MAJOR REQUIREMENTS

(19 CREDITS)

BUS 330	Small Business Management
BUS 345	Business Law II
BUS 363	Production/Operations Management
BUS 470	Current Topics in Management
HRM 210	Introduction to Human Resources Management
CORE 193	Globalization
CARP 412	Career Planning II (1 credit)

ELECTIVES (21 CREDITS)

Students may select any course offered/accepted by the college, including non-business courses. Business Administration majors are encouraged to participate in the experiential Learning/Internship Program and/or Study Abroad.

ASSOCIATE DEGREE (A.S.) MAJOR REQUIREMENTS

(8 COURSES — 24 CREDITS)

CIS 110	Introduction to Computer Applications for Business
CORE 153	Principles of Economics: Macro
ECON 112	Principles of Economics: Micro
MSB 110	Introduction to Financial Reporting
MSB 120	Introduction to Management Control and Planning
MSB 200	Principles of Management
MSB 210	Principles of Marketing
MSB 320	Financial Management

MINOR SEQUENCE REQUIREMENTS

(6 COURSES — 18 CREDITS)

Monitoring of student progress in pursuing a minor in Business Administration is necessary to enhance the student learning experience. Students shall not earn credit for more than 15 hours in any designated course, or combination of courses, in Accounting, Business Administration, Finance, Human Resources Management, International Business, and Marketing without being declared as either a major or minor student of one of those programs, or being granted permission by the Director of The William G. McGowan School of Business. Therefore, a written declaration must be submitted by the student to the registrar.

MSB 200	Principles of Management
MSB 210	Principles of Marketing
MSB 305	Organizational Behavior
MSB 320	Financial Management
MSB 330	Business Law I

Any one (1) of the following:

BUS 330	Small Business Management
BUS 363	Production/Operations Management

As a pre-requirement for the minor, the following must be satisfied: MSB 110, MSB120 and CIS 110.

BUSINESS MINOR FOR STUDENTS IN A MAJOR WITHIN THE COLLEGE OF ARTS AND SCIENCES

Monitoring of student progress in pursuing a minor in Business Administration is necessary to enhance the student-learning experience. Students shall not earn credit for more than 15 hours in any designated course or combination of courses in Accounting, Business Administration, Finance, Human Resources Management, International Business, or Marketing without being declared either a major or minor student of one of those programs; or being granted permission by the Director of The William G. McGowan School of Business. Therefore, a written declaration must be submitted by the student to the Registrar.

CIS 110	Introduction to Computer Applications for Business
CORE 153	Principles of Economics: Macro
ECON 112	Principles of Economics: Micro
ECON 221	Quantitative Methods for Business & Economics I
MSB 110	Introduction to Financial Reporting
MSB 120	Introduction to Management Control and Planning
MSB 200	Principles of Management
MSB 210	Principles of Marketing
MSB 320	Financial Management

Course Descriptions

All courses offered by the McGowan School of Business beyond the 200-level must be completed at King's College in order for the awarding of the B.S. degree or minor sequence in Business Administration or for the fulfillment of any required course in any other degree or minor programs offered through the William G. McGowan School of Business unless permission is granted by the Department Chair in writing prior to the start of any coursework.

MSB 110 — Introduction to Financial Reporting (3)

A survey of the financial accounting concepts and procedures used as applied to service and trading business with an emphasis upon the uses and interpretation of financial statements.

MSB 120 — Introduction to Management Control and Planning (3)

An introduction to the role of accounting information in the measurement of business and employee performance, and to facilitating planning decisions such as product and service selection, budgeting, investment, and profit measurement. Prerequisite: MSB 110.

MSB 200 — Principles of Management (3)

The course provides an overview of the history of management thought and of managerial activities and analysis of the process of planning, organizing, leading, controlling and forces of environments in which businesses operate. Topics include strategic planning, organizational design, human resource management, decision-making, ethics and social responsibility. Relating topics to the current business environment is emphasized. The case analysis concerned with each of these forces is discussed, with emphasis on problem solving. Prerequisites: CORE 100, CORE 110, CORE 115 and CIS 110.

MSB 210 — Principles of Marketing (3)

An introduction to the field of marketing with particular emphasis on how companies develop marketing programs that are responsive to consumers' needs and wants for products and services. Prerequisite: CIS 110.

MSB 287 — Business Ethics (3)

An examination of the major ethical issues and dilemmas facing contemporary business in the light of the major theories of ethics. The course first addresses several challenges to the very idea of Business ethics such as relativism, egoism, and the applicability of moral concepts to corporations. It then uses the case method to focus on the justice of capitalism as an economic system, ethics in the marketplace, business and the environment, the ethics of consumer production and marketing, and the ethics of the employee/employer relationship. Prerequisite: CORE 280.

MSB 305 — Organizational Behavior (3)

An introduction to the field of Organizational Behavior. Organizational Behavior is an interdisciplinary field that examines human behavior in organizational settings and concerns the behavioral interactions of individuals, groups and the organization itself. Prerequisite: MSB 200.

MSB 320 — Financial Management (3)

The course introduces basic principles in finance such as cash flow, the time value of money, valuation of the firm and financial assets, and capital budgeting. Prerequisites: MSB 110, MSB 120 and ECON 221.

MSB 330 — Business Law I (3)

A study of the nature of law, legal reasoning, and procedures, relating to the court systems, government regulation, administrative agencies, and the private judicial systems of arbitration and mediation. Topics include crimes and torts including economic and business related aspects of each. Special emphasis is placed on contract law, including the formation, breach of contract, and legal remedies. Selected actual cases illustrate practical problems. Prerequisites: CORE 100, CORE 110, CORE 115 and CIS 110.

MSB 480 — Strategic Management (3)

This capstone course uses strategic planning as a means of confirming and integrating participants' comprehensive business competencies. Conceptual knowledge acquired from business foundation courses are applied to the realities of the global management environment. The goal of this course is to provide an opportunity for students to synthesize concepts, identify problems, analyze and evaluate alternative solutions, and to formulate socially responsible actions. Prerequisites: Completion of Business Foundation Courses and Senior status.

BUS 270 — Real Estate Fundamentals (3)

Designed to acquaint the student with the language, principles and laws that govern real estate. Land, real property and the rights of ownership are defined, including the way the use of ownership is controlled. Because the transfer of ownership is affected by a number of documents, it is essential to understand the basic legal elements of a contract. The concept of title, the laws and methods of evidencing and transferring ownership and the principles of financing are discussed, as well as the licensing laws that govern the industry practitioners in the transaction.

BUS 271 — Real Estate Practice (3)

Designed to acquaint the student with the specific activities of licensees and the services rendered to clients and customers in the course of a variety of real estate transaction. Client representation is discussed as it relates to a seller, buyer or property owner. The legal and ethical responsibilities of licensees are included in these discussions. Prerequisite: BUS 270.

BUS 320 — Personal Finance (3)

A course designed to help people to manage their financial affairs wisely. Topics include: wealth; income; inflation; investments in stocks, bonds, real estate, gold and collectibles; consumer credit; home ownership; insurance; income taxes and consumer protection.

BUS 330 — Small Business Management (3)

An investigation of the advantages and disadvantages of sharing and owning small, independent, entrepreneurial businesses. Topics to be studied will include the characteristics of small businesses and their owner-managers; planning, organizing and managing a new business; staffing the business; production of the product or service; marketing the product or service; profit planning and control; security and family considerations in the business; and entrepreneurship. Prerequisites: MSB 200, MSB 210, or permission of department chairperson.

BUS 345 — Business Law II (3)

A study of the legal relations created in the various forms of business organizations (sole proprietorships, partnerships, and corporations). Topics include the substantive law of property including real, personal, and intellectual property, wills, trusts and estates, secured transactions, principal and agency, sales law, insurance, negotiable instruments and securities regulation. Selected actual cases illustrate practical problems encountered in business. Prerequisite: MSB 330.

BUS 363 — Production/Operations Management (3)

An introduction to the management of a firm's production system. emphasis is placed on topics that are important in enabling both manufacturing and service industries to add maximum value for customers. Subjects include: forecasting methods, production technology, resource allocation, facility location and layout, inventory control, and material requirements planning. Topical integrating themes include global competition and total quality management. The course will utilize both case studies and problem solving with the assistance of electronic spreadsheet computer applications. Prerequisites: ECON 221, CIS 110 and MSB 200.

BUS 410 — Women in Management (3)

The possibilities for, and the roles of, women in management. An exploration of the status of women in management, barriers to women in such positions, reasons for inequity in salary and benefits and ways to overcome gender discrimination.

BUS 470 — Current Topics in Management (3)

This course will be presented through a combination of lectures, student reports and classroom discussion to introduce students to and to conduct in-depth reviews of the most current issues and problems facing business administrators and those who deal with them. The course will emphasize independent research. Completion of Business Foundation Courses and senior status.

BUS 491 — Special Topics in Business Administration

Topics selected from contemporary Business Administration issues which may be offered from time to time to meet the need of the students. Prerequisites may be required based upon the content of the course.

BUS 497 — Independent Study in Business Administration (3)

Advanced projects in a specialized area of Business Administration under the supervision of a faculty member in the Business Administration Department. *Senior status required; open to juniors only with permission of Department Chairperson.*

BUS 499 — Business Administration Internship (3-6)

An option for junior and senior majors to gain practical related experience in the field. Regular sessions with a faculty coordinator required. *Junior or senior status with a minimum G.P.A. of 2.50 is required.*

The William G. McGowan School of Business

Fr. John Ryan, C.S.C., Dean

The William G. McGowan School of Business offers the following majors: Accounting, Business Administration, Finance, Human Resources Management, International Business, and Marketing. Every student is required to take the following curriculum in addition to his or her major courses:

Business Foundation Courses

The following courses will be used to fulfill CORE requirements:

CIS 110	Introduction to Computer Applications for Business
CORE 153	Principles of economics — Macro
MATH 123	Finite Math

The following courses will also be included:

ECON 112	Principles of economics: Micro
ECON 221	Quantitative Methods for Business and economics
MSB 110	Introduction to Financial Reporting
MSB 120	Introduction to Management Control and Planning
MSB 200	Principles of Management
MSB 210	Principles of Marketing
MSB 287	Business ethics
MSB 305	Organizational Behavior
MSB 320	Financial Management
MSB 330	Business Law I
MSB 480	Strategic Management

Students shall not earn credit for more than 15 hours in any designated course, or combination of courses, in Accounting, Business Administration, Finance, Health Care Administration, Human Resources Management, International Business, and Marketing without being declared as either a major or minor student of one of those programs, or being granted permission by the Director of The William G. McGowan School of Business.

MINOR PROGRAMS

Students majoring in a program offered by the William G. McGowan School of Business are encouraged to minor in Psychology.

THE WILLIAM G. MCGOWAN SCHOOL OF BUSINESS FOUNDATION COURSES

The William G. McGowan School of Business requires each of its major programs to have a common curriculum that it calls the Business Foundation. These courses are required for the B.S. degrees in Accounting, Business Administration, Finance, Human Resources Management, International Business, and Marketing.

Course Descriptions

ECON 112 — Principles of Economics: Micro (3)

Micro economics principles: the theory of price under various market conditions; the economic function of government; elements of international economics.

ECON 221 — Quantitative Methods for Business and Economics (3)

An introduction to statistical and mathematical methods used in business fields and economics. Topics include basic statistical concepts, sampling, probability, basic statistical distribution, estimation, hypothesis testing, and introduction to regression analysis.

MSB 110 — Introduction to Financial Reporting (3)

A survey of the financial accounting concepts and procedures used as applied to service and trading business with an emphasis upon the uses and interpretation of financial statements.

MSB 120 — Introduction to Management Control and Planning (3)

An Introduction to the role of accounting information in the measurement of business and employee performance, and to facilitating planning decisions such as product and service selection, budgeting, investments, and profit measurement. Prerequisite: MSB 110.

MSB 200 — Principles of Management (3)

The course provides an overview of the history of management thought and of managerial activities and analysis of the process of planning, organizing, leading, controlling and forces of environments in which businesses operate. Topics include strategic planning, organizational design, human resource management, decision-making, ethics and social responsibility. Relating topics to the current business environment is emphasized. The case analysis concerned with each of these forces is discussed, with emphasis on problem solving. Prerequisites: CORE 100, CORE 110, CORE 115 and CIS 110.

MSB 210 — Principles of Marketing (3)

An introduction to the field of marketing with particular emphasis on how companies develop marketing programs that are responsive to consumers' needs and wants for products and services. Prerequisite: CIS 110

MSB 287 — Business Ethics (3)

An examination of the major ethical issues and dilemmas facing contemporary business in the light of the major theories of ethics. The course first addresses several challenges to the very idea of Business ethics such as relativism, egoism, and the applicability of moral concepts to corporations. It then uses the case method to focus on the justice of capitalism as an economic system, ethics in the marketplace, business and the environment, the ethics of consumer production and marketing, and the ethics of the employee/employer relationship. Prerequisite: CORE 280.

MSB 305 — Organizational Behavior (3)

An introduction to the field of Organizational Behavior. Organizational Behavior is an interdisciplinary field that examines human behavior in organizational settings and concerns the behavioral interactions of individuals, groups and the organization itself. Prerequisite: MSB 200.

MSB 320 — Financial Management (3)

The course introduces basic principles in finance such as cash flow, the time value of money, valuation of the firm and financial assets, and capital budgeting. Prerequisites: MSB 110, MSB 120 and ECON 221.

MSB 330 — Business Law I (3)

A study of the nature of law, legal reasoning, and procedures, relating to the court systems, government regulation, administrative agencies, and the private judicial systems of arbitration and mediation. Topics include crimes and torts including economic and business related aspects of each. Special emphasis is placed on contract law, including the formation, breach of contract, and legal remedies. Selected actual cases illustrate practical problems.

MSB 480 — Strategic Management (3)

This capstone course uses strategic planning as a means of confirming and integrating participants' comprehensive business competencies. Conceptual knowledge acquired from business foundation courses is applied to the realities of the global management environment. The goal of this course is to provide an opportunity for students to synthesize concepts, identify problems, analyze and evaluate alternative solutions, and to formulate socially responsible actions. Prerequisites: Completion of Business Foundation Courses and Senior status.

Chemistry

Dr. Frederick Sauls, Chairperson

Chemistry is the science of matter and its changes; the effort to understand the laws governing the behavior of atoms and molecules. Behind this dry definition is an enormous range of activities ranging from highly theoretical to immediately practical. Chemists study abstract theories in an effort to understand those fundamental laws. They then apply them in making new materials, eliminating pollution, fighting diseases, or detecting crime. Our chemistry graduates work in these areas and many others.

King's major program consists of a sequence of courses designed to help the student understand the various branches of chemistry. Laboratory courses teach the fundamentals of the scientific method; the creative questioning of nature and careful reasoning from the results. The Chemistry Department has a tradition of strong faculty-student interaction. Classes are deliberately small and each student receives personal attention.

The Department knows that the heart of science is the search for new knowledge. In order to share in this exciting adventure, each student is highly encouraged to elect a research project under the individual direction of a faculty member. This collaborative effort and hands-on experience are important factors in the success of our graduates.

The Department also believes that a scientist is also a member of society and must have a broadly based liberal education. Therefore, the chemistry major must select courses outside the major from the Core curriculum.

Most King's chemistry majors enter 1) graduate school in chemistry, biochemistry, or other chemically related areas; 2) employment in chemical research, development, forensic, or quality control laboratories; 3) teaching in secondary schools; 4) further study in medically related professions. However, a number have made careers in law, business, and other areas that are not traditionally associated with a degree in chemistry. The technical knowledge and the intellectual discipline a student develops in the chemistry program serve our graduates well, whatever their careers.

A substantial number of our graduates have gone on to careers as physicians or dentists. Chemistry majors intending to apply to medical or dental school should plan to take at least two semesters of biology (including laboratory) and consult the Health Professions Advisor early in their academic career.

The Department also has designed several Core courses for non-science majors, to broaden their understanding of science and how it applies to life in our complex society.

Education Requirements

MAJOR REQUIREMENTS

(63 CREDITS)

CHEM 113/L	General Chemistry I (4)
CHEM 114/L	General Chemistry II (4)
CHEM 241/L	Organic Chemistry I (4)
CHEM 242/L	Organic Chemistry II (4)
CHEM 243/L	Analytical Chemistry (5)
CHEM 244/L	Instrumental Analysis (5)

CHEM 351	Chemical Information Science (1)
CHEM 357/L	Physical Chemistry I (5)
CHEM 358/L*	Physical Chemistry II (5)
CHEM 471	Advanced Inorganic Chemistry (3)
CHEM 493	Senior Colloquium (1)
CHEM 494	Senior Colloquium (1)
MATH 125**	Calculus (4)
MATH 126**	Introduction to Statistics and Data Analysis (3)
MATH 237**	Mathematics for the Physical Sciences I (3)
MATH 238**	Mathematics for the Physical Sciences II (3)
PHYS 111/L	General Physics I (4)
PHYS 112/L	General Physics II (4)

Students who wish to be eligible for certification by the American Chemical Society must include the following:

CHEM 353	Biochemistry (3)
CHEM 471L	Advanced Inorganic Chemistry Lab (2)

Plus one of the following:

CHEM 359	Organic Structure Determination (3)
CHEM 373	Advanced Organic Chemistry (3)
CHEM 475	Advanced Analytical Chemistry (3)
CHEM 476	Chemistry of Materials (3)
CHEM 477	Advanced Physical Chemistry (3)
CHEM 479	Solid State Chemistry (3)
CHEM 496	Senior Research I (3)
CHEM 497	Senior Research II (3)

*CHEM 358L may be replaced by a semester of research
(CHEM 396, 397, 496, 497)

***The mathematics requirements may alternatively be met by completion of a minor in mathematics.*

SECONDARY SCHOOL CERTIFICATION IN CHEMISTRY

(53-56 CREDITS)*

CHEM 113/L	General Chemistry I (4)
CHEM 114/L	General Chemistry II (4)
CHEM 241/L	Organic Chemistry I (4)
CHEM 242/L	Organic Chemistry II (4)
CHEM 243/L	Analytical Chemistry (5)
CHEM 244/L	Instrumental Analysis (5)
CHEM 351	Chemical Information Science (1)
CHEM 493	Senior Colloquium (1)
MATH 125	Calculus (4)
MATH 126	Introduction to Statistics and Data Analysis (3)
PHYS 111/L	General Physics I (4)
PHYS 112/L	General Physics II (4)

One of the following sets:

CHEM 252/L, 359, 47	or
CHEM 357/L, 358/L, 359	or
CHEM 357/L, 358/L, 471	

**Additionally, the student must complete Education Department courses required for certification.*

FORENSIC EMPHASIS REQUIREMENTS

(16 COURSES — 18 CREDITS)

FS 131/CJ 131 Introduction to Criminal Law (3)

FS 278/CORE 278 Forensic Chemistry (3)

FS 279/CORE 279 Forensic Biology (3)

FS 341/PSYCH 341 Forensic Psychology (3)

2 Courses from Biology, Chemistry or Forensic Studies (6)

A forensically-oriented research project in CHEM 496 is encouraged.

MINOR SEQUENCE REQUIREMENTS

(24 CREDITS)

CHEM 113/L General Chemistry I (4)

CHEM 114/L General Chemistry II (4)

CHEM 241/L Organic Chemistry I (4)

CHEM 242/L Organic Chemistry II (4)

CHEM 243/L Analytical Chemistry (5)

One approved CHEM elective numbered CHEM 244 or higher excluding CHEM 351; if the course has an associated laboratory, it is also required. Three (3) Credits of CHEM research may be used as this elective.

Course Descriptions

CHEM 107 — General, Organic, and Biochemistry (4)

Chemistry 107 and the associated laboratory Chemistry 107L are intended for those entering health science and related fields such as Athletic Training and Physical Therapy. The course will progress from the basic tenets of general chemistry through organic chemistry and finally to biochemistry. Medical and health related applications will be emphasized. 4 lecture and 3 laboratory hours per week.

CHEM 113, 114 — General Chemistry I, II (4, 4)

Fundamental concepts and principles common to the various branches of chemistry. This includes descriptive chemistry, which deals in a systematic way with the more important elements and the structures, properties and reactions of their compounds. A balance between experiment and theory, between quantitative and qualitative aspects of the course material and between rigor and simplification is sought. Laboratory work emphasizes learning basic techniques, learning to manipulate and interpret numerical data and learning the relationship between experimental measurement and chemical theory through guided, independent work by the student. Primarily for students majoring in the natural sciences. Prerequisite: high school chemistry. 4 lecture-recitation and 3 laboratory hours for two semesters.

CHEM 197 — Early Research Experience in Chemistry (0-1)

An introduction to Chemical research under the supervision of a department faculty member. A written report is required. Freshmen chemistry majors may begin chemical research if they earn at least a B+ in CHEM 113 and B in CHEM 113L. *Permission of the faculty member and the department chair is required.*

CHEM 241, 242 — Organic Chemistry I, II (4, 4)

A study of elemental carbon and the properties, structures, reactions and syntheses of carbon compounds. Nomenclature, structure determination by spectrometric methods, reaction mechanisms and the relationship between structure and reactivity are among the topics covered along with the application of principles to the descriptive aspects of the subject. Laboratory work involves the synthesis of organic compounds, physical property measurements, separation and purification techniques, and the use of spectroscopic methods for compound identification. Prerequisite: CHEM 114. 3 lecture and 3 laboratory hours for two semesters.

CHEM 243 — Analytical Chemistry (5)

An application of the principles of equilibrium, electrochemistry and spectrophotometry to quantitative chemical analysis. The laboratory utilizes gravimetric, volumetric, potentiometric, and spectrophotometric methods of analysis with an emphasis on the technique required to produce accurate and precise results. Prerequisite: CHEM 114. 3 lecture and 4 laboratory hours.

CHEM 244 — Instrumental Analysis (5)

The theory and practice of quantitative and qualitative chemical analysis using instrumental techniques. Topics include the theory of operation, data interpretation, and practical applications of important spectroscopic, chromatographic and electrochemical methods. Prerequisites: CHEM 243 and approval of the department chairperson is required. 3 lecture and 4 laboratory hours.

CHEM 252 — Physical Chemistry for the Life Sciences (4)

An introduction to the basic principles, theories, techniques and methods of physical chemistry and their application to materials and processes occurring in living systems, but without the usual mathematical precision and rigor. Laboratory work emphasizes the quantitative acquisition of experimental data by classical and instrumental methods. Prerequisites: CHEM 114, PHYS 112, MATH 125, and permission of the department chairperson. 3 lecture and 3 laboratory hours.

CHEM 296, 297 — Chemical Research I, II (0-2, 0-2)

Research into a problem of current chemical interest under the supervision of a department member. A written report is required. Sophomore chemistry majors may participate if they have a 3.400 G.P.A. in their chemistry courses and an overall G.P.A. of 3.000. Permission of the faculty member and the department chair is required.

CHEM 351 — Chemical Information Science (1)

An introduction to the methods of chemical information retrieval and display. While hand searching of library materials is covered, CD-roM and on-line computer searching will be emphasized. Sources of chemical information on the Internet will be explored. Students will become familiar with both 2-D and 3-D molecular drawing and visualization software, and the interface of these programs with presentation and Internet packages. 1 lecture and 1 library/computer practicum per week.

CHEM 353 — Biochemistry (3)

An introduction to the major classes of biomolecules, enzymology, metabolism, and bioenergetics. Prerequisites: CHEM 242. 3 lecture hours.

CHEM 357, 358 — Physical Chemistry I, II (10)

A study of the macroscopic properties and principles of matter and energy that will be developed with appropriate rigor. Selected topics include the four laws of thermodynamics, phase and reaction equilibria, chemical kinetics, quantum mechanics, and statistical thermodynamics. Laboratories will closely correlate with topics discussed in lecture and will emphasize the completion of properly formatted and scientifically written laboratory reports. Prerequisites: CHEM 114, PHYS 112; concurrent: MATH 237. 3 lecture and 4 laboratory hours for two semesters.

CHEM 359 — Organic Structure Determination (3)

The application of the principles of organic chemistry to the separation and identification of organic compounds. Classical and spectrometric methods will be utilized to determine properties and structure of these compounds, which will aid in their identification. Prerequisite: CHEM 242. 2 hours lecture-recitation and 3 laboratory hours.

CHEM 373 — Advanced Organic Chemistry (3)

Selected topics in organic, medicinal or biochemistry. The choice of topics will be made by the instructor, depending on the mutual interests of the instructor and the students. Prerequisites: CHEM 242 and permission of the department chairperson. 3 lecture hours.

CHEM 396, 397 — Chemical Research I, II (0-2, 0-2)

Research into a problem of current Chemical interest under the supervision of a department member. A written report is required. Junior chemistry majors or minors may participate if they have a 3.400 G.P.A. in their chemistry courses and an overall G.P.A. of 3.000. *Permission of the faculty member and the department chair is required.*

CHEM 471 — Advanced Inorganic Chemistry (5)

The properties and reactivities of inorganic compounds will be explained in terms of molecular symmetry, group theory, and molecular orbital theory. Sections on coordination and organometallic compounds will highlight synthesis, reactivity trends and recent advances. In the second half of the course there will be an emphasis on the preparation, characterization, and properties of solid state inorganic compounds. Laboratory work will involve the synthesis, purification, and characterization of inorganic compounds. Inert atmosphere, high temperature, high pressure, and glassblowing techniques will be acquired. The laboratory will place emphasis on the synthesis and properties of inorganic solid state materials. The laboratory is required for American Chemical Society Certification, but not for graduation with a chemistry major. 3 lecture hours and 4 laboratory hours.

CHEM 475 — Advanced Analytical Chemistry (3)

Selected topics in analytical chemistry. The choice of topics will be made in accord with the mutual interests of the instructor and students. Possible categories include forensic chemistry, spectroscopy, electrochemistry and other analytical methods. Prerequisites: CHEM 244 or CHEM 252 and permission of the department chairperson. 3 lecture hours.

CHEM 476 — Chemistry of Materials (3)

This course focuses on the relationship of structure to physical properties, with an emphasis on materials with everyday or industrial relevance. Methods of materials preparation along with the principles behind rational design of materials will be discussed. The analytical methods used to study materials will be surveyed. Among the classes of materials examined are crystalline inorganic solids, organic polymers, glasses, catalysts,

and composites. Pre- or co-requisites: CHEM 357, and permission of the department chairperson. 3 lecture hours.

CHEM 477 — Advanced Physical Chemistry (3)

Selected topics in physical Chemistry. Building on the basic concepts of physical chemistry discussed in CHEM 357-358, Advanced Physical Chemistry will focus on 1) a postulational development of thermodynamics 2) an in-depth discussion of phase transformations, specifically the differences between first and second order phase transitions and solid-solid or liquid-liquid phase transformations 3) a rigorous treatment of the structure of solid state materials, beginning with the development of Bravais lattices and ending with the characterization of solid materials via x-ray diffraction 4) an advanced look at spectroscopic methods: infrared and raman spectroscopy, nuclear magnetic resonance (NMR), laser techniques, and photochemical methods (fluorescence and phosphorescence). Prerequisites: CHEM 357, MATH 238, PHYS 112, and permission of the department chairperson. 3 lecture hours.

CHEM 479 — Solid State Chemistry (3)

This course surveys the wide variety of inorganic solid state structures and their properties. Topics include solid-state structure, crystal symmetry, electronic structure from a band theory perspective, magnetism, defects and their effects on properties, phase diagrams, Chemical and physical properties of solids, x-ray diffraction, other analytical methods, synthetic methods, and important uses of solid state materials. Pre- or co-requisites: CHEM 357, and permission of department chairperson. 3 lecture hours.

CHEM 493, 494 — Senior Colloquium (1, 1)

The reading and synthesis of current research in the chemical literature. The student must prepare two seminars, one each semester, in two different areas of chemistry. These seminars are presented orally to the department faculty and students. The student is expected to answer questions based on material learned in completed courses but pertinent to the seminar topic. *All senior Chemistry majors must attend seminars given by other students and visiting speakers. Pass/Fail.*

CHEM 496, 497 — Senior Research I, II (0 or 3, 0 or 3)

An experimental or theoretical research project undertaken by the student under the supervision of a department member. The research requires the student to use advanced concepts and techniques to develop new knowledge that might be publishable. The interrelationship between laboratory work and literature searching is emphasized. A detailed written report describing the work must be submitted to the department chair upon completion of the course. A combined total of 10 laboratory and library hours is required. *Only open to senior science majors. Permission of the faculty member and the department chair is required.*

Chemistry of Materials

Humanity's progress throughout history has been marked by the desire for superior material goods such as sharper tools, warmer clothing, more comfortable houses; in short, for a higher standard of living. Often the best way to improve something was to make it from better material. The search for improved materials began with natural materials such as wood, stone or wool. Over the centuries better materials such as pottery, bronze and iron were found accidentally and improved by trial and error. Beginning in the last century, the scientific method has led to enormous advances in such materials as ceramics and steels.

The need for better materials has not lessened; indeed, with modern computers, spacecraft and even automobiles, improved performance waits for improvements in the materials used. Totally new combinations of properties such as strength, corrosion resistance, electrical conductivity, etc., are required. What has changed is how these materials are obtained.

The Chemistry of Materials is the modern way to new materials. We no longer find them; we design them. We use our chemical knowledge to predict which structures will have the desired combination of properties. Our chemical ingenuity allows us to produce those structures. This approach has led to all the advances in plastics; to the entire semiconductor industry (the basis of computers and electronics); to ceramic cutting tools for industry; stronger steels; and a host of others. More than half the chemists in the United States work in this area; yet, there are few programs that specifically train chemists in materials.

King's College faculty has special expertise in the area, and the Department has initiated a concentration in the Chemistry of Materials. Materials are studied at levels from the theoretical to the applied. Students learn about polymers, alloys, ceramics, composites and other types of materials — what their properties are and why. Their research projects involve the search for new materials or for better ways to produce present ones. Graduates of this program will be eligible for certification by the American Chemical Society, and recognized as having a special competence in this area.

Clinical Laboratory Science/ Medical Technology

Dr. Robert Paoletti, Program Director

The Bachelor of Science in Clinical Laboratory Science /Medical Technology degree program is designed to train and qualify students as Clinical Laboratory Scientists/Medical Technologists for hospital or clinical laboratories. This program meets the Clinical Laboratory Science requirements of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

Upon completion of three years of college-based study, the student sends transcripts to NAACLS for evaluation. This is done prior to his/her acceptance for internship at an accredited hospital. King's College is presently affiliated with several hospitals where a 12 month internship may be taken. Clinical experiences may be obtained at Robert Packer Hospital, Sayre, PA; Valley Hospital, Ridgewood, NJ; Lancaster General Hospital, Lancaster, PA; Reading Hospital, Reading, PA; University of Pennsylvania Hospital, Philadelphia, PA; Williamsport Hospital, Williamsport, PA; or any hospital having a School of Medical Technology approved by the American Society of Clinical Pathologists (ASCP). This 3 + 1 program leads to a B.S. degree in Clinical Laboratory Science/Medical Technology and prepares the student for the National Certification examinations. It should be noted that any student wishing to transfer into the King's Clinical Laboratory Science/Medical Technology program from another academic institution is required to complete the sophomore and junior level science courses at King's College.

The Clinical Laboratory Science/Medical Technology program requires more than 120 credits for eligibility for the degree, which is awarded at the completion of the professional phase in August of each year.

Students who complete a baccalaureate degree in biology, chemistry, or general science and who have the appropriate prerequisites may also apply to any school of Medical Technology approved by the American Society of Clinical Pathologists for study in preparation for the certification examination.

Education Requirements

MAJOR SEQUENCE REQUIREMENTS

	Fall Semester	Spring Semester
<i>Freshman</i>	General Biology I (BIOL 111)	General Biology II (BIOL 112)
	General Chemistry I (CHEM 113)	General Chemistry II (CHEM 114)
		Introduction to Statistics & Data Analysis (MATH 126)*
<i>Sophomore</i>	Organic Chemistry I (CHEM 241)	Organic Chemistry II (CHEM 242)

	Fall Semester	Spring Semester
<i>Junior</i>	Immunology (BIOL 326)	Medical Microbiology (BIOL 214)
<i>Senior</i>	Hospital-based Clinical Rotation (30-36 credits)	

A student must complete the Core and all required sequences at Kings' (90 credits) before being eligible to enter the Hospital-based internship.

**Calculus I & II or higher level (sequences only) may substitute for this course.*

SENIOR YEAR: (INTERNSHIP)

Students eligible for the fourth year, by virtue of having completed the preceding courses satisfactorily, may apply for admission to an A.S.C.P. certified school of Clinical Laboratories Science/Medical Technology. CLS/Med Tech internships are competitive and are dependent on the student's academic record and success in the interview process. The hospital is responsible for final selection. The College does not, in accepting applicants into the program, in any way assure acceptance into this phase of the program. It is the responsibility of the student, not the College, to both seek and gain admittance into an internship program. However, the College will assist the student in every way toward these placements.

Course Descriptions

MT 440 — Internship (30-36)

One calendar year of study (this curriculum may vary slightly from hospital to hospital). The curriculum pursued during the year of internship provides both theoretical and practical experience in the field.

MT 440-1 — Urinalysis and Renal Function

Emphasis is on the microscopic examination and identification of structures in the urine sediment; related testing using the centrifuge, refractometer, and dipsticks. Theory and relationship of tests to disease are studied and discussed.

MT 440-2 — Hematology and Coagulation

Study of the morphological characteristics of erythrocytes, leukocytes, and thromocytes, and the association of abnormalities with clinical conditions such as anemia and leukemia. Much time is spent on cell identification with the differential. In coagulation, the mechanism is studied, abnormalities are identified and their detection is studied. Exercises in coagulation tests such as fibrinogen levels, fibrin split-products and factor assays are studied.

MT 440-3 — Clinical Chemistry

Analytical procedures for the biochemical examination of body fluids, such as serum, spinal fluid, or urine. Practice in qualitative and quantitative techniques using modern laboratory instrumentation. Covered are the theories of operation, repair, recognizing problems, maintenance, and solving the problems of mechanization. Results of tests are related to the clinical state of the patient and his/her pathological state.

MT 440-4 — Immunohematology/Blood Banking

Introduction to blood banking which includes blood typing and cross-matching, antibody identifications, direct and indirect Coombs testing, etc., all in accordance to the standards of the American Association of Blood Banks.

MT 440-5 — Serology and Immunology

Study of antigen-antibody reactions in vitro such as RPR reagin testing, mono-tests, RA tests and SLe latex tests.

MT 440-6 — Parasitology

The study of and identification of protozoa, helminths, annelids and arthropods, which invade humans and manifest themselves as disease.

MT 440-7 — Bacteriology/Virology

Study of microorganisms pathogenic to man via gram stain, acid fast stain, and use of differential media. Practice in isolation and identification of bacteria from various body sources. Also studied are viruses, the minute infectious agents, which only replicate themselves within living host cells.

MT 440-8 — Mycology

The study of fungi, a group of eukaryotic protists that can manifest themselves as disease in man.

MT 440-9 — Blood Collection/Phlebotomy

Instruction and practice in the technique of venipuncture.

Computers and Information Systems

Mr. Paul Moran, Chairperson

There is hardly an area of endeavor that has not in some way been affected by the computer. One can say we are living in the age of the computer. No other technical development or human concept has brought such rapid change nor had such profound and far-reaching effects on our everyday lives.

The computer has also had a significant effect on the manner in which businesses function. The computer is involved in literally all aspects of a business enterprise, ranging from accounting and marketing functions to controlling production processes and distribution of goods. Today's businesses would not be able to function competitively without the information provided by the computer. The information function is a fundamental resource of a business organization. Information systems principles are as basic to the operation of current and future business organizations as economic and other business principles were in the past.

The Computers and Information Systems (CIS) curriculum is primarily concerned with the application of the systems development life cycle to business-oriented, computer-based information systems. As such, its subject matter involves the study of systems analysis, systems design, database management, and computer programming, along with other technical and business study areas pertinent to the development and implementation of information systems in a variety of operational and administrative settings. Graduates of the CIS program will be prepared for career opportunities in programming and systems analysis and design which often lead to careers in database administration, telecommunications, and managerial positions. Basically, the systems analyst works closely with users of the computer and formulates logical statements of business problems, decides what data is needed, designs a system to solve the problems, and selects packaged software when appropriate. The programmer is involved in the planning, writing and testing of computer instructions, which will solve the processing problem.

The CIS curriculum promotes the value of technical/business competency for entry level success and for career growth and development. The major sequence requirements are listed below. Each semester's schedule, to be selected with the advice of a departmental adviser, will consist of five courses; the major sequence, selected Minor/elective sequence courses, and Core selections. Junior and senior CIS majors may participate in an approved CIS internship for which credit will be granted.

A CIS major or minor must attain a minimum C grade in all required CIS courses.

Education Requirements

MAJOR REQUIREMENTS

(20 COURSES — 60 CREDITS)

CIS 106	IT Methods & Procedures (3)
CIS 116	Visual Basic Programming I (3)
CIS 117	Visual Basic Programming II (3)

CIS 119	Microcomputer Principles (3)
CIS 244	Structured Programming (3)
CIS 251	WEB-based Information Systems (3)
CIS 255	Geographic Information Systems (3)
CIS 351	Systems Analysis, Design, and Implementation I (3)
CIS 352	Systems Analysis, Design, and Implementation II (3)
CIS 356	Database Management Systems (3)
CIS 385	Telecommunications I (3)
CIS 386	Telecommunications II (3)
CIS 470	Object Oriented Programming (3)
CIS 472	Project Management (3)
CIS 487	Network Security (3)
MATH 122	Calculus II (3)

Math placement to be determined by student's preparedness.

MSB 110	Introduction to Financial Accounting (3)
MSB 120	Introduction to Management Accounting and Planning (3)

One of the following:

CIS 471	Applied Software Development Project (3)
CIS 499	Internship (3)

One of the following:

ECON 221	Quantitative Methods for Business and Economics I (3)
MATH 126	Introduction to Statistics (3)

ASSOCIATE DEGREE REQUIREMENTS

(10 COURSES — 30 CREDITS)

CIS 106	IT Methods & Procedures (3)
CIS 116	Visual BASIC Programming I (3)
CIS 117	Visual BASIC Programming II (3)
CIS 119	Microcomputer Principles (3)
CIS 244	Structured Programming (3)
CIS 499	Internship (3)
MSB 110	Introduction to Financial Accounting (3)
MSB 120	Introduction to Management Accounting and Planning (3)

Two of the following:

CIS 251	WEB-based Information Systems (3)
CIS 255	Geographic Information Systems (3)
CIS 351	Systems Analysis, Design, and Implementation I (3)
CIS 352	Systems Analysis, Design, and Implementation II (3)
CIS 356	Database Management Systems (3)
CIS 385	Telecommunications I (3)

MINOR SEQUENCE REQUIREMENTS

CIS 106	IT Methods & Procedures (3)
CIS 116	Visual Basic I Programming I (3)
CIS 117	Visual Basic Programming II (3)
CIS 119	Microcomputer Principles (3)

Two of the following:

- CIS 244 Structured Programming (3)
- CIS 251 WEB-based Information Systems (3)
- CIS 255 Geographic Information Systems (3)
- CIS 351 Systems Analysis, Design, and Implementation I (3)
- CIS 356 Database Management Systems (3)
- CIS 385 Telecommunications I (3)

Course Descriptions

CIS 106 — IT Methods and Procedures (3)

An introduction to computers and information systems concepts through a hands-on approach. Students will be given an opportunity to work with college IITS professional staff and learn first hand the different avenues available in the IT field. Key areas include user services (Help desk), Networking, Web development, and network security. Closed to students who have taken or who are currently taking CS 206.

CIS 110 — Introduction to Computer Applications for Business (3)

This course is designed to help students achieve a basic proficiency in specific computer applications to include word processing, spreadsheets, database management, and multimedia presentations. Topics also include the integration of these applications as well as the incorporation of resources available via the internet. Not open to CIS majors.

CIS 116 — Visual Basic Programming I (3)

The Visual Basic programming language is used to develop special purpose applications in the Windows graphical user interface environment. The essential aspects of Visual Basic application building techniques are illustrated using practical problems. Topics include multiple forms, controls, event procedures, declaration procedures, functions, controls collections, and links to databases.

CIS 117 — Visual Basic Programming II (3)

A continuation of Visual Basic application programming techniques. Topics include database applications, user-defined data types, using classes to define new objects, creating and using new collections, creating user controls and using Active Server Pages for web applications. Prerequisite: CIS 116 or permission of department Chairperson.

CIS 119 — Microcomputer Principles (3)

An introduction to the concepts and techniques dealing with computers and information systems concepts. Topics include integrating microcomputer applications software dealing with spreadsheets, word-processing, and presentation applications.

CIS 244 — Structured Programming (3)

Program design and development using the COBOL programming language to illustrate structured programming techniques. Topics include data organization, file processing, control structures, I/O functions, control break concepts, table handling, multiple dimensional arrays, indexed files, random access and file update and maintenance logic. Prerequisite: Appropriate programming course.

CIS 251 — WEB-based Information Systems (3)

This course provides an overview of WEB-based technologies and the applications it supports. Emphasis will be on exploring the history and infrastructure of the Internet, client-server considerations, as well as development platforms, programming options and languages. Prerequisite: CIS244 or permission of department Chairperson.

CIS 255 — Geographic Information Systems (3)

A lecture and laboratory approach to understanding and utilizing GIS software applications. Emphasis is on effective data management, analytic tools, and project design. Prerequisites: CIS 119 or permission of department Chairperson.

CIS 351 — Systems Analysis, Design, and Implementation I (3)

An introduction to the “top down” process of systems analysis based upon the four life-cycle phases of information systems. Emphasis is on introducing information systems development, the analysis of information requirements and starting the systems design phase. Prerequisites: CIS 119 and CIS 244 or CIS 116 and 119 or permission of department Chairperson.

CIS 352 — Systems Analysis, Design and Implementation II (3)

A continuation of CIS 351, completing the design phase and continuing with the implementation phase and systems administration. Current systems design techniques are utilized in this course. Prerequisite: CIS 351 or permission of department Chairperson.

CIS 356 — Database Management Systems (3)

A study of the necessary management, file, and data structures within the context of the design, implementation and use of a database management system. Topics include administration of data resource and program development in creating, maintaining, and accessing a database. Students will use current microcomputer (Access) and Large Scale (Oracle) application software within the database management system environment. Prerequisite: CIS 244 or CS232.

CIS 385 — Data Communications I (3)

An introduction to data communications in local and wide-area networks. Topics include: thorough coverage of the OSI model, protocols, standards, transmission media, analog and digital signaling, LAN topologies, VLANs, and hardware/software considerations. Closed to students who have taken or who are currently taking CS385. Prerequisite: CIS 117 or CIS 244 or permission of department Chairperson.

CIS 386 — Data Communications II (3)

A continuation of CIS 385, this course covers advanced network protocols, wireless networking, network operating systems, servers, network security and management tools, performance management, and network auditing. Closed to students who have taken or who are currently taking CS386. Prerequisite: CIS 385 or permission of department Chairperson.

CIS 470 — Object Oriented Programming (3)

An introduction to OOP concepts and design using the C# programming language. Topics include I/O streams, classes, objects, inheritance, function and operator overloading, rules of scope, memory allocation, references, and class libraries. Closed to students who have taken or who are currently taking CS301. Prerequisite: CIS 117 or CIS 244.

CIS 471 — Applied Software Development Project (3)

A practicum in systems development utilizing real projects that require the application of systems analysis, systems design, programming, and business and information systems concepts and practices. *Open to senior CIS Majors only.*

CIS 472 — Project Management (3)

An introduction to the management of information systems in the modern business environment. The course focuses on the definition, development, and use of appropriate

information systems for contemporary business needs. Systems components, organizational concepts, and management control issues are examined as they apply to operational, tactical and strategic decisions within the firm. *Open to senior CIS majors only.*

CIS 487 — Network Security (3)

This course covers theory and practice of computer security, focusing in particular on the security aspects of the desktop and Internet. It surveys tools used to provide security, such as security software, intrusion detection and prevention, public key encryption and disaster recovery. System security issues, such as viruses, intrusion, firewalls, and others will also be covered. Closed to students who have taken or who are currently taking CS411. Prerequisite: CIS 385 or permission of department Chairperson.

CIS 490 — Special Topics (3)

This course is a forum for a variety of current topics within the information systems discipline. Students will be expected to supplement the traditional classroom work with additional research material in order to become familiar with the selected topic. Topics, selected by the CIS department, reflect changing contemporary methodologies, technologies, and research techniques that are not currently covered in other courses. *Permission of the Department Chairperson is required.*

CIS 497 — Independent Study in Computers and Information Systems (3)

Advanced projects in a specialized area of Computers and Information Systems under the supervision of a CIS faculty member. *Senior status required; open to juniors with permission of Department Chairperson.*

CIS 499 — CIS Internship (3)

Independent work-related experiential learning activity based on procedures established by the Center for Experiential Learning. Prerequisite: Junior status or permission of department Chairperson.

Computer Science

Mr. Paul J. Moran, Director

The Computer Science Program offers the Bachelor of Science degree in Computer Science. The use of computers has expanded into all aspects of daily life and work, and as a result the field of Computer Science is expanding and developing rapidly with new graphical user interface designs, networking techniques and Web strategies as well as research into areas as diverse as human-computer interactions, medical diagnosis, mapping of the DNA molecule, scientific visualization, biological simulation, artificial intelligence, and engineering design. Challenges to the computer scientist in the future are beyond one's imagination.

The Computer Science major is designed to develop the analytical ability and computer expertise which are vital in the fields of science, technology and industry. The curriculum is organized so that students understand the field of computing as an intellectual discipline and are prepared to apply their knowledge to the solution of specific problems in a variety of fields. The program seeks to provide a coherent broad-based coverage of the discipline of computing and its specialized sub-fields. The students use the laboratory to investigate experimentally the behavior of complex systems.

The Computer Science major prepares students to enter graduate studies in Computer Science or to begin working in the profession in such areas as software development, Web design or network engineering. A computer scientist involved in software development applies scientific, mathematical and technical skills to analyze problems in many areas. With an understanding of the capabilities and limitations of the computer, the computer scientist formulates these problems so that they may be solved through the use of the computer. A network engineer designs, implements and manages converged data networks. A web programmer designs and writes code for interactive Web pages to allow for secure transactions to occur.

Education Requirements

MAJOR SEQUENCE REQUIREMENTS

(20 COURSES — 60 CREDITS)

CIS 116	Visual Basic Programming I (3)
CIS 117	Visual Basic Programming II (3)
CIS 251	Web-based Information Systems (3)
CIS 356	Database Management Systems (3)
CS 115	Introduction to Computer Science and Programming (3)
CS 206	IT Methods and Procedures (3)
CS 232	Data Structures (3)
CS 235	Discrete Mathematics (3)
CS 301	Advanced Object Oriented Programming (3)
CS 385	Data Communications I (3)
CS 386	Data Communications II (3)
CS 411	Network Security (3)
CS 480	Software Engineering/Project Management (3)

MATH 127	Logic and Axiomatic (3)
MATH 129	Analytical Geometry and Calculus I (4)
MATH 130	Analytical Geometry and Calculus II (4)
PHYS 111	General Physics I (4)

Three of the following:

CIS 355	Geographic Information Systems (3)
CS 364	Operating Systems (3)
CS 491	Independent Study in Computer Science (3)
CS 499	Computer Science internship (3)
MATH 363	Mathematical Modeling (3)

The following electives are recommended for Computer Science majors:

CIS 244	Structured Programming (3)
CORE 276	Principles of Electronics (3)
PHYS 112	General Physics II (4)

MINOR SEQUENCE REQUIREMENTS

(6 COURSES — 18 CREDITS)

CIS 116	Visual Basic Programming I (3)
CS 115	Introduction to Computer Science with Programming (3)
CS 232	Data Structures (3)
CS 301	Advanced Object Oriented Programming (3)

Six (6) credits CS/Math electives

Course Descriptions

CS 101 — Computing Skills: Introduction to Computer Technology for Students Majoring in the Natural Sciences and Mathematics (1)

The goal of the course is to familiarize students with software packages enabling them to use word processing, spreadsheets, and internet skills effectively as tools in their science courses, Core courses, and everyday activities. *Course is graded pass/fail.*

CS 115 — Introduction to Computer Science and Programming (3)

This course is introduction to the broad and dynamic field of computer science. Topics include an overview of: programming concepts, ethical issues, information security, network communications, hardware and circuits, operating systems, applications, and limitations of computing.

CS 206 — IT Methods and Procedures (3)

IT methods and Procedures: An introduction to computers and information systems concepts through a hands on approach. Students will be given an opportunity to work with college IITS professional staff and learn firsthand the different avenues available in the IT field. Key areas include user services (Help Desk), Networking, Web Development, and network security.

CS 232 — Data Structures (3)

Introduction to data structures, e.g., stacks, queues, linked-lists, trees and graphs, recursive simulation and programming; sort and search techniques, storage management. Prerequisite: CS 115, CIS 116, or consent of the instructor.

CS 235 — Discrete Mathematics (3)

Topics include: mathematical induction, recursion, graph theory, combinatorics, discrete probability, and matrix operations. Prerequisite: MATH 127 and MATH 130. *Offered fall semesters.*

CS 301 — Advanced Object Oriented Programming (3)

Advanced topics in object-oriented programming in C++ and Java. use of class libraries and templates, development of frames and graphical user interfaces. Prerequisite: CIS 117.

CS 364 — Operating Systems (3)

Process and thread management, concurrent program execution design, security, processor and memory scheduling, input/output operations, multi-user operating strategies, memory and file management, system utilities. Case studies of current operating systems.

CS 385 — Data Communications I (3)

An introduction to data communications in local and wide-area networks. Topics include: thorough coverage of the OSI model, protocols, standards, transmission media, analog and digital signaling, LAN topologies, VLANs, and hardware/software considerations. Prerequisite: CIS 117 or permission of chairperson.

CS 386 — Data Communications II (3)

A continuation of CIS 385, this course covers advanced network protocols, wireless networking, network operating systems, servers, network security and management tools, performance management, and network auditing. Prerequisite: CS 385 or CIS 385 or permission of chairperson.

CS 411 — Network Security (3)

The course covers theory and practice of computer security, focusing in particular on the security aspects of the desktop and internet. IT surveys tools used to provide security, such as Security software, intrusion detection and prevention, public key encryption and Disaster recovery. System security issues, such as viruses, intrusion, firewalls, and others will also be covered. Prerequisite: CS 386 or CIS 386.

CS 480 — Software Engineering/Project Management (3)

A capstone course incorporating the senior integrated assessment. Project planning, system requirements, structured software design. Testing for verification and validation. Security and privacy considerations. Project presentation. Prerequisite: CS 232.

CS 491 — Independent Study in Computer Science (3)

Projects in a specialized area of Computer Science under the supervision of a faculty member in the Computer Science program. The student and faculty member define the scope of the project and meet regularly throughout the semester. *Open to junior and senior Computer Science majors upon approval of the program director.*

CS 499 — Computer Science Internship (3)

An option for junior or senior majors to gain practical experience in the application of computer systems. Regular meetings with a faculty coordinator are required.

Criminal Justice

Dr. Bill Lutes, Chairperson

The Criminal Justice program offers course work leading to the Bachelor of Arts degree; the Associate of Arts degree is also available through the Center for Lifelong Learning. The major in Criminal Justice is designed to: 1) enhance the career opportunities of students employed in the criminal justice system, 2) prepare students for careers in law enforcement, corrections, and related fields, 3) provide students with academic preparation for further study in criminal justice, criminology, law, public administration, social work, sociology, and 4) sensitize the non-degree, adult student to the perplexing dilemma of crime in our society.

The areas of study include law enforcement, crime and delinquency, nature of the law, social control, corrections, the courts, and private security.

Specific career and advanced study opportunities for the Criminal Justice major include those of: police officer, federal law enforcement agent (F.B.I., Secret Service, Treasury, Drug Enforcement, Customs Inspector), prosecutor, public defender, corrections officer, state trooper, probation and parole agent, sheriff's deputy, law school, graduate school, forensic scientist, court administrator, and private security investigator.

A Criminal Justice major at King's has the opportunity to pursue a double major. This allows the student to select a second field of study from any of the other majors offered at the college such as: government, history, psychology, sociology, etc. Criminal Justice majors may also participate in an internship at one of the many municipal, county, state, and federal agencies located in the Wilkes-Barre area.

Education Requirements

MAJOR SEQUENCE REQUIREMENTS

(15 COURSES — 43 CREDITS)

CJ 110	Introduction to the Criminal Justice System (3)
CJ 131	Introduction to Criminal Law (3)
CJ 333	Criminology (3)
CJ 351	Police Operations I (3)
CJ 352	Police Operations II (3)
CJ 373	Juvenile Delinquency (3)
CJ 475	Adult Corrections (3)
CJ 493	Senior Seminar (3)
CORE 157	Introduction to Sociology (3)
SOCS 102	Computer Skills: Social Sciences (1)
SOCS 251	Computer Applications in the Social Sciences (3)
SOCS 261	Statistics and Methods of Social Research (3)
Six (6) credits	CJ electives
Three (3) credits	SOC elective

ASSOCIATE DEGREE (A.A.) REQUIREMENTS

(8 COURSES — 24 CREDITS)

CJ 110 Introduction to Criminal Justice System

CJ 333 Criminology

CORE 157 Introduction to Sociology

Fifteen (15) credits CJ electives

MINOR SEQUENCE REQUIREMENTS

(6 COURSES — 18 CREDITS)

CJ 110 Introduction to the Criminal Justice System (3)

CJ 333 Criminology (3)

Twelve (12) credits 300-level or above CJ electives

Course Descriptions**CJ 110 — Introduction to the Criminal Justice System (3)**

Survey of the formal institutions of social control: the body of the criminal law, the police, the courts, and various forms of “corrections.” The course perspective may be alternately historical, organizational (sociological), or social-psychological. Visits, field trips.

CJ 131 — Introduction to Criminal Law (3)

The elements of major criminal offenses such as murder, robbery, manslaughter, rape, and other substantive offenses. The commonly accepted defenses to these crimes (insanity, consent, entrapment, and self-defense) are studied. The student is expected to apply criminal law definitions and defenses to real life factual situations in order to determine the likelihood of successful prosecution or acquittal. 3 hours.

CJ 312 — Child Abuse (3)

This course covers the history of child abuse special. Emphasis is placed on the current problem nature and effects of abuse, how child molesters operate and legal and social responses to the problem.

CJ 333 — Criminology (3)

The origin, causes and history of crime; sociological and social psychological theories dealing with crime prevention; programs for special treatment of crime; study of institutions and rehabilitation. *Cross-listed as SOC 333.*

CJ 342 — Women and the Criminal Justice System (3)

This course focuses on the increased involvement of women in the criminal justice system as victim, offender and professional. It provides an in-depth presentation of the various types of crimes in which women engage and the theories behind that involvement, as well as, the methods employed by the criminal justice system when dealing with both the female offender and victim. An analysis of the different types of professional positions; women hold within the criminal justice system is presented utilizing film presentations, current event articles and guest speakers. The student completes the course with an understanding of past, present and future trends for women and their contact with the criminal justice system.

CJ 351— Police Operations I (3)

An examination of the basic factors which influence police operations. Emphasis on the nature, purpose and functions of police operations with particular attention to the

management process involving management by objectives. Patrol techniques, leadership, special operations, patrol manpower distribution, command and control, and other patrol operations will be explored and analyzed.

CJ 352 — Police Operations II (3)

An in-depth analysis of the special problems involved in police operations. Existing patrol practices are compared and evaluated critically. Topics include team policing, tactical operations, unusual occurrences, terrorism and civil disorders. Consideration will be given to the future of patrol and an evaluation of recent theories for increased policing efficiency.

CJ 355 — Criminal Investigation (3)

An analysis of the techniques and methods used by a criminal investigator in order to solve a criminal incident. Examination of the laws and rules of evidence; the collection and analysis of physical and latent evidence; basic investigative leads; forensic science and criminalistics; interviewing witnesses and the interrogation of suspects. Particular investigative procedures employed in the solving of such crimes as homicide, rape, arson, and organized crime will be detailed. Prerequisite: Junior or Senior standing.

CJ 363 — Criminal Procedure (3)

A study of the Bill of rights and the Fourteenth Amendment to the Constitution by focusing on those provisions which relate to the rights of persons accused of crimes. The individual's right to due process safeguards the availability of counsel and protection from unreasonable searches and seizures, compulsory self-incrimination and double jeopardy. Development of, and reasoning behind the "exclusionary rule" of evidence is analyzed. In addition, this course will examine the Federal and Pennsylvania rules of Criminal Procedure. *Cross-listed as PS 363.*

CJ 365 — Court Administration (3)

The manner in which the federal and state court systems administer justice and conduct their day-to-day operations. The student will become familiar with the personnel and financing of court systems. State and federal processing of cases will be compared and contrasted. The impact of Supreme Court decisions on the trial of criminal cases will be analyzed. Issues such as selection and removal of judges, plea bargaining, unified court systems, and court reform will be studied.

CJ 367 — Rules of Evidence: Cases and Principles (3)

The admissibility or inadmissibility of critical pieces of evidence. Topics include the hearsay rule and its exceptions; the opinion evidence rule; character and reputation evidence; direct and cross-examination of witnesses; radar evidence; voice spectrographs, identification by hypnosis; and other pertinent rules of evidence.

CJ 373 — Juvenile Delinquency (3)

The sociological and social psychological factors involved in delinquent behavior. The material is considered within the framework of definition, extent, causation, and accountability and the reaction to the problem of juvenile delinquency. *Cross-listed as SOC 373.*

CJ 374 — Juvenile Intervention (3)

Differential procedures and perceptions of the criminal justice system for the juvenile offender. Prevention and control of delinquency; theoretical models, deflection away from institutionalization. Discrete relationships between the community, the victim and the juvenile offenders.

CJ 381 — Private Security (3)

An overview of private security in its practical application, and analyzes various theoretical approaches to some of its problems. Emphasis is on the fundamental principles of risk assessment, physical protection, systems of defense, internal security, fire prevention, emergency planning, safety and insurance protection.

CJ 383 — Probation, Parole, and Community Based Corrections (3)

An analysis of probation, parole, and other forms of community based correctional programs. Constitutional-legal and political questions as well as the efficaciousness of community based corrections.

CJ 435 — Victimology (3)

This course views crime from the victim's perspective. Various types of victimization are discussed along with an analysis of the putative victim. The legal rights of the victim and the victim's relationship with the criminal justice system are explored through first person accounts and current legislation. The student leaves this course with an in-depth understanding of what it means to be a true victim, as well as, the criminal justice system's responsibility to that victim.

CJ 445 — Street Gangs (3)

This course covers the various street gangs in the United States. Special emphases placed on their origins, style, mode of operation and societal reaction including efforts to change gang behavior and reintegrate former members back in to society.

CJ 453 — Police Community Relations (3)

Survey of relationships between and among police, the community and the citizen; analysis of community relations, citizen complaints; analysis of frustrations arising from police-minority encounters; attitude formation and modification; critical examinations of the stereotypes of police and the community about each other; civil disorders and disobedience; police deviance.

CJ 457 — Police Administration (3)

Examination of the basic principles of organization and management theory as applied by the police administrator. Emphasis will be on the systems approach theory to organization and administration. The individual, groups, communications flow, decision making, and policy and procedures within the police organizations will be explored and analyzed.

CJ 464 — Juvenile Law & Justice (3)

This course examines various aspects of juvenile justice and its application in the court system. Topics include the philosophy of the juvenile justice system, the jurisdiction of juvenile courts and its relation to status offenders, delinquents, and dependent children. The juvenile court system's use of intake and diversion will be discussed along with the role of police, prosecutors and defense counsel. "Certification", that is the process of transferring a juvenile from juvenile court to adult court, will also be examined along with the attendant legal rights which accompany juveniles who find themselves "in the system".

CJ 470 — Deviant Behavior (3)

An analysis of the social creation of the deviant behavior as examined through the social processes of rule making, rule breaking and social control. Particular emphasis is placed on the role of conventional values and the effects of societal labeling in the deviance process. Alternate lifestyles are objectively examined. *Cross-listed as SOC 470.*

CJ 475 — Adult Corrections (3)

Critical survey of the institutions of probation, the prison, parole, community treatment facilities; theories of punishment; sociological explanations of the several experiential worlds within the prison.

CJ 477 — Theories of Crime (3)

Survey of the genetic development of theories of crime-causation in the 18th, 19th, 20th Centuries; “schools” of criminological thought, classification and typologies of crime and the criminal, discrete theories of individual and social behavior.

CJ 482 — Mental Illness and the Criminal Justice System (3)

The primary issue to be examined will be the insanity defense, from its inception to present day use. Landmark cases will be analyzed and discussed in detail. Other topics include the study of mental illness from both legal and psychological viewpoints, the criminalization of the mentally ill, alternatives to the insanity defense, the burden of proof in insanity cases, the use of expert witness, the role of the jury and Pennsylvania’s Mental Health Procedures Act.

CJ 485 — Organized Crime (3)

The evolution of organized crime, particularly its development in the United States. An examination of organized crime in terms of community structure, political influences and corruption. Specific activities such as gambling, prostitution, drug traffic, pornography, and white collar crime are explored. The methods and problems for organized crime control are also evaluated.

CJ 486 — Drugs in the Community (3)

This course will examine the various aspects of misuse of drugs and alcohol in today’s society. Focus will be on various drug categories, alcoholism, chemical dependence and treatment. Special emphasis will be on the impact of drug and alcohol abuse relative to the individual, the workplace and society.

CJ 487 — White-Collar Crime (3)

The variety, scope, pervasiveness and historical roots of white collar crime. Topics include computer crime, infiltration of legitimate business by organized crime, political crimes, consumer fraud and price-fixing. The response of law enforcement agencies to this complex, sophisticated, and often neglected area will be examined. Case studies of sensational scandals, such as Watergate, the electrical companies price-fixing scheme, and the Equity Funding scandal will be examined.

CJ 490 — Organizational Management in Criminal Justice Agencies (3)

Studies criminal justice organizations from the established perspectives of management and organization theory. Readings draw on the literature of management, organizations, the human services, and criminology in an effort to consider the implications of these perspectives for the management and administration of justice. Includes review of management and organizational behavior in public organizations, diagnosing organizations, organizational development, and evaluation research.

CJ 491 — Special Topics in Criminal Justice (3)

Special topics presented by college faculty with special expertise, or by outside persons who possess experience and/or skills related to the Special Topic.

CJ 493 — Senior Seminar in Criminal Justice (3)

A seminar designed to investigate and analyze contemporary and emergency issues in the criminal justice field.

CJ 497 — Supervised Individual Study (3)

The study of a CJ phenomenon, organization, or topic under the direct supervision of a faculty member. The student wishing to enroll in his course must submit a brief written proposal outlining the purpose of the study, endorsed by a faculty sponsor (not necessarily in the department) and by the chairperson of the department.

CJ 499 — Internship (3)

On-the-job training experience is offered in cooperation with such agencies as the Luzerne County District Attorney's Office, the Public Defender's Office, the Probation and Parole Department, the Juvenile Detention Center, the Court Administrator's Office, the Wilkes-Barre Police Department, and other agencies.

Economics

Dr. Margarita M. Rose, Chairperson

Economics is the study of the choices we make in our daily lives, both as individuals and as communities. It considers the impact of small and large resource decisions on the individual, on society, and on the natural world. Because many of these decisions are made in the marketplace, an understanding of Economics is essential for those pursuing a career in any aspect of business. Likewise, those preparing for professional work in politics and law should have knowledge of economic fundamentals, as government decision-makers continue to play a key role throughout the global economy. The Economics curriculum is designed to give the first formal training in Economics to those students who would become professional economists and to those who seek knowledge of Economics as part of their training for other professions such as law, banking, government, or industry.

Students desiring to pursue graduate studies in Economics are advised to take appropriate courses in the Department of Mathematics.

The minor can be useful for a variety of students. For humanities and social science majors, Economics can provide a quantitative and analytical background and a familiarity with economic ways of thinking. A minor in Economics contains some of the prerequisites for several graduate degrees and is especially helpful in the pursuit of an MBA and in many areas of law.

In conjunction with the Political Science Department, a minor in Political Economy is also offered.

Education Requirements

MAJOR REQUIREMENTS B.A. DEGREE PROGRAM

(12 COURSES — 36 CREDITS)

CIS 110	Introductory computer Applications for Business (3)
CORE 153	Principles of Economics: Macro (3)
ECON 112	Principles of Economics: Micro (3)
ECON 221	Quantitative Methods for Business and Economics I (3)
ECON 222	Quantitative Methods for Business and Economics II (3)
ECON 355	History of Economic Analysis (3)
ECON 358	International Economics (3)
ECON 371	Intermediate Micro-Economic Theory (3)
ECON 372	Intermediate Macro-Economic Theory (3)
Nine (9) credits ECON electives	

MINOR SEQUENCE REQUIREMENTS

(6 COURSES — 18 CREDITS)

CORE 153	Principles of Economics: Macro (3)
ECON 112	Principles of Economics: Micro (3)
ECON 221	Quantitative Methods for Business and Economics I (3)
Nine (9) credits selected from ECON 222 or 300 or 400-level ECON electives	

MINOR IN POLITICAL ECONOMY

See listing under Political Science.

Course Descriptions**CORE 153 — Principles of Economics: Macro (3)**

Macro-Economics: the theory of national income, aggregate demand, and the level of employment; money and banking; and government fiscal policy.

ECON 112 — Principles of Economics: Micro (3)

Micro-economic principles: the theory of price under various market conditions; the economic function of government; elements of international economics.

ECON 221 — Quantitative Methods for Business and Economics I (3)

An introduction to statistical and mathematical methods used in business fields and economics. Topics include basic statistical concepts, sampling, probability, basic statistical distributions, estimation, hypothesis testing, and introduction to regression analysis.

ECON 222 — Quantitative Methods for Business and Economics II (3)

Topics include matrix theory, multiple regression analysis, logistic regression, time series analysis, analysis of variance, nonparametric methods, quality control, and linear programming. Prerequisite: ECON 221

ECON 353 — Money, Banking, and Financial Institutions (3)

The nature of money and monetary standards, commercial banking, the money market and financial institutions, central banking, monetary policy, and an introduction to monetary theory. This course will also examine the impact of inflation and regulation on financial institutions and markets. Prerequisite: CORE 153.

ECON 355 — History of Economic Analysis (3)

The contributions of outstanding economists from antiquity to Keynes and the origin and development of the doctrines of the principal schools of economics. While consideration is given to the historical and philosophical background, the emphasis is on the development of theoretical concepts. Prerequisites: CORE 153 and ECON 112. *Alternate years: offered 2009-2010.*

ECON 356 — Economic Development and International Geography (3)

Issues in development — population, land usage, transportation, industrialization, and natural resources — examined in various regions of the world. Particular consideration is given to the way in which a country's geography affects its economic development. Prerequisite: CORE 153 or ECON 112.

ECON 357 — Labor Economics (3)

Wage and productivity theory, the historic development of institutions that influence the level of wages and employment, collective bargaining, and labor and social legislation. Prerequisite: ECON 112.

ECON 358 — International Economics (3)

The development of the theory of international specialization and trade, the questions of free trade and protectionism, an analysis of foreign exchange rates and balance of payments with an appraisal of international financial institutions. Prerequisites: CORE 153 or ECON 112. *Alternate years: offered 2009-2010.*

ECON 359 — Industrial Organization and Public Policy (3)

American anti-trust laws and their relation to economic theory, the problems of enforcement, and an investigation of government policy and regulation for various types of business, such as public utilities. Prerequisite: ECON 112.

ECON 360 — Comparative Economic Systems (3)

Analysis of the institutional structure of each type of economy and the ways in which basic economic principles work through such structures to produce economic results. Prerequisite: CORE 153 or ECON 112. *Alternate years: offered 2008-2009.*

ECON 371 — Intermediate Micro-Economic Theory (3)

Price Theory: utility and demand theory; the principles of production and nature of costs for the firm; pricing and output under various market conditions; the determination of factor prices. Prerequisite: ECON 112. *Alternate years: offered 2008-2009.*

ECON 372 — Intermediate Macro-Economic Theory (3)

Economic aggregates that determine the level of national income and employment: the interrelationship of aggregate demand, interest rates, wages, output and the price level. Prerequisite: CORE 153. *Alternate years: offered 2008-2009.*

ECON 373 — Public Economics (3)

Public revenues, the tax system and tax incidence, and public expenditures. Particular problems of state and local finance are also given consideration. Prerequisites: CORE 153 and ECON 112.

ECON 493 — Women, Poverty, and the Environment (3)

Examines the contributions and experiences of women as economic actors and some of the common difficulties facing women in fulfilling their economic obligations in various parts of the world. Also analyzes conditions and causes of global poverty. A third component explores the effect of current economic structures on the environment as well as economic approaches to environmental issues. Prerequisites: CORE 153 or ECON 112. *Alternate years: offered 2008-2009. Cross-listed as WMST 493.*

ECON 497 — Independent Study in Economics (3)

Advanced projects in a specialized area of Economics under the supervision of an Economics faculty member. *Senior status required; open to juniors with permission of Department Chairperson.*

ECON 499 — Internship in Economics (3)

An option for juniors and seniors to apply economic concepts learned from intermediate theory and economic elective courses. It should be an extension of a required or economic elective course, and should not be a substitute. Knowledge gained from the experience must be demonstrated by periodic reports to the faculty coordinator and through an appropriate project or paper.

Education

Denise Reboli, Ph.D., Interim Chairperson

The Education Department of King's College is dedicated to preparing young men and women to become teachers in a program that is consistent with the liberal arts tradition and the mission statement of King's College. The Department is small enough to offer individual attention to all students and large enough to be well staffed and equipped. Our staff and physical facilities are unsurpassed by any comparable educational program.

All full-time members of the Education Department faculty are credentialed at the doctoral level or have exceptional expertise. An entire wing in the brand new Gateway Corners Building is dedicated to the Education Department. The Education Department facilities include:

- education faculty offices;
- an area for education students to meet;
- a special resource room containing supplementary materials for teaching diverse students;
- our own elementary, secondary, and graduate classrooms;
- a state of the art teacher technology center equipped with the latest hardware and software;
- classrooms containing the teaching materials available in many schools;
- tablet computers for use in various education courses.

The Program for Teacher Education at King's College is approved by both NCATE (The National Council for Accreditation of Teacher Education) and the Commonwealth of Pennsylvania. The department offers certification programs in PK-4 (Pre-School – Grade 4), and specified secondary areas (grades 7-12), as well as a Masters in reading and a Masters in Curriculum and Instruction with emphasis in English as a Second Language, Elementary (PK-6), Mathematics, or Science. The department also offers the ability

To earn a Director's Credential in Early Childhood. Secondary certification at King's is approved in: Biology, Chemistry, Citizenship Education, English, French, General Science, Mathematics, or Spanish. The department also anticipates offering special education to those students who wish to be dual certified (either PK-6 or 7-12).

Formal Acceptance into the Teacher Education Program

Students generally begin taking their professional education courses in either the spring of their first year or the fall of their sophomore year. However, taking education courses does not constitute formal acceptance into the education program. Formal application to the education program will be made at the end of the sophomore year after having completed 48-65 credits. At that time the Education Department will assess the student's program. Students should demonstrate a positive attitude toward teaching, have an overall G.P.A. of 3.0 or higher, develop a satisfactory teaching portfolio, earn a passing score (as established by the Pennsylvania Department of Education) on the PRAXIS I PPST Tests, and meet the state requirements for health. If all of these conditions are met, the student is admitted formally to the teacher education program.

In the event a student does not meet all the criteria but gives evidence that the criterion or criteria lacking can be achieved at some future point, a conditional approval may be granted. The application is reviewed again at a later date. Students in the King's College teacher preparation program will be given individualized attention and encouraged to improve any existing deficiencies.

If a student does not gain formal acceptance into the teacher education program by student teaching, then an internship experience may be used in place of student teaching, and a degree in education that does not lead to certification may be earned.

Assessment System

The King's College Education Department has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. King's faculty and local school faculty will use performance-based assessments to assess education students during courses, field experiences, and advisement sessions. To pass through the assessment "Gates," students will also be expected to demonstrate satisfactory development of a teaching portfolio (as determined by the student's advisor during advisement sessions), earn a "C" or better in all education classes, and meet other requirements outlined in the Teacher Education Handbook. In order to be considered a program completer, students will be required to take the appropriate PRAXIS II Tests during their final semester at King's. Students may earn a non-certifying education degree that will not lead to certification or to "program completion."

Basic Requirements

Preparation for certification must include at least sixty semester hours of general education. The distribution of the courses will cover the humanities, social sciences, and the natural sciences and conform to the college's Core Curriculum. Students seeking certification in secondary education will major in one of the following content areas: Biology, Chemistry, English, French, General Science, History, Political Science, Economics, Mathematics, or Spanish. At King's, students pursuing a certificate in Citizenship Education will major in history, political science, or economics and complete additionally prescribed courses for a social studies core.

All education students will take a minimum of thirty-seven hours of professional education courses. They will include courses in educational foundations, field experiences, reading skills, educational psychology, teaching diverse students, general and special methods of teaching, teaching the exceptional child, and student teaching practices.

Student Teaching

During the senior year, all students in the teacher education program are required to participate in a professional semester. This includes approximately two weeks of course work (student teaching orientation) followed by twelve weeks of supervised full-time student teaching with diverse students. Education majors are placed in student teaching positions at various early childhood, elementary, middle schools, and high schools in the local area. Students are required to submit an application for student teaching to the student teaching placement coordinator no later than February 1 for the following fall semester placement, and September 30 for the following spring semester placement. During the student teaching semester, students are discouraged from taking any course except EDUC 440, Inclusive Education.

Education Requirements

PRE-SCHOOL-GRADE 4 (PK-4)/SPECIAL EDUCATION (K-6)

EDUCATION REQUIREMENTS

PROFESSIONAL EDUCATION REQUIREMENTS

(33 CREDITS)

CORE 154	Psychological Foundations (3)
EDUC 202	Educational Philosophy, Ethics, Issues, and Trends (3)
EDUC 215	Development, Cognition, and Learning I (3)
EDUC 216	Development, Cognition, and Learning II (3)
EDUC 220	The Education of Young Children: Theories, Practices, and Policies (3)
SPED 270	Introduction to Special Education (3)
EDUC/SPED 305	Assessment I (3)
EDUC/SPED 306	Assessment II (3)
SPED 370	Specifically Designed Instruction (3)
EDUC 424	Family Involvement and Communication (3)
SPED 440	Inclusive Education (3)

PK-4/SPECIAL EDUCATION (K-6) METHODS REQUIREMENTS

(27 CREDITS)

EDUC 230	PK-4 Multicultural, Linguistic, and Instruction Methods (3)
EDUC/SPED 260	Early Literacy Foundations (PK-1) (3)
EDUC 351	Creative Arts in the Classroom (3)
EDUC/SPED 390	Differentiated Reading for the Developing Child (3)
EDUC 360	Literacy Foundations for Primary Grades 2-4 (3)
EDUC 420	Social Studies Methods PK-4 (3)
EDUC 421	Math Methods PK-4 (3)
EDUC 422	Science Methods PK-4 (3)
EDUC/SPED 423	Literacy Across the Curriculum: The Reading-Writing Connection (3)

MATHEMATICS REQUIREMENTS

(6 CREDITS)

MATH 101	Theory of Arithmetic (3)
MATH 102	Algebra and Geometry (3)

SCIENCE REQUIREMENTS

(6 CREDITS)

BIOL 200	Life Science for Elementary Education (3) or a course from CORE 270 series
PHYS 100	Physical Science for Elementary Education (3)

SPECIAL REQUIREMENTS

(3 CREDITS)

CORE 181	American History (3) or
CORE 188	American Government (3)

STUDENT TEACHING SEMESTER REQUIREMENTS

EDUC 437	Observation and Student Teaching (10)
EDUC 438	Student Teaching Seminar (2)

SECONDARY EDUCATION CERTIFICATION

Major course requirements are listed under each of the majors of the various departments offering programs for secondary certification: Biology, Chemistry, English, French, General Science, History, Political Science, Mathematics, or Spanish. Citizenship Education certification requires a major in history or political science along with a prescribed social studies core of courses. All candidates seeking secondary certification must have the equivalent of six credits in mathematics and six credits in English.

Professional Education Requirements

EDUC 202	Educational Philosophy, Ethics, Issues, and Trends (3)
EDUC 215	Development, Cognition, and Learning I (3)
EDUC 240	Secondary Multicultural, Linguistic, Educational Methods(3)
EDUC 350	Classroom Management (3)
EDUC 366	Methods for Teaching Diverse Secondary Students (3)

Special Methods of Teaching (These courses are only offered in the fall semester) (3)

- Citizenship Education, EDUC 303 Secondary Social Studies Methods
- English, ENGL 399 Methods of Teaching English
- Mathematics, EDUC 320 Secondary Mathematics Methods
- Science (Biology, Chemistry, and General Science), EDUC 302 Secondary Science Methods
- Foreign Languages (French and Spanish), EDUC 304 Secondary Foreign Language Methods

EDUC/SPED 270	Introduction to Special Education
EDUC/SPED 440	Inclusive Education (3)

PROFESSIONAL SEMESTER REQUIREMENTS

EDUC 467	Observation and Student Teaching (10)
EDUC 468	Student Teaching Seminar (2)

SPECIAL EDUCATION (7-12):

In addition to the above, students seeking SPECIAL EDUCATION Certification 7-12 must take:

EDUC/SPED 215	Development, Cognition, and Learning I (3)
EDUC/SPED 216	Development, Cognition, and Learning II (3)
EDUC/SPED 270	Introduction to Special Education (3)
EDUC/SPED 305	Assessment I (3)
EDUC/SPED 306	Assessment II (3)
EDUC/SPED 311	Assistive Technology (3)
EDUC/SPED 312	Literacy Learning for the 7-12 Special Needs Student (3)
EDUC/SPED 313	Learning Environments for High and Low Incidence Disabilities (3)
EDUC/SPED 370	Specifically Designed Instruction (3)
EDUC/SPED 440	Inclusive Education (3)

Course Descriptions

EDUC 202 — Educational Philosophy, Ethics, Issues and Trends(3)

Focuses on the great thinkers in education, as well as the ethics of teaching, including ethical standards (e.g. NAEYC), and professional conduct codes (PA). Historical and philosophical underpinnings of PK-4 education are explored. The course centers on reflective and critical perspectives regarding legal considerations, the effects of public policy on children and families, strategies for becoming a culturally responsive teacher and for working with students with disabilities, advocating for sound educational practices, and respecting family choices and goals. Current issues and trends in education will be examined. Students will also be introduced to the Portfolio Assessment System, and will begin to build their professional portfolios.

EDUC/SPED 215 — Development, Cognition, and Learning I (3)

This course is designed to introduce students to important concepts and principles concerning learning, cognition, and development. The biological and societal influence on these factors will also be examined. The emphasis of the course is on prenatal through adolescent development. Topics include educational applications of learning theory, developmental approaches to teaching, intellectual functioning, and educational achievement. The course will assist candidates in applying theory and research to enhance teaching and learning in their classrooms. Prerequisite: CORE 154

EDUC/SPED 216 — Development, Cognition, and Learning II (3)

Focuses on development and implementation of developmentally appropriate curriculum for children from birth through age nine. Students design, develop, and implement learning environments based on state standards. Current issues including theory, research, practice, laws, and professional ethics are explored. Students plan, implement and adapt, for all children, developmentally, culturally and linguistically appropriate instructional practices and strategies. Prerequisite or corequisite: EDUC/SPED 215

EDUC 220 — The Education of Young Children: Theories, Practices and Policies (3)

This course includes the study of infants, toddlers, preschool, and primary school-aged children. It provides a comprehensive view of programs and practices, historical foundations, multiple influences on development, learning, relationships with families and the community, as well as, the latest ideas and practices in the field. Identification of personal and ethical beliefs and becoming engaged in advocacy as a PK-4 professional is explored. The course is designed to provide practitioners with a PK-4 knowledge base as well as an opportunity to analyze relevant issues and apply developmentally appropriate methods. *Current Clearances needed.*

EDUC 230 — PK-4 Multicultural, Linguistic, and Instruction Methods (3)

Designed to foster the understanding and appreciation for linguistic and cultural diversity; and to enhance the knowledge and skills of teachers working with diverse learners, their families, and their communities. This course will focus on awareness of values, perspectives and cultural diversity. Methods for exemplary teaching within the inclusive classroom are emphasized. *Current Clearances needed.*

EDUC 240 — Secondary Multicultural, Linguistic and Instruction Methods (3)

Designed to foster the understanding and appreciation for linguistic and cultural diversity; and to enhance the knowledge and skills of teachers working with diverse learners, their families, and their communities. This course will focus on awareness of values,

perspectives and cultural diversity. Methods for exemplary teaching within the inclusive classroom are emphasized. Designed for students being certified in grades 7-12. *Current Clearances needed.*

EDUC/SPED 260— Early Literacy Foundations (PK-1) (3)

A foundation for understanding the emergent literacy process is emphasized. Lessons for developing language and expression skills, phonological awareness, word study, and comprehension and fluency are written and demonstrated. Special attention is given to creating supportive learning environments for diverse children. Prerequisite:215

EDUC/SPED 270 — Introduction to Special Education (3)

An introduction to the philosophy, practices and principles of special education to meet the educational, psychological and emotional needs of children with exceptionalities in our society. Exceptionalities are examined in depth through: identification, characteristics, and accommodations in comparison to regular education.

EDUC 302 — Secondary Science Methods (3)

This course focuses on the central concepts, tools of inquiry, and structures of secondary science content and on how to make the subject matter meaningful to students. Planning, assessment, use of multiple instructional strategies, and the motivation and management of diverse learners will be investigated. (*Generally offered only in the fall semester.*)

EDUC 303 — Secondary Social Studies Methods (3)

This course focuses on the central concepts, tools of inquiry, and structures of secondary social studies content and on how to make the subject matter meaningful to students. Planning, assessment, use of multiple instructional strategies, and the motivation and management of diverse learners will be investigated. (*Offered only in the fall semester.*)

EDUC 304 — Secondary Foreign Language Methods (3)

This course focuses on the central concepts, tools of inquiry, and structures of secondary Spanish or French content and on how to make the subject matter meaningful to students. Planning, assessment, use of multiple instructional strategies, and the motivation and management of diverse learners will be investigated. (*Generally offered only in the fall semester.*)

EDUC/SPED 305 — Assessment I (3)

Designed to focus on research, policy, and best practices in assessment and to link assessment to curriculum planning and in program evaluation. Focuses on identifying, defining, and interpreting the types of valid and reliable education assessments and their uses including screening, diagnostic, formative, summative and authentic. Informal and formal assessments are explored. Legal and ethical practices are addressed. Prerequisites: Math 101 or equivalent, EDUC 215.

EDUC/SPED 306 — Assessment II (3)

Designed to focus on identification, administration, interpretation, and planning of instruction based on authentic, screening, diagnostic, formative, and summative assessment components in a standards aligned system. Assessments will be completed in all subject areas and instruction will be designed by the student Prerequisites: EDUC 305 Assessment I, current clearances needed.

EDUC/SPED 311 — Assistive Technology (3)

This course is designed to make educators aware of how technology can be used as a learning tool to enhance the teaching and learning process. This course helps develop skills in the use of Assistive Technology for all individuals with disabilities. We will use

higher level learning, problem solving, and student centered cooperative and collaborative learning. We will also deal with issues such as adaptations and accommodations for Diverse Learners in an Inclusive Setting.

EDUC/SPED 312 —Literacy Learning for the 7-12 Special Needs Student (3)

This course is designed to introduce students to important concepts and principles concerning learning, cognition, and development. The focus of this course will be on the reading and writing process as it applies to special needs adolescents.

EDUC/SPED 313 — Learning Environments for High and Low Incidence Disabilities (3)

This course is designed to explore learning environments and social interactions concerning adolescent students with special needs with high and low incidence disabilities.

EDUC 320 – Secondary Mathematics Methods (3)

This course deals with educational perspectives, which pertain to the teaching of mathematics at the secondary level (grades 7 through 12). Topics of discussion include recommendations by the National Council of Teachers of Mathematics (NCTM) regarding instructional methods, state standards for Mathematics curricula, assessment techniques, curricular issues, and the appropriate use of technology in the classroom. Students will be expected to complete a field-based experience. Does not satisfy CORE 120, requirements for mathematics major or minor, or Pennsylvania Department of education mathematics requirements for secondary education majors outside of mathematics. Alternate years, fall semester. *Current clearances needed.*

EDUC 335 — Special Topics in Education (1-3)

A course offered as needed by a member of the Education faculty or on an interdisciplinary basis.

EDUC 350 — Secondary Classroom Management (3)

Designed to prepare preservice teachers to meet the challenge of teaching in the 21st Century. An in-depth study of classroom management techniques and effective teaching strategies for increased student achievement. The emphasis of the course is on proactive management, preventive measures and corrective techniques. The course explores a variety of ways to view management functions and the corresponding ways to meet the daily demands of teaching. This course embeds a pre-professional field experience for secondary students. Prerequisite : Pass Praxis I and appropriate grade point average. Must hold valid current Act 34, Act151 and Act 114 Clearances.

EDUC 351 — Creative Arts in the Classroom (3)

Designed to develop a student's critical and aesthetical understanding of the creative arts. Explores historical and cultural contexts of the visual, musical, and performing arts. Intended to teach candidates to integrate the creative arts into all aspects of the curriculum. Focuses on appropriate materials, content, and delivery of instruction within the PK-4 classroom in the areas of production, performance, exhibition of dance, music, theater, and visual arts.

EDUC 355 — Organization and Administration of Early Childhood Education (3)

Designed for a simulated process of organizing and administering early childhood programs serving children age birth through age 5. This course deals with establishing, managing, staffing, training, and supervising personnel. Additionally it will cover financial and legal considerations, physical space requirements, nutrition and meals, marketing the

program, and finally with accessing important sources for any early childhood program. Students develop program tools based on child development theory, educational practice and governmental regulations. The graduate level will address recent educational research on supervision styles; organizational framework of actual settings will be examined.

EDUC 357 — Leadership of Early Childhood Curriculum and Instruction (3)

Stresses leadership in building relationships with staff, families, children, and community, the learning environment, observation and assessment, and financial and legal considerations. This course explores leadership in curriculum and instruction as a means of inspiring, guiding and effecting school change. Theories on the basic principles of curricular design, as well as recent studies on trends in curriculum and instruction will be a major focus of the graduate level course. Prerequisite: EDUC 220.

EDUC 360 — Literacy Foundations for Primary Grades 2-4 (3)

A course that reviews relevant preschool and elementary children's literature as a vehicle for further developing the child's literacy foundations. Candidates will explore a variety of practices for involving the home/family with the school's ongoing literacy efforts. Students will participate in an early field experience to support literacy foundations in an area school district. Prerequisites: EDUC/SPED 215, EDUC/SPED 260, *current clearances needed.*

EDUC 366 — Methods for Teaching Diverse Secondary Students (3)

Designed to assist middle and secondary school content teachers to recognize challenges related to teaching diverse students and to emphasize the proper instruction to meet the cognitive as well as the psychological needs of their students.

EDUC/SPED 370 — Specifically Designed Instruction (3)

This course is designed to plan and implement instructional strategies for the student with special needs. The focus of the course will be on literary development and instruction in core and intervention areas. Prerequisite: EDUC/SPED 270, *current clearances needed.*

EDUC/SPED 390 — Differentiated Reading for the Developing Child (3)

This course is designed to provide PK-4 majors with the knowledge and skills to implement differentiated reading strategies in the classroom. Students will informally assess an assigned student. They will also develop and teach appropriate literacy lessons to include spoken language, phonological processing, word study, and comprehension and fluency development. Prerequisite: EDUC/SPED 260

EDUC 420 — Social Studies Methods PK-4 (3)

Students will learn to develop, implement, assess, and modify curriculum based upon the ten thematic strands outlined by the NCSS. The curriculum will be based on constructivism and inquiry based learning reflecting the standards. Students will explore ways that children come to learn about themselves and others and will develop methods for integrating the social studies across the curriculum. Prerequisites: EDUC 202 and EDUC/SPED 215, PPSTs passed, *current clearances needed. Normally taken the semester before student teaching.*

EDUC 421 — Mathematics Methods PK-4 (3)

This course provides the student with an overview of mathematics learning for children from nursery school through grade four based on early learning standards. Students experience developmentally appropriate approaches and methods for teaching concepts and skills through the use of manipulatives and technology. Emphasis is on developing concepts by discovery, by observing patterns and relationships, and through supporting spatial,

numerical and logical reasoning. Prerequisites: EDUC 202 and EDUC/SPED 215, PPSTs passed, *current clearances needed. Normally taken the semester before student teaching.*

EDUC 422 — Science Methods PK-4 (3)

This course provides the student with an overview of science exploration for children through grade four based on early learning standards. Students experience developmentally appropriate approaches and methods for teaching concepts and skills such as scientific inquiry, practices and problem-solving based on learning standards. Environmental, physical, life, earth and space sciences are explored. Prerequisites: EDUC 202 and EDUC/SPED 215, PPSTs passed, *current clearances needed. Normally taken the semester before student teaching.*

EDUC/SPED 423 — Literacy Across the Curriculum:

The Reading-Writing Connection (3)

The course is designed to provide PK-4 education majors with knowledge of a child's language acquisition process. Planning for the instructional strategies used in teaching oral/written composition, grammar, listening, speaking, spelling, and handwriting skill are examined. Students will be learn to design and deliver lessons for language comprehension at the PK-4 level, including emergent literacy, phonological skills, word level instruction, text level comprehension, and making the reading-writing connection. Strategies for infusing literacy across the curriculum will also be explored. In addition, the creation of literate environments and appropriate assessment procedures for language arts classrooms are reviewed. Prerequisites: EDUC 202 and EDUC/SPED 215, PPSTs passed, *current clearances needed. Normally taken the semester before student teaching.*

EDUC 424 — Family Involvement and Connections (3)

This is a project based course designed to prepare pre-service teachers to meet the challenge of teaching in the 21st century. The emphasis of this course is proactive management, preventive measures, and corrective techniques. Examines maintaining respectful, ongoing, meaningful communication with families. Investigates culturally responsible factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school and agency personnel, and community members. Prerequisite: EDUC 202.

EDUC 435 — Independent Study (3-10)

The student may undertake the study of a special topic in Education under the direct supervision of a faculty member. The student wishing to enroll in this course must submit a brief written proposal outlining the purpose of the study, endorsed by a faculty sponsor and by the chairperson of the department.

EDUC 437 — Observation and Student Teaching (PK-4) (7-10)

Observation and study of classroom teaching are combined with actual student teaching under expert supervision. Attention is given to the organization and presentation of subject matter, to program handling, class discipline, making reports and other school activities. Conferences are held with the supervisor of teacher training and the instructor under whom each student does student teaching. Prerequisites Must have completed all required education courses and been formally accepted into the department. Corequisite: EDUC/SPED 440.

EDUC 437z — PK-4 Internship Experience for Non-program-completers (3-10)

Observation and study of an educational setting with actual participation under expert supervision. Course is designed to provide extensive experience in an area in the educa-

tion field that does not require teacher certification. Course is designed for those students not gaining formal admission to the education program. Prerequisites: Completion of all required Education courses and provisional acceptance into the department. Corequisite: EDUC/SPED 440.

EDUC 438 — Student Teaching Seminar (PK-4) (2)

Discussion of classroom management problems met by student teachers during their period of student teaching. Required of all students during their period of student teaching. *Concurrent course: EDUC 437.*

EDUC/SPED 440 — Inclusive Education (3)

This course is designed to help special and general educators gain a better understanding of inclusion. Learners who have physical, mental, emotional, behavioral, or learning disabilities or who are English language learners can be successful in the classroom when teaching strategies and technologies are differentiated to their needs. Pedagogical, curricular, and social considerations involved in educating learners with diverse learning needs in the general education classroom will be addressed along with strategies for collaborating with parents, regular and special educators, paraprofessionals, and other individuals in the educational program or representing community agencies. Prerequisites: EDUC/SPED 270 and EDUC/SPED 370. *Taken during student teaching semester.*

EDUC 467 — Observation and Student Teaching (Secondary Education) (7-10)

Observation and study of classroom teaching are combined with actual student teaching under expert supervision. Attention is given to the organization and presentation of subject matter, to program handling, class discipline, making reports and other school activities. Conferences are held with the supervisor of teacher training and the instructor under whom each student does student teaching. Prerequisites: Must have completed all required education courses and been formally accepted into the department. Corequisite: EDUC/SPED 440.

**EDUC 467z — Secondary Internship Experience for
Non-program-completers (3-10)**

Observation and study of an educational setting with actual participation under expert supervision. Course is designed to provide extensive experience in an area in the education field that does not require teacher certification. Course is designed for those students not gaining formal admission to the education program. Prerequisites: Completion of all required Education courses and provisional acceptance into the department. Corequisite: EDUC/SPED 440.

EDUC 468 — Student Teaching Seminar (Secondary Education) (2)

Discussion of classroom management problems met by student teachers during their period of student teaching. *Required of all students during their period of student teaching. Concurrent course: EDUC 467.*

English

Dr. Neal Bukeavich, Chairperson

The English Department aims to engage its students in the study of literature, language, and media integrated with the practice of speaking and writing. Such study is both a creative and useful art, important for personal development and necessary for every profession. The department will teach works of the literary canon as well as newly recognized works of diverse written and oral expression. We hope to share the love of language and literature with our students.

We will guide their understanding of human experience and values, encouraging their initiative and responsibility regarding the traditions of literary and linguistic criticism; the genres of literature, media, and writing; and historical and multicultural contexts. Having such resources of intelligence and wit, they will be prepared to communicate thoughtfully and effectively about a range of subjects, and will understand the power and limitations of various media. They should develop the competence to make their way in the new “knowledge society.”

Beginning in the spring of 2008, students in English will be able to choose between two majors: the Bachelor of Arts in English or the Bachelor of Arts in Professional Writing. The Bachelor of Arts in English teaches students to analyze complex texts and understand them in their historical contexts, perform critical reading, writing, and research, and understand the breadth and depth of the English language. Students in the English major may also participate in the Secondary Education Certification program, where they apply what they learn as English majors through English education coursework.

The Bachelor of Arts in Professional Writing includes the study of rhetorical theory (including visual and digital rhetoric), the practicalities of day-to-day workplace writing, and an introduction to some of the software and technologies that professional writers (and their employers) depend on. Students on the creative writing track will receive the same theoretical background but will also have more opportunity to workshop their pieces and will graduate with a robust portfolio.

English graduates from King’s College readily apply their analysis and communication skills in a variety of industries and fields; some are now practicing law, some are working for advertising firms, newspapers, and publishing companies, while others are serving at all levels of government or ministering to people as religious leaders. Others are teaching and serving as administrators at all educational levels. Many others hold positions of responsibility and leadership in business, industry, and the health field. For more information on career opportunities, including internships during undergraduate study, consult the chairperson.

Except for the senior seminar (ENGL 491), Independent Research (ENGL 496) and Teaching Writing: Theory and Practice (ENGL 328), English courses are ordinarily open to all qualified students regardless of their major. ENGL 241 (Advanced Writing) is a prerequisite for all advanced writing courses, and ENGL 200 (Foundations Seminar) is required for all majors.

Students majoring in English have considerable flexibility in choosing a program. Courses should be selected, however, in consultation with a departmental advisor in the light of the individual student's interest and career goals. The English major encourages cross-disciplinary study. Depending on their interests, time and career plans, students majoring in English are able to pursue a second major or minor in other fields of study.

Education Requirements

MAJOR REQUIREMENTS

In addition to the Core requirements in Effective Writing, Critical Thinking, and Literature and the Arts I & II, students choosing to major in English will complete 39 semester hours of advanced courses, while students who major in Professional Writing will complete 40-41 semester hours of advanced courses. Six of these credits are to be completed in two foundations classes: English 200: Foundations Seminar, and English 241: Advanced Writing. Students must receive a grade of "C" or better in both of these courses to continue in the major. Students who receive a "C-" or below must repeat the course within the calendar year if they are to continue in the major.

ENGLISH MAJOR — CONCENTRATION IN LITERATURE

(13 COURSES — 39 CREDITS)

FOUNDATIONS SEMINAR

ENGL 200 Foundations Seminar: The History of Literature in English (3)
(Prerequisite: Core 160)

ADVANCED WRITING

ENGL 241 Advanced Writing (3) (Prerequisite: Core 110)

LITERARY PERIODS AND CRITICISM

Five of the following:

- ENGL 351 Medieval Literature (3)
- ENGL 352 Renaissance Literature (3)
- ENGL 353 Restoration and Eighteenth Century Literature (3)
- ENGL 354 Romantic Age (3)
- ENGL 355 Victorian Literature (3)
- ENGL 356 Twentieth Century British Literature (3)
- ENGL 361 Early American Literature (3)
- ENGL 362 American Renaissance (3)
- ENGL 363 American Realists (3)
- ENGL 364 American Modern Writers (3)
- ENGL 365 American Contemporary Writers (3)
- ENGL 370 Literary Criticism (3)
- ENGL 392 Special Topics in Literature (3)

A special topics course that counts for credit under Literary Periods and Criticism cannot count for credit under Literary Genres.

LITERARY GENRES

One of the following:

- ENGL 371 Literary Non-Fiction (3)
- ENGL 372 Short Story (3)

- ENGL 373 Novel (3)
- ENGL 374 Poetry (3)
- ENGL 375 Drama (3)
- ENGL 392 Special Topics in Literature (3)

A special topics course that counts for credit under Literary Genres cannot count for credit under Literary Periods and Criticism.

MAJOR LITERARY FIGURES

One of the following:

- ENGL 381 Major Authors (3)
- ENGL 382 Shakespeare (3)

COMPARATIVE/MULTICULTURAL LITERATURE

- ENGL 395 Comparative/Multicultural Literature (3)

LANGUAGE AND WRITING

Two of the following:

- ENGL 222 Introduction to Professional Writing (3)
- ENGL 225 Introduction to Creative Writing (3)
- ENGL 320 Creative Writing Workshop: Poetry (3)
- ENGL 321 Creative Writing Workshop: Short Story (3)
- ENGL 323 Writing for New Media (4) (includes one-hour lab)
- ENGL 324 Desktop Applications in English (3)
- ENGL 325 Literary Journalism (3)
- ENGL 326 The English Language (3)
- ENGL 327 Special Topics in Writing (3)
- ENGL 328 Teaching Writing: Theory and Practice (3)
- ENGL 329 Editing (4) (includes one-hour lab)
- ENGL 331 Rhetorical Theory (3)
- ENGL 332 Document Design (3)
- ENGL 333 Creative Writing Portfolio (3)
- ENGL 334 Translation/Adaptation/Parody (3)
- ENGL 335 Freelance Writing (3)
- ENGL 336 Essay Writing (3)
- ENGL 440 Professional Writing Capstone (3)
- ENGL 441 Advanced Technical Writing (3)

SENIOR SEMINAR

- ENGL 491 Senior Seminar in Literature (3)
Credits from other departments (not required)

To encourage study in related fields, with the approval of the chairperson, the department will count up to six credits of advanced work in Theatre or in Literature studied in a foreign language. Majors are also encouraged to take advanced courses in history, philosophy, and a foreign language.

ENGLISH MINOR — CONCENTRATION IN LITERATURE

(6 COURSES — 18 CREDITS)

- ENGL 200 Foundations Seminar: The History of Literature in English (3)
(Prerequisite: Core 160)

ENGL 241 Advanced Writing (3) (Prerequisite: Core 110)

*Four courses from the following categories:**

Literary Periods and Criticism (ENGL 351-365, 370, 392)

A special topics course (ENGL 392) that counts for credit under Literary Periods and Criticism cannot count for credit under Literary Genres.

Literary Genres (ENGL 371-375, 392)

A special topics course (ENGL 392) that counts for credit under Literary Genres cannot count for credit under Literary Periods and Criticism.

Major Author (ENGL 381, 382) Comparative/Multicultural Literature (ENGL 395)

Senior Seminar (ENGL 491)

**No more than one course from any one category.*

PROFESSIONAL WRITING MAJOR

(13 COURSES — 40-41 CREDITS)

Students in the Professional Writing major may choose to emphasize creative writing; those students should choose creative writing course options whenever possible.

FOUNDATIONS SEMINAR

ENGL 200 Foundations Seminar: The History of Literature in English (3)
(Prerequisite: Core 160)

ENGL 222 Introduction to Professional Writing (3)
OR

ENGL 225 Introduction to Creative Writing (3)

ADVANCED WRITING

ENGL 241 Advanced Writing (3)
(Prerequisite: Core 110)

WRITING (REQUIRED)

ENGL 331 Rhetorical Theory (3)

ENGL 332 Document Design (3)

ENGL 329 Editing (4) (includes one-hour lab)

ENGL 440 Professional Writing Capstone (3)

INTERNSHIP/PORTFOLIO

ENGL 499 Internship (3)
OR

ENGL 333 Creative Writing Portfolio (3)

WRITING (ELECTIVES)

Two of the following:

ENGL 320 Creative Writing Workshop: Poetry (3)

ENGL 321 Creative Writing Workshop: Short Story (3)

ENGL 323 Writing for New Media (4) (includes one-hour lab)

ENGL 325 Literary Journalism (3)

ENGL 326 The English Language (3)

ENGL 327 Special Topics in Writing (3)

ENGL 334 Translation/Adaptation/Parody (3)

ENGL 335 Freelance Writing (3)

ENGL 336 Essay Writing (3)

- ENGL 441 Advanced Technical Writing (3)
 MSB 305 Organizational Behavior OR
 PSYC 347 Cognition and Behavior

LITERATURE

Three of the following:

- ENGL 351 Medieval Literature (3)
 ENGL 352 Renaissance Literature (3)
 ENGL 353 Restoration and Eighteenth Century Literature (3)
 ENGL 354 Romantic Age (3)
 ENGL 355 Victorian Literature (3)
 ENGL 356 Twentieth Century British Literature (3)
 ENGL 361 Early American Literature (3)
 ENGL 362 American Renaissance (3)
 ENGL 363 American Realists (3)
 ENGL 364 American Modern Writers (3)
 ENGL 365 American Contemporary Writers (3)
 ENGL 370 Literary Criticism
 ENGL 371 Literary Non-Fiction (3)
 ENGL 372 Short Story (3)
 ENGL 373 Novel (3)
 ENGL 374 Poetry (3)
 ENGL 375 Drama (3)
 ENGL 381 Major Authors (3)
 ENGL 382 Shakespeare (3)
 ENGL 392 Special Topics in Literature (3)
 ENGL 395 Comparative/Multicultural Literature (3)
 ENGL 491 Senior Seminar in Literature

PROFESSIONAL WRITING MINOR

(6 COURSES — 18 CREDITS)

One of the following:

- ENGL 222 Introduction to Professional Writing (3)
 ENGL 225 Introduction to Creative Writing (3)

ADVANCED WRITING:

ENGL 241 Advanced Writing (3) (Prerequisite: Core 110)

One literature course from the following list:

ENGL 351-365, 370-375, 381, 382, 392, 395

Two of the following:

- ENGL 320 Creative Writing Workshop: Poetry (3)
 ENGL 321 Creative Writing Workshop: Short Story (3)
 ENGL 323 Writing for New Media (4) (includes one-hour lab)
 ENGL 325 Literary Journalism (3)
 ENGL 326 The English Language (3)
 ENGL 327 Special Topics in Writing (3)
 ENGL 328 Teaching of Writing: Theory and Practice (3)
 ENGL 329 Editing (4) (includes one-hour lab)

- ENGL 331 Rhetorical Theory (3)
- ENGL 332 Document Design (3)
- ENGL 334 Translation/Adaptation/Parody (3)
- ENGL 335 Freelance Writing (3)
- ENGL 336 Essay Writing (3)
- ENGL 441 Advanced Technical Writing (3)

One of the following:

- ENGL 333 Creative Writing Portfolio
- ENGL 440 Professional Writing Capstone (3) (3)

ENGLISH MAJOR — SECONDARY EDUCATION CERTIFICATION

(13 COURSES — 39 CREDITS)

In addition to the following courses, students must take ENGL 399 Methods of Teaching English in the Secondary Schools (3). This course is listed on the planners for Secondary Education.

FOUNDATIONS SEMINAR

- ENGL 200 Foundations Seminar: The History of Literature in English (3)
(Prerequisite: Core 160)

ADVANCED WRITING

- ENGL 241 Advanced Writing (3) (Prerequisite: Core 110)

LITERARY PERIODS AND CRITICISM

Five of the following:

- ENGL 351 Medieval Literature (3)
- ENGL 352 Renaissance Literature (3)
- ENGL 353 Neoclassic Literature (3)
- ENGL 354 Romantic Age (3)
- ENGL 355 Victorian Literature (3)
- ENGL 356 Twentieth Century British Literature (3)
- ENGL 361 Early American Literature (3)
- ENGL 362 American Renaissance (3)
- ENGL 363 American Realists (3)
- ENGL 364 American Modern Writers (3)
- ENGL 365 American Contemporary Writers (3)
- ENGL 370 Literary Criticism
- ENGL 392 Special Topics in Literature (3)

A special topics course that counts for credit under Literary Periods and Criticism cannot count for credit under Literary Genres.

LITERARY GENRES

One of the following:

- ENGL 371 Literary Non-Fiction (3)
- ENGL 372 Short Story (3)
- ENGL 373 Novel (3)
- ENGL 374 Poetry (3)
- ENGL 375 Drama (3)

ENGL 392 Special Topics in Literature (3)

A special topics course that counts for credit under Literary Genres cannot count for credit under Literary Periods and Criticism.

MAJOR LITERARY FIGURES

ENGL 382 Shakespeare (3)

COMPARATIVE/MULTICULTURAL LITERATURE

ENGL 395 Comparative/Multicultural Literature (3)

ENGLISH LANGUAGE

ENGL 326 The English Language (3)

LANGUAGE AND WRITING

ENGL 328 Teaching Writing: Theory and Practice (3) Senior Seminar

ENGL 491 Senior Seminar in Literature (3)

THEATRE/MEDIA EXPERIENCE

Participation in three College theatre productions on acting, direction, and technical staff or one of the College media: Scop, The Crown, or Regis.

Course Descriptions

Basic preparation for advanced English courses includes ENGL 200, ENGL 241, and courses required in the Core Curriculum (CORE 100, 110, 160, 163, 164). The following basic courses may also be chosen as electives by any student:

ENGL 200 — Foundations Seminar: The History of Literature in English (3)

This course introduces students of literature and writing to the discipline of English. The course includes an overview of British and American literary history from Old English to hypertext; a study of the elements of literature and practice in close textual analysis with some introduction to critical theory; and seminar-style discussions of current topics in literature (canon studies, multiculturalism, popular culture, etc.). Prerequisite: Core 160.

ENGL 222 — Introduction to Professional Writing (3)

To introduce students to the scope of writing as a profession, this class will explore the types and conventions of writing done in several different fields such as public relations, science and technology, and law. The course will also introduce students to business writing genres, from basic correspondence to reports, proposals, and presentations; students will work with specific document models, learning to apply and adapt them to the specific rhetorical needs of the field being discussed. Students will hear from guest speakers in the individual fields, study sample documents, and create their own projects for each of the separate units.

ENGL 225 — Introduction to Creative Writing (3)

This course asks students to work in several genres, including poetry, fiction, creative nonfiction, and/or drama. Class focuses on defining “good” writing and encouraging a process approach. Students will be asked to work through multiple drafts of work and participate in group editing sessions.

ENGL 241 — Advanced Writing (3)

Student writing supervised through seminars, workshops, and conferences. Overview of rhetorical theory and introduction to all forms of writing at the advanced level

— informational, critical, argumentative, creative. The course deals with the rhetoric, structure, and presentation of material; and models of the writing of past and current authors are examined in detail. Weekly papers are assigned, and MLA style is taught for research. Prerequisite for all other advanced writing courses. Required in the sophomore year. Prerequisite: Core 110. Advanced Courses in Writing and Linguistics

ENGL 320 — Creative Writing Workshop: Poetry (3)

Poetry: Student writing of poetry supervised through tutorial, small group and class critiques. Some study of current techniques/practices in poetry will enhance the guided writing of poetry. Prerequisite: ENGL 241; ENGL 225 is recommended.

ENGL 321 — Creative Writing Workshop: The Short Story (3)

Student writing of short fiction supervised through private seminars and class critiques. Study of the techniques of short story writers (plot, focus, voice, point of view) and guided practice in writing the short story. Prerequisite: ENGL 241; ENGL 225 is recommended.

ENGL 323 — Writing for New Media (4) (includes one-hour lab)

Designed to help students develop both their writing skills and their ability to create visually appealing web pages, presentations, CD-ROMs, and other digital media. The course concentrates on the basics of good writing and the improvement of style in the context of digital media and its unique challenges for writers (modularity, multiple entry points, hyperlinking, design, etc.). The course includes a one-hour lab devoted to the mechanics of web design and maintenance, specifically using Adobe Dreamweaver, Adobe Fireworks, and FTP programs. Prerequisite: ENGL 241 or ENGL 222.

ENGL 325 — Literary Journalism (3)

Study of and practice in reportorial writing. Students will write several journalistic reports in a literary style, combining the elegance, craftsmanship and creativity of literature with the candor and referential quality of journalism. Prerequisite: ENGL 241 or ENGL 222.

ENGL 326 — The English Language (3)

A study of the history, dialects, usage, and modern approaches to the grammar of American English. Since the course examines the language in depth, it is appropriate for students of all disciplines. Required of candidates for teaching certification in English. Prerequisite: ENGL 241.

ENGL 327 — Special Topics in Writing (3)

Intended to cover a wide variety of writing topics, this course will variously focus on 1) special types of writing required in disciplines such as medicine, law, and science; and 2) issues of relevance and importance to writers — issues involving, for example, ethics, gender, language, and politics. Prerequisite: ENGL 241.

ENGL 328 — Teaching Writing: Theory and Practice (3)

Study and practice in current theories of teaching of writing. Topics include collaborative learning, composition theory, writing across the curriculum and the use of computers in the teaching of writing. Supervised experience in the classroom and the writing center; weekly writing assignments. Faculty nomination required. Prerequisite: ENGL 241.

ENGL 329 — Editing (4) (includes one-hour lab)

The course examines the roles editors play in the lives of writers, readers, and publications. Among the elements discussed are responsibility, sensitivity, ethics, fairness, and skill. At least a third of class time is spent in a “lab” setting, during which students focus

on sharpening proofreading and editing skills through hands-on work with documents, some “real,” some manufactured. Prerequisite: ENGL 241 or ENGL 222.

ENGL 331 — Rhetorical Theory (3)

This class will provide an overview of rhetorical theory over the centuries, including such voices as Aristotle, Cicero, St. Augustine, Erasmus, John Locke, I. A. Richards, Gertrude Buck, Kenneth Burke, Wayne C. Booth, and Andrea Lunsford. The goal of the course is to engender what will hopefully become a lifelong interest in rhetoric and an understanding of how it provides the foundations of Western thought and Higher Education. Another goal of this course is to understand how all this rhetorical theory can be applied. We will also discuss how rhetoric can help us shape our identities, interpret texts, and communicate effectively. Prerequisite: ENGL 241.

ENGL 332 — Document Design (3)

This course emphasizes principles of visual rhetoric, studying how elements of layout and design contribute to, enhance, and even enable a document’s effectiveness. Students will analyze the design elements of print and digital documents; desktop-publishing software, such as InDesign, will be used to help students work first-hand with design manipulation including attention to color, typography, grouping, and visual hierarchies. Students will also learn to work with templating and style tools to manage the consistency and efficiency of their design work. Prerequisite: ENGL 222 or ENGL 225.

ENGL 333 — Creative Writing Portfolio (3)

Students work with faculty to write new material, revise old material, and assemble a portfolio that best represents their strengths, experiments, goals, and current understanding of themselves as a creative writer. Prerequisite: ENGL 225 and either ENGL 320 or ENGL 321.

ENGL 334 — Translation/Adaptation/Parody (3)

This course will introduce students to theories of literary criticism and translation; themes to be discussed include formal vs. dynamic transfer of meaning, translation as criticism, the value of re-translations and “corrective translations,” adaptation, parody, and translations strongly “directed” toward particular groups of receivers. The course will also address cross-cultural and cross-generic interpretation and adaptation. Students will work closely with texts to understand the source text’s rhetorical stance and to reposition that rhetoric for other audiences, purposes, and media. Prerequisite: ENGL 241.

ENGL 335 — Freelance Writing (3)

This course provides an overview of opportunities for freelance writers, ranging from ghost writing to corporate communications to feature articles. Students study a variety of models, identify types of freelance work they want to pursue, learn to position and market themselves, and build a portfolio. Prerequisite: ENGL 222.

ENGL 336 — Essay Writing (3)

Students will study and write essays ranging from personal (ruminative, digressive, self-reflexive, and informal) to journalistic (research- and interview-based, informative, formal but non-academic), recognizing that the essay genre is loosely defined, changing as each essayist redefines the field and as new technologies and forums (such as the web and blogging) create new opportunities and constraints for writers. Students will study essays from Montaigne to the present, examine outlets for essay writing, and write and revise their own work to develop an individual essay-writing voice. Prerequisite: ENGL 241.

ENGL 440 — Professional Writing Capstone (3)

An advanced, intensive study of a topic that engages rhetorical theory. Students in this class should be able to discuss and explain the complexities of negotiating rhetorical situations, competing ideologies, and other elements that factor into the ways in which human beings communicate. This course provides English majors the opportunity to demonstrate both liberal learning skills and a sophisticated command of subject matter and methodology appropriate to an English major about to graduate. The seminar project includes an oral presentation to other majors and to the English Department faculty. Prerequisite: ENGL 241.

ENGL 441 — Advanced Technical Writing (3)

Intensive practice in the various types of informal and formal reports used for business, technical, and professional contexts. A major research project in the student's professional interest is delivered orally and submitted in written form. Students work on projects in teams with frequent conferences conducted by the instructor. Prerequisites: ENGL 222 and ENGL 241.

ADVANCED COURSES IN LITERATURE

The following courses all require ENGL 200 or ENGL 241 as a prerequisite.

ENGL 351 — Medieval Literature (3)

A study of the literature produced in the British Isles and on the Continent from about the fifth century A.D. to 1500. Principal genres will include romances, lyrics, ballads, fabliaux, dramas, allegories, and legends. Attention will be given to the social and cultural backgrounds of the period. Course material may be arranged by either genre or by theme.

ENGL 352 — Renaissance Literature (3)

A study of the major writers in England between 1500 and 1660, especially More, Sidney, Marlowe, Shakespeare, Jonson, Donne, Milton. Concentration on the history of ideas (e.g., Christian Humanism, movement from a geocentric to a heliocentric universe) as expressed in the prose, poetry, and drama of the period.

ENGL 353 — Restoration and Eighteenth-Century Literature (3)

A study of the literature of England during the Restoration and the 18th Century (1660-1800), from authors such as William Congreve, John Dryden, Jonathan Swift, Alexander Pope, Aphra Behn, Lady Montague, and Daniel Defoe. Major ideas discussed include empire and nationhood, social class, slavery and abolition, and the use of literature as a political tool.

ENGL 354 — The Romantic Age (3)

Analysis and criticism of the works of well-known Romantic writers (Burns, Blake, Wordsworth, Coleridge, Keats, Byron, the Shelleys,) and several lesser-known writers (Smith, Baillie, Clare). Historical, social, literary and political context is established through the work of several important essayists (Paine, Godwin, Wollstonecraft, Lamb, Hazlitt, and De Quincy) and through a brief look at 18th century precursors to the Romantic Movement (Gray and Young).

ENGL 355 — Victorian Literature (3)

A study of the major poetry and prose of England from the 1830's to the turn of the century. The course will focus on the era's preoccupation with "change" in its diverse English 165 forms — religious, social, scientific, technological and political — as reflected

in the works of selected writers such as Carlyle, Mill, Dickens, Tennyson, the Brownings, Ruskin, Arnold, Hopkins, the Rossettis and Gaskell. Attention is also given to the seeds of modernism within the writing and thought of the period.

ENGL 356 — Twentieth Century British Literature (3)

This course explores key writers in 20th century British literature. Texts will be examined in relation to various literary, social, and political contexts, including modernism, Freudianism, imperialism, two world wars, postmodernism, and gender and race politics. Writers to be covered may include Joseph Conrad, G.B. Shaw, E.M. Forster, D.H. Lawrence, W.H. Auden, Virginia Woolf, Katherine Mansfield, Graham Greene, George Orwell, William Golding, John Osborne, Philip Larkin, Ted Hughes, Hanif Kureishi, Julian Barnes, Kazuo Ishiguro, Jeanette Winterson, Caryl Churchill, Tom Stoppard, and Ian McEwan.

ENGL 361 — Early American Literature (3)

A study of American traditions and forms from native myth and discovery narratives to colonial and enlightenment poetry and prose.

ENGL 362 — American Renaissance (3)

A study of the nineteenth century writers' quest to make a new American consciousness. They dramatize how ambiguities of Puritan, colonial and democratic traditions and individuality continue to matter by showing the inseparability of American experience and literary forms. Major works by Hawthorne, Melville, Emerson, Thoreau, Fuller, Whitman, Poe and Dickinson.

ENGL 363 — American Realists (3)

Changing social and economic realities at the turn of the century recorded, examined, and re-worked in a literature at once realistic and critical of the "real." Literary themes involve issues of narrative and journalism, work and region, science and religion, gender and language. Major works by Twain, Howells, James, Chopin, Gilman, Crane, Norris, Dreiser, Adams, Wharton.

ENGL 364 — American Modern Writers (3)

Studies the great modernists who have celebrated the power of literature to remake the self in terms of tradition. Their works reveal unprecedented combinations and techniques that would account for and go beyond the "breakdown of civilization" to the possibilities of renewal. Major works by Cather, Frost, Stevens, Williams, Pound, Eliot, Moore, Hemingway, O'Neill, Fitzgerald, Hughes, Baldwin.

ENGL 365 — American Contemporary Writers (3)

Considers how post-modern writers focus upon limitation of literature and language, putting into question the text, reader expectations, and cultural forms already present regardless of authorial vision. Other contemporary writers continue in less self-reflective ways to reveal the timeless but complex American quest for identity. Major works by Pynchon, Mailer, Williams, Kennedy, Shepard, Walker, Morrison, Ellison, Barthelme, Gaddis, Beattie, Tyler, Kingston.

ENGL 370 — Literary Criticism (3)

Study in the theories and methods of literary analysis from ancient times to the present, as represented in the work of selected literary theorists and critics. Students practice these methods to develop a meaningful comprehension and appreciation of literature.

ENGL 371 — Literary Nonfiction (3)

Study and analysis of contemporary nonfiction prose and its historical backgrounds. Concentrating chiefly on the essay, the course may also investigate other examples of the genre such as biography, literary diary and letter, profile, review, and shorter historical, scientific, business, and technical essays at the discretion of the instructor.

ENGL 372 — The Short Story (3)

A study of short fiction, its tradition and development, its techniques and its insights into human character and motivation. Major attention is given to modern British and American stories.

ENGL 373 — The Novel (3)

A study of the development of the English and American novel from the 18th century to the present. Selected works by major authors.

ENGL 374 — Poetry (3)

A study of the method of explication de texte in its application to poetry. Poems representing a variety of forms and periods are examined in terms of their intellectual, imaginative, emotional, and technical phases to see how these combine to create the experience of the poem as an organic unit.

ENGL 375 — Drama (3)

A study of selected major playwrights in historical and cultural perspectives, the purpose of which is to develop the student's analytic and critical understanding of themes, forms, developments, and experiments in the dramatic genre. Offerings include American Drama, English Drama, and Comparative Drama.

ENGL 381 — Major Authors (3)

Intended to cover the life and selected works of one or more major writers, such as Chaucer, Eliot, Bronte, James, Dryden, Pound, Austen, Dickinson, and Joyce, this course enables students to appreciate the literary achievement of extraordinary individuals and to recognize the significance of their place in literature. Since the author studied varies each year, this course may be taken more than once.

ENGL 382 — Shakespeare (3)

Focusing on the major dramatic genres of tragedy, comedy, history, and romance, this course introduces students to the works of Shakespeare and through biographical, cultural, and performance perspectives, enables them to discover Shakespeare's significance within and beyond his age.

ENGL 392 — Special Topics in Literature (3)

A seminar which studies a specific genre, major theme, or period in English, American or Comparative Literature, or Interdisciplinary Studies. Topics, which may vary each year, include Heroes and Heroines, American Character, Persona, Women and Literature, Studies in Changing Forms, Anglo-Irish Literature, among others. Depending on the topic, this course may substitute for a class required in the major. Approval of the Department chairperson is necessary for substitution.

ENGL 395 — Comparative/Multicultural Literature (3)

Courses offered under this heading allow the student to examine writers other than mainstream British or American who with insight, passion, and eloquence speak to the human mind and heart. Offerings in this category include African American Literature,

Comparative Literature, Cultural Diversity in Literature, Jewish Literature and Film, Native American Literature, etc.

SEMINARS AND ADDITIONAL ADVANCED COURSES

ENGL 399 — Methods of Teaching English in the Secondary Schools (3)

This course is designed to acquaint students with modern, proven methods of teaching literature, writing and grammar in the secondary schools. Students will learn to plan and teach lessons using lecture, whole-class discussion, collaboration, and individualized instruction. Students will learn various means of assessing pupil progress. Attention will be given to various state and federal assessment tests and their implications for instruction. The emphasis in this course will be on giving students practice in utilizing sound methods of instruction.

ENGL 491 — Senior Seminar (3)

An advanced, intensive study of a literary topic, this course provides English majors the opportunity to demonstrate both liberal learning skills and a sophisticated command of subject matter and methodology appropriate to an English major about to graduate. The seminar project includes an oral presentation to other majors and to the faculty of the English Department.

ENGL 496 — Independent Research with Tutorial Supervision (3)

Development of an independent research project with the approval of a department member who directs the progress and evaluates the results. Because of the expectation of high quality for the project, the student will present it orally at a department symposium and will submit a final, revised, written copy to the department. *Admission is restricted to senior English majors by invitation only. Can substitute for the Senior Seminar only with the approval of the department chairperson.*

ENGL 499 — English Internship (3-6)

Normally these internships earn no more than six semester hours of elective credit. In special circumstances, where internship activities and learning outcomes can be identified as equivalent to those of a specific advanced course in English, credit toward the major may be awarded with the approval of the department chair.

Students in the Professional Writing major will participate in a 3-credit internship that gives them practice and experience with professional or technical writing. Students will have the opportunity to write reports, proposals, documentation and instruction sets, grant applications, and for digital media, along with other materials as approved by their faculty advisor.

Environmental Studies and Sciences

Dr. Brian Mangan, Program Director

Albert Einstein reportedly defined the environment as “everything that isn’t me.” This commonsense, working definition also suggests the scope and complexity of the environmental issues facing us today. Understanding, and eventually solving, the many environmental challenges of our world increasingly require a working knowledge of a variety of disciplines. As a result, the Environmental Program at King’s College is designed to provide a diverse group of students with the knowledge base to confront these challenges.

The Environmental Program emphasizes a holistic approach from many perspectives, including many from outside the traditional sciences that usually comprise environmental programs. Our majors draw upon courses from a number of fields, including the natural sciences, social sciences, and humanities. Students choosing this program will be exposed to a variety of learning settings and strategies, including foundational and advanced classes and laboratories, problem-based learning, and experiential learning. In addition, a significant portion of the curriculum occurs in field settings, including immersion courses focused on wildlife and the Chesapeake Bay.

The Environmental Program offers students a choice of two environmental majors. The Bachelor of Arts degree in Environmental Studies is designed to prepare students for careers in environmental management, economics, advocacy, policy and law. The Bachelor of Science degree in Environmental Science will prepare students for careers in environmental research and technology, and environmental resource management. Both majors will prepare students interested in continuing their education through graduate studies or professional school. Additionally, a minor in Environmental Studies is available that is complementary to many other majors at King’s. Sufficient variability exists within both majors so that courses can be tailored to meet a student’s interests and career path.

Education Requirements

MAJOR REQUIREMENTS

B.A. IN ENVIRONMENTAL STUDIES

(14 COURSES — 45 CREDITS *denotes cross-listing with Core courses)

ENST 200	Earth and Space Science (3)
ENST 201*	Environmental Science I (4)
ENST 202*	Environmental Science II (4)
ENST 255	Introduction to Geographical Information Systems (3)
ENST 260	Environmental Law (3)
CORE 265*	Christian Ethics & the Environment (3)
ENST 370	Environmental Seminar (1-3)
ENST 410	Ecological/Environmental Sampling and Analysis (3)
ENST 452	Environmental Policy (3)
ECON 112	Principles of Economics: Micro (3)

- MATH 128 Introduction to Statistics and Data Analysis (4)
 SOC 312 Dynamics of Population (3)

One of the following:

- ENST 490 Independent Study of Environmental Issues (3)
 ENST 491 Environmental Research (3 or more)
 ENST 499 Environmental Internship (3)

In addition, students must complete six of the following tailored toward their individual career goals (at least two must be from the ENST 401 series):

- BIOL 214 Microbiology for the Health Sciences (4; or BIOL 448)
 BIOL 349 Animal Behavior (4)
 BIOL 430 Ecology (4)
 CORE 164* Environmental Literature (3; counts as a CORE requirement)
 ECON 356 Economic Development and International Geography (3)
 ECON 493 Women, Poverty, and the Environment (3)
 ENST 350* Environmental Art (3; counts as a CORE 177 requirement)
 ENST 310 Computer Modeling in Biology and Environmental Science (3)
 ENST 401A Conservation Biology (3)
 ENST 401B Wildlife Ecology & Management (3)
 ENST 401C Ecotoxicology (4)
 ENST 401D Wildlife Techniques (3)
 ENST 401E Environmental Compliance (3)
 ENST 401F Water Quality Analysis (3)
 ENST 401G Tropical Ecology (3)
 ENST 401H Chesapeake Bay (4)
 ENST 401I Adirondack Ecology (4)
 ENST 401J Environmental Management (3)
 ENST 401K Wetland Ecology and Delineation (3)
 PS 232 Public Administration (3)
 PS 352 Policy Analysis (3)
 SOC 212 Social Problems (3)
 SOC 310 Cultural Anthropology (3)

MINOR REQUIREMENTS ENVIRONMENTAL STUDIES

(6 COURSES — 20 CREDITS)

- ENST 201* Environmental Science I (4)
 ENST 202* Environmental Science II (4) *Four of the following:*
 BIOL 214 Microbiology for the Health Sciences (4; or BIOL 448)
 ENST 310 Computer Modeling in Biology and Environmental Science (3)
 BIOL 430 Ecology (4)
 CORE 164* Environmental Literature (3; counts as a CORE requirement)
 ECON 356 Economic Development and International Geography (3)
 CORE 265* Christian Ethics & the Environment (3)
 ENST 200 Earth and Space Science (3)
 ENST 350* Environmental Art (3; counts as a CORE 16X requirement)
 ECON 493 Women, Poverty, and the Environment (3)
 ENST 452 Environmental Policy (3)
 ENST 401A-K Special Environmental Topics (see list above; 3-4 each)
 ENST 490 Independent Study of Environmental Issues (3)

B.S. ENVIRONMENTAL SCIENCE

(14 COURSES — 53 CREDITS)

ENST 201*	Environmental Science I (4)
ENST 202*	Environmental Science II (4)
ENST 255	Introduction to Geographical Information Systems (3)
ENST 370	Environmental Seminar (1-3)
BIOL 111	General Biology I (4)
BIOL 112	General Biology II (4)
CHEM 113	General Chemistry I (4)
CHEM 114	General Chemistry II (4)
CHEM 241	Organic Chemistry I (4)
CHEM 242	Organic Chemistry II (4)
PHYS 111	General Physics I (4)
PHYS 112	General Physics II (4)
MATH 128	Introduction to Statistics and Data Analysis (4)

One of the following:

ENST 490	Independent Study of Environmental Issues (3)
ENST 491	Environmental Research (3 or more)
ENST 499	Environmental Internship (3)

In addition, students must complete six of the following courses tailored toward their individual career goals (however, two must be from the ENST 401 series):

BIOL 214	Microbiology for the Health Sciences (4; or BIOL 448)
BIOL 223	Genetics (4)
BIOL 224	Biochemistry (4)
BIOL 349	Animal Behavior (4)
BIOL 430	Ecology (4)
CHEM 243	Analytical Chemistry (5)
CHEM 244	Instrumental Analysis (5)
ENST 200	Earth and Space Science (3)
ENST 310	Computer Modeling in Biology and Environmental Science (3)
ENST 401A	Conservation Biology (3)
ENST 401B	Wildlife Ecology & Management (3)
ENST 401C	Ecotoxicology (4)
ENST 401D	Wildlife Techniques (3)
ENST 401E	Environmental Compliance (3)
ENST 401F	Water Quality Analysis (3)
ENST 401G	Tropical Ecology (3)
ENST 401H	Chesapeake Bay (3)
ENST 401 I	Adirondack Ecology (4)
ENST 401 J	Environmental Management (3)
ENST 401 K	Wetland Ecology and Delineation (3)
ENST 410	Ecological/Environmental Sampling and Analysis (3)
ENST 452	Environmental Policy (3)
SOC 312	Dynamics of Population (3)

Course Descriptions

ENST 200 — Earth and Space Science (3)

Introduction to the formation and function of the earth and other planets in the solar system. Emphasis is given to basic geology, meteorology and climatology associated with our planet. 3 lecture hours.

ENST 201 — Environmental Science I (4)

Introduction to concepts and principles of environmental science. Through a combination of field and laboratory experiences students will be introduced to methods for assessing and monitoring the environmental health of ecosystems. Topics for discussion include weather and climate, biodiversity, ecosystem management, energy transfer and balance, population growth, bioremediation, and environmental toxicology. 3 lecture and 3 laboratory hours.

ENST 202 — Environmental Science II (4)

Introduction to the environmental issues and problems. Topics will include energy, global warming, water resources, toxic wastes, ozone depletion, and renewable and non-renewable resources. 3 lecture and 3 laboratory hours.

ENST 255 — Introduction to Geographical Information Systems (3)

A hands-on approach to learning and using GIS software packages. Emphasis is on effective-user interfacing as well as GIS terminology and application. *Cross-listed as CIS 255*

ENST 260 — Environmental Law (3)

This course investigates various laws in the United States and their impacts on environmental protection. The student will examine numerous case studies drawn from both local and global environmental problems. Prerequisites for Environmental majors are ENST 201, 202, however, these prerequisites do not necessarily apply to students outside of the Environmental Program. Interested students should consult with the program director.

ENST 310 — Computer Modeling in Biology and Environmental Science (3)

The student will learn the basics of how to use a visual-modeling environment, Stella II, to simulate various phenomena in biology, ecology, and environmental science. Computer assignments and models will be tailored to students in their individual major. No computer programming experience is needed and the course is open to any student in the sciences. *Cross-listed as BIOL 310.*

ENST 350 — Environmental Art (3)

An exploration of the environment through artistic media. The goal of this course is to encourage students to connect to the environment through art. Students will be encouraged to pursue this environmental connection through numerous artistic avenues including drawing, painting, writing, photography, sculpture, and woodcraft. In addition, students are welcome to bring other environmental media to the course. *ENST 350 is cross-listed as Core 169 and can be used to fulfill Core course requirements in the 161-165 series for all interested majors and non-majors.*

ENST 370 — Environmental Seminar (1-3)

The Environmental Seminar is the setting for the Sophomore/Junior Diagnostic Project, a screening device used by Environmental faculty to determine the ability of students to transfer critical thinking and effective communication skills to a selected question. The seminar can involve literature review, case studies, or an actual environmental project with a significant service-learning component. The Seminar provides students with a better

understanding of the training needed for success in the environmental field. Prerequisites for Environmental majors are ENST 201 and 202.

ENST 401A-K — Special Environmental Courses (3-4)

Selected topics in environmental science/ studies. Courses A, B, E G, and J are primarily lecture format. Courses C, D, F, and K contain a significant lab and/or field component; courses H and I are week-long immersion courses. Topics include:

- A) Conservation Biology (3) An introduction to the loss, restoration, and maintenance of the Earth's biological diversity.
- B) Wildlife Ecology and Management (3) The study of the interrelationships between wildlife and their environments with an emphasis on human management of wildlife resources.
- C) Ecotoxicology (4) An introduction to the science that investigates the effects of pollutants and toxins on the ecology of individuals, populations and communities of organisms.
- D) Wildlife Techniques (3) A field course designed to expose students to basic research techniques used in the study of wildlife.
- E) Environmental Compliance (3) A course devoted to understanding and fulfilling the demands of environmental legislation and permitting.
- F) Water Quality Analysis (3) A lab course that introduces students to the biological and chemical analysis of fresh water.
- G) Tropical Ecology (3) An introduction to the interrelationships between organisms and their environments in the most biologically diverse ecosystems on the planet.
- H) Chesapeake Bay Ecology (4) An immersion course focused on the history, geology, economy and ecology of the Chesapeake Bay, taught by King's faculty in partnership with the Chesapeake Bay Foundation. Students will spend a week at the bay in a CBF residential facility.
- I) Adirondack Park Ecology (4) Students spend a week with King's faculty in the Adirondack Park at the Adirondack Ecological Center, studying the history, economy, and ecology of the Park.
- J) Environmental Management (3) An introduction to the field of environmental management, including interviews with practicing environmental professionals.
- K) Wetland Ecology & Delineation (3) A course focused on the interrelationships of wetlands and the methods used to delineate their boundaries.

Environmental majors are required to take ENST 201 and 202 as prerequisite courses for the ENST 401 courses. However, these prerequisites do not necessarily apply to students outside of the Environmental Program. Interested students should consult with the Environmental Program director. Some of these courses are cross-listed as BIOL 401.

ENST 410 — Ecological/Environmental Sampling and Analysis (3)

Introduction to methods of sampling and analysis in the environmental field. Topics include the design of a sampling program, methods of sample collection, and the statistical analysis of sampling data. Prerequisites for Environmental majors are ENST 201, 202, and MATH 126 or 128. However, these prerequisites do not necessarily apply to students outside of the Environmental Program. Interested students should consult with the program director.

ENST 452 — Environmental Policy (3)

An examination of the different facets of environmental policy. For more detail see the description for PS 452 in the Political Science section of this catalog.

ENST 490 — Independent Study in Environmental Issues (3-4)

This course can be completed with any faculty member involved in Environmental Studies, and can take the form of a senior thesis, community service, or research. Community service provides students with real world experience in a variety of fields within the broad area of environmental studies. Senior thesis or research allows students to explore specific problems and solutions relate to the environment. Prerequisite: ENST 370.

ENST 491 — Environmental Research (3-6)

Students participate in departmental research projects initiated by faculty. The students work under the direction of faculty conducting independent and original research.

ENST 499 — Internship (3-6)

A full semester or more of field experience designed to give students the opportunity to acquire experience and skills while working with practicing professionals. Students may choose from a variety of internships: government, consulting, research, not-for-profit organizations, business, industry, and other areas. Scheduling is to be arranged with internship advisor. Approval of Program Director required. Prerequisite: ENST 370. *A minimum GPA of 2.50 is required.*

Ethics and Values Minor

Dr. Gregory Bassham, Chair of Philosophy;

Dr. Joel Shuman, Chair of Theology

The establishment of this minor is in response to the need to provide our students with increased opportunities to address moral questions arising in public and professional life. All students are welcome to the program, but those who intend careers in business, government, journalism, law, and medicine should be especially interested. Courses in the program are designed to give students a solid background in the literature of Moral Philosophy and Moral Theology as well as opportunities to address and study contemporary moral questions, especially as they occur in the context of professional life.

Education Requirements

MINOR REQUIREMENTS

(7 COURSES — 21 CREDITS)

- CORE 260 Basic Christian Ethics (3)
CORE 286 Ethics and the Good Life (3)
PHIL 470 Ethics and Values Seminar (3)
OR
THEO 470 Ethics and Values Seminar (3)

Four of the following:

- CORE 261 Faith, Morality, and the Person (3)
CORE 263 Christian Marriage (3)
CORE 265 Christian Environmental Ethics (3)
CORE 284 Philosophy of Human Nature (3)
CORE 287 Business Ethics (3)
CORE 288 Bioethics (3) or
THEO 345 Bioethics (3)
THEO 331 Christian Social Ethics (3)
THEO 337 Issues of Christian Ethics (3)

Finance

Dr. Barry H. Williams, Chairperson

Finance is the art and science of the management of assets, especially money, and the raising of money through the issuance and sale of debt and/or equity. The finance curriculum is designed to provide students with knowledge of the major concepts and practices of financial management, while at the same time helping them to develop their analytical, decision making and communication abilities. The globalization of business activities and availability of capital from sources around the world and the role it plays are incorporated into the Finance curriculum.

The college core curriculum, business courses and major courses emphasize an awareness of personal values, character development, and an understanding of liberal learning competencies applied in a business context, such as communication, analytical thinking, team building, and strategic planning. Finance majors are required to take courses in the areas of Corporate Financial Management, Investments, and International Finance. These courses integrate economics, accounting, computer software applications and quantitative courses into a financial problem-solving, decision analysis framework, which is culminated with a case method capstone experience.

The influence and the responsibilities of financial executives have expanded dramatically in recent years. Financial officers are involved in the most profound decisions affecting the strategy of business operations. They are concerned not only with pricing of products, but with the initial decisions to produce them. Most aspects of business affairs ultimately reduce to dollar terms and the financial officers' intimate knowledge of the intricacies of financial operations and, place them in a vital role in corporate management. Financial careers involve corporate financial management, personal financial planning, investment management and research, and risk management.

Financial management involves the management and control of money and money-related operations within a business. Financial management also refers to the financial input needed for general business decisions such as the adoption of investment projects and securing the funding for the projects. The role of finance includes the oversight responsibility for the effective use of money and financial assets by all decision makers in the business entity. Personal financial planners help individuals to create budgets, plan for retirement, and assist in determining the most appropriate investment vehicles for their clients.

Investment management and research spans a large number of capital market functions, including trading securities, researching debt and equity issues, managing investment portfolios, assisting with mergers and acquisitions, and structuring new security issues. Risk managers use a wide variety of financial instruments, including financial derivatives, to limit the firm's exposure to adverse economic events like interest rate changes, foreign exchange fluctuations, and commodity price swings.

Finance majors are encouraged to sample widely in their selection of Core courses and from the elective offerings of the other divisions of the College with the conviction that an effective foundation for life-long learning and continuing professional development, in any career, is built upon the ideas and ideals of a liberal education. The emphasis on early interaction in engaging students to focus on the career develop-

ment and planning process allows students the time and opportunity to: explore career options; identify academic majors and academic minors that fit their interest's values and abilities; engage in resume building experiences; and develop effective employment search skills which will result in successful placement upon graduation.

Education Requirements

REQUIRED CORE COURSES

(9 CREDITS)

CIS 110 Introduction to Computer Applications for Business

CORE 153 Principles of Economics: Macro

MATH 123 Finite Math

BUSINESS FOUNDATIONS

(33 CREDITS)

ECON 112 Principles of Economics: Micro

ECON 221 Quantitative Methods for Business and Economics

MSB 110 Introduction to Financial Accounting

MSB 120 Introduction to Management Accounting and Planning

MSB 200 Principles of Management

MSB 210 Principles of Marketing

MSB 287 Ethics, Business and Society

MSB 305 Organizational Behavior

MSB 320 Financial Management

MSB 330 Business Law I

MSB 480 Strategic Management

MAJOR REQUIREMENTS

(22 CREDITS)

ECON 222 Quantitative Methods for Business and Economics II

ECON 353 Money and Banking

FIN 351 Advanced Financial Management

FIN 355 Investments

FIN 378 International Finance

FIN 421 Portfolio Management

FIN 451 Cases in Financial Management

CARP 412 Career Planning II (1 credit)

ELECTIVES

(15 CREDITS)

Students may choose from any elective courses offered/accepted by the College including non-business courses.

MINOR SEQUENCE REQUIREMENTS

(6 COURSES — 18 CREDITS)

Monitoring of student progress in pursuing a minor in Finance is necessary to enhance the student learning experience. Therefore, a written declaration must be submitted by the student to the registrar.

MSB 110 Introduction to Financial Accounting

MSB 120 Introduction to Management Accounting and Planning

MSB 320	Financial Management
FIN 351	Advanced Financial Management
FIN 355	Investments
FIN 378	International Finance

All McGowan School of Business (MSB) courses numbered 300 and above and all Finance (FIN) courses must be completed at King's College for King's to award the B.S. degree or minor sequence in Finance or for the fulfillment of any required course in other degree or minor programs offered through the William G. McGowan School of Business unless permission is granted by the Department Chair in writing prior to the start of any coursework.

Course Descriptions

MSB 320 — Financial Management (3)

The course introduces basic principles in finance such as cash flow, the time value of money, valuation of the firm and financial assets, and capital budgeting. Prerequisites: MSB 120 and ECON 221. Previously BUS/FIN 350.

FIN 351 — Advanced Financial Management (3)

This course will review and reinforce the concepts of financial management learned in earlier coursework, as well as provide additional depth on selected topics. In addition, it will provide an in-depth analysis of the financial factors of the corporation. Topics to be covered are; financial statement analysis, stock, bond and derivative valuation, capital budgeting theory and practice, capital structure, and, dividend policy. Prerequisite: MSB 320.

FIN 355 — Investments (3)

Principles and practices in capital accumulation. Topics include: a critical analysis of the kinds of investments, sources of information, inflation and investment strategy, and corporate profitability. Prerequisite: MSB 320

FIN 378 — International Finance (3)

Focus on the international financial environment, the operation of the foreign exchange markets and currency-related derivative securities, and the international operations of the corporation. Topics include: international monetary agreements, the balance of payments, exchange-rate determination, management of foreign-exchange risk, and international capital budgeting. Prerequisite: MSB 320.

FIN 421 — Security Analysis and Portfolio Management (3)

Review of techniques and approaches for evaluating the intrinsic merit of major types of securities and the techniques for maximizing personal and institutional investment portfolio performance. Prerequisite: FIN 355.

FIN 431 — Management of Financial Institutions (3)

Techniques and principles involved in the management of financial institutions, including: an analysis of the operations of commercial banks, savings banks, and insurance companies. Particular attention is given to optimizing the objectives of profitability, safety, and liquidity. Prerequisite: MSB 320.

FIN 451 — Cases in Financial Management (3)

This course will review and reinforce the concepts of financial management learned in earlier course work, and in addition, will demonstrate the application of these tools to “real

world” situations through the utilization of case studies. Cases provide an opportunity for the student to develop his/her own decision-making ability as a financial manager. Prerequisites: FIN 351.

FIN 491 — Special Topics in Finance (3)

In-depth review of the most current issues and problems facing finance practitioners. Prerequisite: MSB 320.

FIN 497 — Independent Study in Finance (3)

Advanced project in a specialized area of finance under the supervision of a Finance faculty member. Permission of the Department Chairperson required in writing in advance of registering for this course.

FIN 498 — Topics (3)

Topics selected from contemporary financial issues which may be offered from time to time to meet the need of the students. Prerequisites may be required based upon the content of the course.

FIN 499 — Finance Internship (1-6)

A work experience meeting time requirements for the credits earned within a recognized financial institution or industry setting. Selection determined by academic background and interviews with Department *Chairperson*, *approval of the Chairperson required in writing prior to the work experience. Open to Finance majors only.*

Foreign Languages

Dr. Margaret Corgan, Chairperson

The courses offered by the Department of Foreign Languages are designed to develop in the student the ability to speak, write, read and understand a foreign language thus enhancing employment opportunities in a variety of occupations and contributing to the student's broad humanistic education by enriching appreciation and understanding of the cultures of other nations.

A student may begin the study of a foreign language at King's at the beginning level if necessary, but students who begin with Language 143 or higher, take two courses and receive a grade of "C" or higher in these courses may receive six advanced placement credits for their previous study (the equivalent of language 141-142 or 143-144) as well as credit for the courses in which they are enrolled. All awards of advanced placement credits are reviewed by the department chairperson and are subject to his or her approval. Students are assisted in selecting the appropriate level at which to begin by a faculty member from the language department.

The objectives of the major programs in French and Spanish are to increase the student's fluency in the language studied and to provide a broad understanding of the culture. This preparation provides the necessary background for careers in foreign language teaching, bilingual education, and the teaching of English as a second language, and for graduate study in such fields as library science and comparative literature. In conjunction with another area of specialization the competence gained in the foreign language major program will prepare the student for a career in fields such as government, health services, law enforcement, international business and commerce, accounting, law and communications.

Majors will plan their program in consultation with the chairperson of the Department of Foreign Languages and all decisions will be subject to the Chairperson's approval. Minors are also available in French and Spanish.

Language majors are encouraged, although not required, to study for a summer, semester, or entire academic year in a country where the language is spoken. This is an excellent way to increase fluency in the language and acquire a first-hand knowledge of another culture. Students may choose from the numerous accredited programs sponsored by American colleges and universities, subject to prior approval by appropriate college officials. Non-majors with sufficient linguistic preparation are also encouraged to participate in these programs. Students should consult with the college's Study Abroad Director and their major advisor in the language department for assistance in selecting a program suitable for their special interests and needs.

To recognize a student's superior achievement in foreign language study, the Department sponsors a chapter of Alpha Mu Gamma, a national collegiate foreign language honor society.

In addition to the major programs in French and Spanish, the Department of Foreign Languages offers beginning courses in Chinese — Mandarin, French, German, Italian, Latin, and Spanish, intermediate courses in French, German, Italian, and Spanish, and conversation and composition courses in French, German and Spanish. These courses can be taken to fulfill the three credit Foreign Languages and Cultures CORE requirement. Students can also fulfill this requirement by taking courses on foreign cultures taught

in English which are offered by the Department. Foreign literature courses taught in English are offered by the Department as one of the options that fulfill the Literature CORE requirement. These courses make the literature of another country accessible to students who have little or no knowledge of the original language. All these courses may also be taken as electives.

Education Requirements

MAJOR REQUIREMENTS — FRENCH OR SPANISH

(8 COURSES — 24 CREDITS)

Eight courses: FREN or SPAN 145 through 491

If a student's background is not sufficient for him/her to begin the major with FREN 145 or SPAN 145, courses taken below this level will count as electives.

FRENCH

Eight courses from the following:

- FREN 145 French Conversation and Composition I (3)
- FREN 146 French Conversation and Composition II (3)
- FREN 331 Advanced Grammar and Phonetics (3)
- FREN 332 Translation (3)
- FREN 336 Business French (3)
- FREN 338 French Language Media (3)
- FREN 441 French Civilization I (3)
- FREN 442 French Civilization II (3)
- FREN 451 Survey of French Literature I (3)
- FREN 452 Survey of French Literature II (3)
- FREN 491 Selected Topics in French Studies (3)

SPANISH

Eight courses from the following:

- SPAN 145 Spanish Conversation and Composition I (3)
- SPAN 146 Spanish Conversation and Composition II (3)
- SPAN 331 Advanced Grammar and Phonetics (3)
- SPAN 332 Translation (3)
- SPAN 336 Business Spanish (3)
- SPAN 338 Spanish Language Media (3)
- SPAN 441 Spanish Civilization I (3)
- SPAN 442 Spanish Civilization II (3)
- SPAN 443 Mexican Civilization and Culture (3)
- SPAN 451 Survey of Spanish Literature (3)
- SPAN 453 Survey of Spanish American Literature (3)
- SPAN 491 Selected Topics in Spanish and Spanish American Studies (3)

MINOR REQUIREMENTS — FRENCH OR SPANISH

(6 COURSES — 18 CREDITS)

Six courses: FREN or SPAN 145 through 491

If a student's background is not sufficient for him/her to begin the minor with FREN 145 or SPAN 145, courses taken below this level will count as electives.

REQUIREMENTS FOR K-12 TEACHER CERTIFICATION

Candidates for teacher certification in French or Spanish must include in their major program FREN or SPAN 331: Advanced Grammar and Phonetics and FREN or SPAN 332: Translation. French majors must also take either FREN 441 or 442: French Civilization I or II and either FREN 451 or 452: Survey of French Literature I or II. Spanish majors must take either SPAN 441 or 442: Spanish Civilization I or II and SPAN 453: Survey of Spanish American Literature OR SPAN 443: Mexican Civilization and Culture and SPAN 451: Survey of Spanish Literature. Both French and Spanish majors must take ENGL 326: The English Language and fulfill the requirements specified by the Education department for secondary education certification including EDUC 304: Secondary Foreign Language Methods. For permission to student teach a G.P.A. of 3.0 in French or Spanish major courses is required. To obtain certification candidates must pass the required Praxis exams and take the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and receive the Advanced-Low rating. Certification in French and Spanish is valid for K-12.

Course Descriptions

Chinese-Mandarin

CHIN 141 — Beginning Chinese — Mandarin I (3)

Pronunciation, fundamentals of grammar, exercises in speaking, understanding and writing Chinese-Mandarin. Readings introduce the student to the cultures of China. *Cross-listed as CORE 141.*

CHIN 142 — Beginning Chinese — Mandarin II (3)

Essentials of grammar and pronunciation, and practice in speaking and writing Chinese-Mandarin. Readings increase the student's knowledge of the cultures of China. Prerequisite: CORE/CHIN 141 or equivalent. *Cross-listed as CORE 142.*

French

FREN 141 — Beginning French I (3)

Pronunciation, fundamentals of grammar, exercises in speaking, understanding and writing French. Readings introduce the student to the cultures of France and other francophone countries. *Cross-listed as CORE 141.*

FREN 142 — Beginning French II (3)

Essentials of grammar and pronunciation, and practice in speaking and writing French. Readings increase the student's knowledge of the cultures of France and other francophone countries. Prerequisite: CORE/FREN 141 or equivalent. *Cross-listed as CORE 142*

FREN 143 — Intermediate French I (3)

Review and further study of the fundamentals of French to increase comprehension, speaking and writing skills. Readings increase knowledge and understanding of the cultures of France and other francophone countries. Prerequisite: CORE/FREN 142 or equivalent. *Cross-listed as CORE 143.*

FREN 144 — Intermediate French II (3)

Development of proficiency in reading French through the study of cultural texts. Emphasis is on vocabulary building and oral and written communication. Readings broaden the student's knowledge and understanding of the cultures of France and other francophone countries. Prerequisite: CORE/FREN 143 or equivalent. *Cross-listed as CORE 144.*

FREN 145 — French Conversation and Composition I (3)

Development of proficiency in the active use of French, both spoken and written. Study of the cultures of France and other francophone countries acquaints the student with the contemporary lifestyle, values, and attitudes of French-speaking peoples and increases cultural awareness. Prerequisite: CORE/FREN 144 or equivalent. *Cross-listed as CORE 145*

FREN 146 — French Conversation and Composition II (3)

Development of greater fluency in French. Emphasis on extemporaneous conversation encourages the student to think in the language. Study of the cultures of France and other francophone countries expands knowledge and understanding of the contemporary lifestyle, values, and attitudes of French-speaking peoples and heightens awareness of cultural differences. Prerequisite: CORE/FREN 145 or equivalent. *Cross-listed as CORE 146.*

FREN 146 (CORE 146) *is a prerequisite for the following courses. Exception is by permission of the Foreign Language Department Chairperson on the basis of individual qualifications. All major courses are taught in French.*

FREN 331 — Advanced Grammar and Phonetics (3)

Study of the more complex problems of French grammar and pronunciation to develop precision and good style in writing and phonetic accuracy in speaking. *Alternate year course.*

FREN 332 — Translation (3)

Introduction to problems and techniques of translation. Students translate selected texts to improve idiomatic usage, accuracy of expression, and correct use of grammar. *Alternate year course.*

FREN 336 — Business French (3)

Introduction to French economic and commercial terminology and institutions. *Alternate year course.*

FREN 338 — French Language Media (3)

Study of representative articles and programs from the media of the French-speaking world to develop a contemporary vocabulary and improve comprehension. Emphasis is on current events including politics, economics, and social trends. *Alternate year course.*

FREN 441 — French Civilization I (3)

Study of events, ideas, institutions and major figures from the Middle Ages through the eighteenth century. *Alternate year course.*

FREN 442 — French Civilization II (3)

Study of events, ideas, institutions and major figures from the nineteenth century to the present. *Alternate year course.*

FREN 451 — Survey of French Literature I (3)

A survey of French literature from the Middle Ages through the eighteenth century. Discussion and analysis of selections from various genres and movements. *Alternate year course*

FREN 452 — Survey of French Literature II (3)

A survey of literary works in French by authors from France and other francophone countries from the nineteenth century to the present. Discussion and analysis of selections from various genres and movements. *Alternate year course.*

FREN 491 — Selected Topics in French Studies (3)

Study of selected topics in the language, literature, or culture of France and/or other francophone countries. Topic is announced at preregistration. *Offered as required.*

FREN 499 — French Internship (3)

An internship in a French-speaking environment may be taken as an elective in addition to the eight required major courses with the approval of the Department Chairperson. *A minimum cumulative G.P.A. of 2.50 is required and a student must have a G.P.A. of at least 3.00 in French.*

German**GERM 141 — Beginning German I (3)**

Pronunciation, fundamentals of grammar, exercises in speaking, understanding and writing German. Readings introduce the student to the culture of Germany and other German-speaking countries. *Cross-listed as CORE 141.*

GERM 142 — Beginning German II (3)

Essentials of grammar and pronunciation, and practice in speaking and writing German. Readings increase the student's knowledge of the culture of Germany and other German-speaking countries. Prerequisite: CORE/GERM141 or equivalent. *Cross-listed as CORE 142.*

GERM 143 — Intermediate German I (3)

Review and further study of the fundamentals of German to increase comprehension, speaking and writing skills. Readings increase knowledge and understanding of the culture of Germany and other German-speaking countries. Prerequisite: CORE/GERM 142 or equivalent. *Cross-listed as CORE 143.*

GERM 144 — Intermediate German II (3)

Development of proficiency in reading German through the study of cultural texts. Emphasis is on vocabulary building and oral and written communication. Readings broaden the student's knowledge and understanding of the culture of Germany and other German-speaking countries. Prerequisite: CORE/GERM143 or equivalent. *Cross-listed as CORE 144.*

GERM 145 — German Conversation and Composition I (3)

Development of proficiency in the active use of German, both spoken and written. Study of the cultures of Germany and other German-speaking countries acquaints the student with the contemporary lifestyle, values and attitudes of German speaking peoples and increases cultural awareness. Prerequisite: CORE/GERM144 or equivalent. *Cross-listed as CORE 145.*

GERM 146 — German Conversation and Composition II (3)

Development of greater fluency in German. Emphasis on extemporaneous conversation encourages the student to think in the language. Study of the cultures of Germany and other German-speaking countries expands knowledge and understanding of the contemporary lifestyle, values, and attitudes of German-speaking peoples and heightens awareness of cultural differences. Prerequisite: CORE/GERM145 or equivalent. *Cross-listed as CORE 146.*

Italian**ITAL 141 — Beginning Italian I (3)**

Pronunciation, fundamentals of grammar, exercises in speaking, understanding and writing Italian. Readings introduce the student to the culture of Italy. *Cross-listed as CORE 141*

ITAL 142 — Beginning Italian II (3)

Essentials of grammar and pronunciation, and practice in speaking and writing Italian. Readings increase the student's knowledge of the culture of Italy. Prerequisite: CORE/ ITAL141 or equivalent. *Cross-listed as CORE 142.*

ITAL 143 — Intermediate Italian I (3)

Review and further study of the fundamentals of Italian to increase comprehension, speaking and writing skills. Readings increase knowledge and understanding of the culture of Italy. Prerequisite: CORE/ITAL 142 or equivalent. *Cross-listed as CORE 143.*

ITAL 144 — Intermediate Italian II (3)

Development of proficiency in reading Italian through the study of cultural texts. Emphasis is on vocabulary building and oral and written communication. Readings broaden the student's knowledge and understanding of the culture of Italy. Prerequisite: CORE/ITAL 143 or equivalent. *Cross-listed as CORE 144.*

Latin**LATN 141 — Beginning Latin I (3)**

Pronunciation, fundamentals of grammar, exercises in speaking, understanding and writing Latin. Readings introduce the student to classical civilization. *Cross-listed as CORE 141.*

LATN 142 — Beginning Latin II (3)

Essentials of grammar and pronunciation, and practice in speaking and writing Latin. Readings increase the student's knowledge of classical civilization. Prerequisite: CORE/ LATN 141 or equivalent. *Cross-listed as CORE 142.*

Spanish**SPAN 141 — Beginning Spanish I (3)**

Pronunciation, fundamentals of grammar, exercises in speaking, understanding and writing Spanish. Readings introduce the student to the cultures of Spain and Spanish American countries. *Cross-listed as CORE 141.*

SPAN 142 — Beginning Spanish II (3)

Essentials of grammar and pronunciation, and practice in speaking and writing Spanish. Readings increase the student's knowledge of the cultures of Spain and Spanish American countries. Prerequisite: CORE/SPAN 141 or equivalent. *Cross-listed as CORE 142.*

SPAN 143 — Intermediate Spanish I (3)

Review and further study of the fundamentals of Spanish to increase comprehension, speaking and writing skills. Readings increase knowledge and understanding of the cultures of Spain and Spanish American countries. Prerequisite: CORE/SPAN 142 or equivalent. *Cross-listed as CORE 143.*

SPAN 144 — Intermediate Spanish II (3)

Development of proficiency in reading Spanish through the study of cultural texts. Emphasis is on vocabulary building and oral and written communication. Readings broaden the student's knowledge and understanding of the cultures of Spain and Spanish American countries. Prerequisite: CORE/SPAN 143 or equivalent. *Cross-listed as CORE 144.*

SPAN 145 — Spanish Conversation and Composition I (3)

Development of proficiency in the active use of Spanish, both spoken and written. Study of the cultures of Spain and Spanish American countries acquaints the student with the contemporary lifestyle, values, and attitudes of Spanish-speaking peoples and increases cultural awareness. Prerequisite: CORE/SPAN 144 or equivalent. *Cross-listed as CORE 145.*

SPAN 146 — Spanish Conversation and Composition II (3)

Development of greater fluency in Spanish. Emphasis on extemporaneous conversation encourages the student to think in the language. Study of the cultures of Spain and Spanish

American countries expands knowledge and understanding of the contemporary lifestyle, values, and attitudes of Spanish-speaking peoples and heightens awareness of cultural differences. Prerequisite: CORE/SPAN 145 or equivalent. *Cross-listed as CORE 146.*

SPAN 146 (CORE 146) is a prerequisite for the following courses. Exception is by permission of the Foreign Language Department Chairperson on the basis of individual qualifications. All major courses are taught in Spanish.

SPAN 331 — Advanced Grammar and Phonetics (3)

Study of the more complex problems of Spanish grammar and pronunciation to develop precision and good style in writing and phonetic accuracy in speaking. *Alternate year course.*

SPAN 332 — Translation (3)

Introduction to problems and techniques of translation. Students translate selected texts to improve idiomatic usage, accuracy of expression, and correct use of grammar. *Alternate year course.*

SPAN 336 — Business Spanish (3)

Introduction to Spanish and Spanish American economic and commercial terminology and institutions. *Alternate year course.*

SPAN 338 — Spanish Language Media (3)

Study of representative articles and programs from the media of the Spanish-speaking world to develop a contemporary vocabulary and improve comprehension. Emphasis is on current events including politics, economics, and social trends. *Alternate year course.*

SPAN 441 — Spanish Civilization I (3)

Study of events, ideas, institutions and major figures from the Middle Ages to the end of the Golden Age. *Alternate year course.*

SPAN 442 — Spanish Civilization II (3)

Study of the events, ideas, institutions and major figures from the eighteenth century to the present. *Alternate year course.*

SPAN 443 — Mexican Civilization and Culture (3)

Study of Mexican civilization and culture from the earliest indigenous civilizations to the present, including the cultural influence of Spain on Mexico. *Alternate year course.*

SPAN 451 — Survey of Spanish Literature (3)

A survey of peninsular Spanish literature from the Middle Ages to the present. Discussion and analysis of selections from various genres and movements. *Alternate year course.*

SPAN 453 — Survey of Spanish American Literature (3)

A survey of Spanish American Literature from colonial times to the contemporary period. Discussion and analysis of selections from various genres and movements. *Alternate year course.*

SPAN 491 — Selected Topics in Spanish and Spanish American Studies (3)

Study of selected topics in the language, literature, or culture of Spain and/or Spanish America. Topic is announced at preregistration. *Offered as required.*

SPAN 499 — Spanish Internship (3)

An internship in a Spanish-speaking environment may be taken as an elective in addition to the eight required major courses with the approval of the Department Chairperson. *A minimum cumulative G.P.A. of 2.50 is required and the student must have a G.P.A. of at least 3.00 in Spanish.*

Forensic Studies Minor

Paul Lindenmuth, Program Director

Forensic science is the application of technical knowledge to the resolution of legal questions. Nearly all disciplines have forensic applications. The minor is designed to provide an overview of the forensic science disciplines and how they aid the investigation of criminal activity. The principles, methods, and skills used in analyzing evidence and applying the results to criminal investigation are examined. More advanced courses within the major provide the technical knowledge required.

Education Requirements

(6 COURSES — 18 CREDITS)

FS 131/CJ131 Introduction to Criminal Law (3)

FS 278/CORE 278 Forensic Chemistry (3)

FS 279/CORE 279 Forensic Biology (3)

FS 341/PSYCH 341 Forensic Psychology (3)

2 Courses from Biology, Chemistry or Forensic Studies (6)

Course Descriptions

FS 131 — Introduction to Criminal Law (3)

The elements of major criminal offenses such as murder, robbery, manslaughter, rape, and other substantive offenses. The commonly accepted defenses to those crimes (insanity, consent, entrapment, and self-defense) are studied. The student is expected to apply criminal law definitions and defenses to real life factual situations in order to determine the likelihood of successful prosecution or acquittal. *Cross-listed as CJ 131.*

FS 275 — Human Genetics (3)

The basic fundamentals of human genetics within the context of the principles of life science. Topics include classical, developmental, population, and molecular genetics; cytogenetics; analysis of complex traits such as behavior; genetic technology; human genetics and the future of man, medical, ethical, legal, and social aspects. Prerequisite: CORE 270. *Cross-listed as CORE 275.*

FS 278 — Forensic Chemistry (3)

Application of the principles of chemistry to the analysis of evidence in criminal cases. Topics include comparisons of toolmakers, firearms, fingerprints, trace evidence, drugs and bloodstains. Proper techniques of evidence collection and handling are discussed from both legal and scientific viewpoints, as well as the advantages and limitations of presently utilized methods of analysis. For non-science majors and not acceptable for students majoring in the natural sciences. Prerequisite core 270. *Cross-listed as: CORE 278.*

FS 341 — Forensic Psychology (3)

This course involves an extensive examination of the interface between psychology and the legal and criminal justice systems. By taking this course, students will develop an understanding of the roles forensic psychologists perform and the tensions they experience by participating in the legal system. By examining relevant criminal cases we will

examine topics including psychologists' contributions to understanding theories of crime, eyewitness testimony and memory, criminal profiling, repressed and recovered memories, lie detection, competency testing, the insanity defense and the death penalty, pre-trial publicity, false confessions, and jury selection among other. The course will include lecture, discussion, video and guest speakers as well as trips to local legal and criminal justice venues. *Cross-listed as PSYC 341.*

ELECTIVES (2) REQUIRED

FS 273 — Contemporary Biology (3)

Selected issues in contemporary biology. Topics may include world hunger as an ecological problem, the impact of genetic technology on medicine, and the biological and ecological problems of toxic and hazardous wastes. Prerequisite: core 270. Cross-listed as: CORE 273.

CIS 491 — Cyber Terrorism and Industrial Espionage (3)

CIS 491 — Computer Fraud (3)

CIS 491 — Conspiracy and Computer Crime (3)

CIS 491 — Legal Issues and Computer Technology (3)

FS 355 — Criminal Investigation (3)

An analysis of the techniques and methods used by a criminal investigator in order to solve a criminal incident. Examination of the laws and rules of evidence; the collection and analysis of physical and latent evidence; basic investigative leads; forensic science and criminalistics; interviewing witnesses and the interrogation of suspects. Particular investigative procedures employed in the solving of such crimes as homicide, rape, arson, and organized crime will be detailed. *Cross-listed as CJ 355.*

FS 367 — Rules of Evidence (3)

The admissibility or inadmissibility of critical pieces of evidence. Topics include the hearsay rule and its exceptions; the opinion evidence rule; character and reputation evidence; direct and cross-examination of witnesses; radar evidence; voice spectrographs, identification by hypnosis; and other pertinent rules of evidence. Cross-listed as CJ 367.

FS 475 — Advanced Analytic Chemistry (3)

Selected topics in Analytical chemistry. The choice of topics will be made in accord with the mutual interests of the instructor and students. Possible categories include forensic chemistry, spectroscopy, electrochemistry and other analytical methods. Prerequisite: CHEM 244 or CHEM 252 and permission of the department chairperson. Cross-listed as CHEM 475.

FS 498 — Forensic Accounting (3)

Pre-requisites: MSB 110 & MSB 120. *Cross-listed as: ACCT 498.*

FORENSIC SCIENCE WORKSHOPS

[3 Workshops may substitute for the elective(s)]

Blood Stain evidence (1 credit)

Forensic Photography (1 credit)

Document and Handwriting examination (1 credit) Weapons Identification (1)

Evidence Retrieval and Processing (1 credit) Financial Crimes (1 credit)

Forensic Anthropology (1 credit) Forensic Odontology (1 credit)

Other courses may be substituted in consultation with the program director.

General Science

Dr. Robert Paoletti, Program Director

A major program in General Science is available to students whose goals and interests require a diversity of exposure to science disciplines and flexibility in selection of science courses. The major in General Science is appropriate for students who are preparing for careers in the health professions (Pre-Medical, Pre-Dental, Pre-Veterinary, etc.), for those who wish to enter graduate school programs at the Masters or Doctoral degree levels, for those students who wish to attain Teacher Certification, and those preparing for employment in a variety of science or science-related career areas.

The major sequence course requirements for the General Science Major provide a breadth of exposure to the science disciplines; the choices available for minor concentration provide diversity and flexibility so that a student can readily obtain specific preparation needed for individual postgraduate plans.

Course electives available in the Core Curriculum and within the minor concentration areas also allow the student to tailor the General Science Major toward specific goals, and/or select combinations with other disciplines outside of science where such combinations are appropriate or required for postgraduate career plans.

GENERAL SCIENCE MAJOR SEQUENCE REQUIREMENTS

BIOL 111	General Biology I (4)
BIOL 112	General Biology II (4)
CHEM 113	General Chemistry I (4)
CHEM 114	General Chemistry II (4)
PHYS 111	General Physics I (4)
PHYS 112	General Physics II (4)
CARP 211	Career Planning I (1) (Freshman Year)
CARP 412	Career Planning II (1) (Junior Year)

One of the following groups:

- MATH 125 Calculus (4)
MATH 128 Introduction to Statistics, Data Analysis and Applications to Life Science (4) Or
- MATH 129 Analytic Geometry and Calculus I (4)
MATH 130 Analytic Geometry and Calculus II (4)

The Sophomore/Junior Diagnostic Project and Senior Integrated Assessment in the area of chosen minor concentration, or in an alternative area, approved by the Chair of the Department of the area of minor concentration and by the Program Director may be required. If a student completes the requirements for more than one minor, only one Sophomore/Junior project and one Senior Integrated Assessment need be completed. The choice may be made by the student in consultation with his/her advisor(s).

Select one of the following minor concentrations:

1. Biology

- A minimum of four (4) Biology electives approved by the departmental advisor
- | | |
|----------|-----------------------------|
| BIOL 370 | Biology Seminar (2) S/JDP |
| BIOL 490 | Biological Research (4) SIA |

Elective courses in Science and/or Math to accumulate a minimum of 60 credits in Science and Math.

2. Chemistry

CHEM 241	Organic Chemistry I (4)
CHEM 242	Organic Chemistry II (4)
CHEM 243	Analytical Chemistry (4)
CHEM 493, 494	Senior Colloquium (1,1) SIA

One Chemistry elective, excluding CHEM 197 and CHEM 351

Elective courses in Science and/or Math to accumulate a minimum of 60 credits in Science and Math.

3. Mathematics

MATH 127	Logic and Axiomatics (3)
MATH 128	Introduction to Statistics and Data Analysis (4)
MATH 129	Analytic Geometry and Calculus I (4)
MATH 130	Analytic Geometry and Calculus II (4)
MATH 250	Linear Algebra (4) SIA
MATH 490	Junior Seminar (1) S/JDP

Elective courses in Science and/or Math to accumulate a minimum of 60 credits in Science and Math.

4. Neuroscience

CORE 154	Psychological Foundations (3)
NEUR 211	Neuroscience I (3)
NEUR 212	Neuroscience II (3) S/JDP
NEUR 310	Neuroscience Methods (3) SIA
NEUR 480	Senior Seminar (3) SIA

Two of the following:

NEUR/PSYC 342	Drugs and Behavior (3)
NEUR/PSYC 346	Psychopharmacology (3)
NEUR/PSYC 348	Sensation and Perception (3)
NEUR/PSYC 349	Animal Behavior (4)
NEUR 390	Topical Seminar in Neuroscience

Elective courses in Science and/or Math to accumulate a minimum of 60 credits in Science and Math.

5. Environmental Studies

ENST 201	Environmental Studies I (4)
ENST 202	Environmental Studies II (4)

One of the following:

ENST 490	Independent Study in Environmental Issues (3)
ENST 499	Environmental Internship (3)

Three of the following:

CORE 265	Christian Environmental Ethics (3)
ENST 200	Earth and Space Science (3)
ECON 491	Economics of Women, Poverty, and the Environment (3)
HCA 211	Principles of Epidemiology (3)
ENST 452	Environmental Policy (3)
ENST 401	Special Environmental Topics A-F (3 or 4)

See Environmental Program section of catalog.

Elective courses in Science and/or Math to accumulate a minimum of 60 credits in Science and Math.

6. Molecular Biology

BIOL 450 DNA Science (4)
BIOL 451 RNA Science (4)
BIOL 453 Systems Biology (4)

Two of the following:

BIOL 326 Immunology (4)
BIOL 330 Evolutionary Analysis and Bioinformatics (3)
BIOL 336 Cell Biology (4)
BIOL 448 Microbiology (4)

Elective courses in Science and/or Math to accumulate a minimum of 60 credits in Science and Math.

7. Physics

PHYS 231 Modern Physics (4)
Three PHYS elective courses numbered 233 or higher (6-8)

One of the following mathematics sequences:

MATH 129 Analytic Geometry and Calculus I (4)
MATH 130 Analytic Geometry and Calculus II (4)
MATH 231 Analytic Geometry and Calculus III (4)
OR

MATH 125 Calculus (4)
MATH 237 Mathematics for the Physical Sciences I (3)
MATH 238 Mathematics for the Physical Sciences II (3)

**Some courses required for certain minor programs will have prerequisites that must be fulfilled.*

Geography Minor

Dr. Paul J. Zbiek, Program Director

A knowledge of the human and environmental interrelationships in our world is essential in this age of globalization and greater recognition of diverse cultures. The Geography minor at King's College presents a multi-disciplinary approach to understanding the spatial variations of the world and how they impact the development of culture, economic systems, political structures, and the environment. Students also gain knowledge and experience in the techniques and technology used in the study of the earth and its inhabitants.

The minor is designed to enhance and broaden student learning in numerous majors at King's College. Students may choose to gain a general knowledge in geography or specialize in Environmental Geography or Human Geography

Education Requirements

(6 COURSES — 18 CREDITS)

REQUIREMENTS

(1 COURSE — 3 CREDITS)

GEOG 211 Introduction to Geography

ELECTIVES

(5 COURSES — 15 CREDITS)

(17 credits if GEOG/ENST 201 and/or GEOG/ENST 202 are taken)

GEOG/ENST 200	Earth/Space Science
GEOG/ENST 201	Environmental Science I
GEOG/ENST 202	Environmental Science II
GEOG/HIST 258	Pennsylvania Survey
GEOG/SOC 312	Dynamics of Population
GEOG/ENST 330	Geographic Information Systems
GEOG/ECON/ 356	Economic Development and International Geography
GEOG/ECON/IB 358	International Economics
GEOG/ENST 370	Environmental Seminar
GEOG/HIST/PS 371	International Politics
GEOG/PS 372	International Law
GEOG/ENST 401	Special Topics in Environmental Studies
GEOG/HIST/SOC 403	Urban and Community Studies
GEOG/ENST 452	Environmental Policy
GEOG 491	Independent Study
GEOG 499	Internship

Certain courses that do not have a GEOG designation may be used as Geography Minor elective courses. In order to qualify, the course must contain sufficient geographic content in the manner in which the course is presented or in the direction of the student's research and study. Approval must be granted by the faculty member teaching the course and the Geography Minor Program director. In addition, the student must

agree to any extra work necessitated by course modifications. The following is a list of courses they may be approved. Other courses may also be included after consultation with the Geography Minor Program Director.

BIOL 430	Ecosystems Biology
ENST 260	Environmental Law
ENST 310	Computer Modeling in Biology and Environmental Science
FREN 441	French Civilization I
FREN 442	French Civilization II
IB 241	Introduction to International Business
SPAN 443	Mexican Civilization and Culture
PS 231	American Intergovernmental Relations
PS 232	Public Administration
PS 333	State Politics
PS 372	International Law
PS 352	The Politics of Policymaking
PS 452	Environmental Politics and Policy

Course Descriptions

GEOG 200 — Earth/Space Science

The course is an introductory course in earth and space science. It covers basis geology, climatology and meteorology. In addition, the course also covers space science as it relates to our solar system. *Cross-listed ST 200.*

GEOG 201 — Environmental Science I (4)

Introduction to basic scientific concepts and principles relevant to the broad field of environmental sciences. Students will be introduced to chemical, biological, and physical concepts that environmental science builds upon. 3 lecture and 3 laboratory hours. *Cross-listed as ENST 201.*

GEOG 202 — Environmental Science II (4)

Introduction to concepts and principles of environmental science. Through a combination of field and laboratory experiences students will be introduced to methods for assessing and monitoring the environmental health of ecosystems. Topics for discussion include weather and climate, biodiversity, ecosystem management, energy transfer and balance, population growth, bioremediation, and environmental toxicology. 3 lecture and 3 laboratory hours. *Cross-listed as ENST 202.*

GEOG 211 — Introduction to Geography (3)

The course will provide a basic understanding of the physical and cultural landscapes of the earth and the relationships between them. Topics include geographic tools, techniques and methods; GIS; physio-geography and climate; human interaction with the environment; demography; cultural, political and economic systems and structures; the realms of the world; and the impact of the land upon our lives. The course is required for a Geography minor and for a Secondary Education certification in Citizenship Education.

GEOG 258 — Pennsylvania Survey (3)

The course presents an overview of the history; physical and cultural geography; government and political structure; and economic systems as they pertain to the Commonwealth's internal and external interactions. The role of place, location and spatial relationships

will be emphasized. Also, current issues and events in Pennsylvania will be examined. The course is open to all History majors and other students and is a requirement for the Secondary Education Citizenship Education certification. *Cross-listed as HIST 258.*

GEOG 311 — American Cultural Geography (3)

A topical examination of the relationship between geography and cultural development in the United States. Topics to be studied include folk, vernacular and popular cultures; settlement patterns, regionalism; linguistics; race and ethnicity; religion; socioeconomic status; and forces of unity and diversity. The students will also become familiar with the methods and process of geography study. *Cross-listed as HIST 311.*

GEOG 312 — Dynamics of Population (3)

This course examines modern demography, also known as population studies, which studies population growth and change under a variety of conditions, including the causes and consequences of changes in birth rates, death rates, and migration patterns. Specific topics include the relationship between population trends and crime rates, economic development, and AIDS; the negative consequences of urban sprawl; issues of population control, food production, and use of natural resources; and policies and programs designed to address these issues. *Cross-listed with Environmental Studies. Cross-listed as SOC 312.*

GEOG 330 — Introduction to Geographic Information Systems (3)

This course will provide students with basic knowledge for understanding and applying GIS. Some of the more common software packages will be presented and students will learn how to access information from various websites.

GEOG 356 — Economic Development and International Geography (3)

Issues in development-population, land usage, transportation, industrialization and natural resources-examined in various regions of the world. Particular consideration is given to the way in which a country's geography affects its economic development. Prerequisite: ECON 111 or 112. *Cross-listed as ECON 356 and IB 356.*

GEOG 358 — International Economics (3)

The development of the theory of international specialization and trade, the questions of free trade and protection, an analysis of foreign exchange rates and balance of payments with an appraisal of international institutions. Prerequisites: ECON 111, 112. *Cross-listed as ECON 358, IB 358.*

GEOG 371 — International Politics (3)

Selected aspects of international politics at three major levels of analysis; the international political system; the major actors in the system; the principal forms of interaction between actors in the system. Among topics are the balance of power; collective security; foreign policy decision-making; environmental factors; diplomacy, bargaining and war; arms control; role of non-national actors like the multinational corporation and the United Nations. Case study illustrations will be utilized. *Cross-listed as HIST 371, PS 371 and IB 371.*

GEOG 372 — International Law (3)

A survey of the rules and behavior standards of international law based on custom, treaties, and national legal decisions. Topics include: the nature and sources of international law; the rights and duties of states; territorial questions and the law of the sea; jurisdiction over individuals; the law of international transactions; settlement of disputes; and the rules of war. *Cross-listed as IB 372 and PS 372.*

GEOG 403 — Urban and Community Studies (3)

A study of the research, analysis, and implications in all stages of community development. A historical survey will be presented as a means of examining the present sociological, political, and economic state of American communities. Although Northeastern Pennsylvania subject matter will be utilized, the course approaches the material in a general and multi-regional manner. Direct student participation in selected scholarly projects will be emphasized. *Cross-listed as HIST and SOC 403.*

GEOG 401 — Special Topics in Environmental Studies (3-4)

Selected topics in modern environmental studies. Topics are announced prior to registration. Class to consist of lectures, discussions, and student reports or labs. Potential topics include Natural Resource Management and Conservation Biology, Current Issues in Air and Water Pollution, Analysis of Comparative Environmental Policy, Human Ecology, and Environmental Toxicology. Prerequisites: ENST 201, 202. *Cross-listed as ENST 401.*

GEOG 452 — Environmental Politics and Policy (3)

An examination of four different facets of environmental politics and policy. The course begins by analyzing three different ethical approaches to the environment. Each of these approaches attempts to answer the question: how should mankind relate to the environment? An analysis of the federal government's management of its natural resources follows. The course explores the federal government's management of national grazing lands, the national forests, and the minerals in the public domain. The course further examines those environmental policies designed to protect health: clean air policy, clean water policy, and toxic waste policy. The course concludes with a discussion of the international issues of energy policy, the environment as trade issue, and the environment as an issue of national security. *Cross-listed as PS 452.*

GEOG 491 — Independent Study in Geography (3)

In this course the student will conduct geographic research and study under the supervision of a faculty member associated with the Geography program. The student may use the course to satisfy requirements in a related major or minor with the permission of the appropriate Chairperson or Program Director.

GEOG 499 — Internship (By Arrangement)

The student will complete a professional experience in the field of geography to be coordinated with the Center for Experiential Learning and a Faculty member.

Gerontology Minor

Thomas Visgilio, Director

One of the most significant demographic facts affecting American society is the aging of the population. As a result, unprecedented changes are anticipated during the next several decades. These changes — expected to transform society in dramatic fashion — will be most evident in housing, health care delivery, transportation, financial planning, family life, personal concerns, resources allocation, manpower deployment and retailing. The minor in Gerontology is designed with the following learning outcomes in mind: a) an understanding of the ways American society is being changed by the aging of its population; b) an understanding of the necessity to develop effective programs and policies to meet the changing needs of a multigenerational society; and c) an understanding of anticipated age-related changes in society's service delivery infrastructure.

What career opportunities are open in Gerontology? Gerontology graduates are often found in health care administration, health and mental health professions, human services, nutrition, public administration, regional planning, marketing, advertising, customer relations, financial planning, publishing and research.

REQUIRED COURSES

(6 COURSES — 18 CREDITS)

CORE 156 Aging and American society
 GERO 420 Contemporary issues in Gerontology

ELECTIVE CHOICES

GERO 305 Communication & Aging
 GERO 331 Aging Policy & Management
 GERO 332 Legal issues Affecting the Older Population
 GERO 356 Adulthood & Aging
 GERO 367 Sociology of Aging
 GERO 375 Retirement Planning
 GERO 377 The Social Security System
 GERO 430 Gender, Race and Age Issues in the Workplace
 GERO 499 Gerontology Internship
 HCA 321 Community Health Administration
 PS 232 Public Administration

Health Care Administration Five-Year B.S./M.S. Program

Bernard J. Healey, Chairperson

The Health Care Administration Program at King's College offers undergraduate students in the McGowan School of Business the opportunity to complete a master's of science (M.S.) in health care administration in one 12-month calendar year following completion of their bachelor of science (B.S.) degree. The fifth-year master's in health care administration program is open to all undergraduate majors in the McGowan School of Business. Other undergraduate majors at King's may also be eligible to waive certain undergraduate courses taken through the McGowan School of Business.

The health care field is booming, and new positions are being created every day. Economists project that 25% of the goods and services produced in the United States will be in the area of health care. Many skilled health care professionals will be needed to guide the development of these goods and services.

Examples of job opportunities available to someone with a degree in health care administration includes various levels of management positions in:

- hospitals
- nursing homes and rehabilitation centers
- physicians' offices
- consulting firms
- pharmaceutical manufacturers
- government and public policy institutions

The King's M.S. in Health Care Administration is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME), the highest-possible specialized accreditation. The program offers students a quality education, with convenient scheduling options at an affordable price.

Students who have taken certain undergraduate courses and completed them with a grade of "B" or better may waive up to five graduate courses (15 credits) of the graduate curriculum.

The undergraduate courses are:

MSB 320	Financial Management
ECON 221	Quantitative Methods for Business and Economics
CORE 287/MSB 287	Ethics, Business, and Society
MSB 110	Introduction to Financial Reporting
MSB 120	Introduction to Management Control and Planning
MSB 210	Principles of Marketing

Students who are eligible to waive 15 credits can complete the remainder of the graduate curriculum (30 credits; 10 courses) in the 12 months following May graduation. Graduate courses are offered in several convenient formats. Evening classes meet twice a week for seven weeks in the summer semesters, and once a week for 15 weeks in the fall and spring semesters. Some classes also meet on Saturday mornings in a seven-week accelerated format, and four classes are offered online through WebCT.

SUMMER SEMESTER:

HCA 500	Introduction to Health Services Systems
HCA 501	Health Policy (taken online)
HCA 573	Health Care Information Systems

FALL SEMESTER:

HCA 502	Human Resources Management
HCA 504	Health Economics
HCA 521	Community Health Administration (taken online)

WINTER INTERSESSION SEMESTER:

HCA 595	Leadership and Executive Skills (taken online)
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SPRING SEMESTER:

HCA 505	Epidemiology (taken online)
HCA 572	Health Law
HCA 597	Quality Management

Application to the fifth-year master's program can be made at any time during the senior year. For information and application forms, contact the Graduate Division at (570) 208-5991. Pre-registration for the summer and fall semesters takes place in March, prior to the summer program start.

For admission information please contact:

Elizabeth S. Lott, Ph.D. Director of Graduate Programs
(570) 208-5991

elizabethlott@kings.edu

Bernard J. Healey, Ph.D.

Director, Graduate Program in Health Care Administration
(570) 208-6083

bernardhealey@kings.edu

Visit us on the web at www.kings.edu/graduate

History

Dr. Brian A. Pavlac, Chairperson

The study of history, an analysis of past human activities, prepares students to understand the present and to influence the future. Citizens are bombarded daily with images, information, opinion, and interpretation about the origins and nature of contemporary problems. An intelligent response requires both knowledge and analytical ability provided by historical studies. Our history program trains students to understand the forces which have shaped our world, to address current problems in a tested way, and to communicate effectively in speech and writing.

The history curriculum balances breadth and depth to serve students who are preparing for a variety of careers in law, business, government, or education. The major program builds upon the broad exposure provided by the Core Curriculum with its overview of American, Western, worldwide, and contemporary problems. Then, we offer a variety of courses around the three divisions of America, Europe, and the unique features and experience of non-Western societies around the world. We also encourage study abroad, experiential learning (such as internships), and independent study and research. Seminars involve students in serious scholarship. Whatever the subject matter, all courses aim at developing analytical skills, techniques of research, and effective communication.

Beyond the classroom, our majors have many opportunities. Each semester, students pursue a variety of internships in local historical societies, museums, libraries, government offices, law firms, and businesses. To encourage excellence in history, the department sponsors a chapter of Phi Alpha Theta, the national history honor society. Outstanding students, inducted into this society each year by the chapter's membership, have presented scholarly papers at regional meetings. Our extracurricular History Society is open to all students interested in the past, bringing them together in social and academic activities.

Like all liberal arts concentrations, the major in history supports a variety of career paths. Recent King's history graduates can be found in a wide range of vocations in business, government, and teaching. From the earliest days of King's College, we have had great success in sending graduates to top law schools as well as other graduate study in this country and abroad. Majoring in history prepares students for life.

Education Requirements

MAJOR REQUIREMENTS

(14 COURSES — 42 CREDITS)

CORE 131	Western Civilization to 1914 (3)
CORE 133	World Civilizations since 1453 (3)
CORE 181	American Civilization to 1914 (3)
CORE 191	Global History Since 1914 (3)
HIST 261	Research & Methods (3)
HIST 415	Senior Seminar (3)
HIST 499	Internship (3) or a course taken in a study abroad program as approved by the Department chairperson.

Twenty-one (21) credits of HIST electives of which six (6) will be in American, six (6) in European, and six (6) in World areas. Two of the courses must be a seminar (HIST 420-469).

SECONDARY EDUCATION CERTIFICATION IN CITIZENSHIP EDUCATION

(14 COURSES — 42 CREDITS)

CORE 131	Western Civilization to 1914 (3)
CORE 153	The Principles of Economics: Macro Economics or equivalent (3)
CORE 181	American Civilization to 1914 (3)
CORE 188	American Government (3)
CORE 191	Global History Since 1914 (3)
HIST/GEOG 211	Introduction to Geography (3)
HIST 258	Pennsylvania Survey (3)
HIST 261	Research & Methods (3)
HIST/PS 371	International Politics or equivalent (3)
HIST 415	Senior Seminar (3)

Twelve (12) credits of HIST electives of which three (3) will be in American, six (6) in European, and three (3) in World areas; among those 12 credits, one course (3 credits) must be a seminar (HIST 420-469) and another (3 credits) an Area Studies course from among those listed in the descriptions below. See also Education Department requirements for certification.

MINOR REQUIREMENTS

(6 COURSES — 18 CREDITS)

CORE 131	Western Civilization to 1914 (3)
CORE 181	American Civilization to 1914 (3)
CORE 191	Global History Since 1914 (3)

Nine (9) credits of HIST electives.

Course Descriptions

HIST/GEOG 211 — Introduction to Geography (3)

The course will provide an understanding of the physical and cultural landscapes of the earth and the relationships between them. Topics include geographic tools and techniques; physiogeography and climate; human interaction with the environment; cultural, political and economic systems and structures, and the impact of the land on lives. *This course is required for a Geography Minor and for a Secondary Education Citizenship Education certificate.*

HIST 222 — History Through Selected Biography (3)

A study of a selected historical period or theme through the use of biography. The course will explore the thesis that a well-written biography provides insight into an historical period or theme. An analysis of the historian's methodology as biographer will also be included.

HIST 246 — Latin America (3)

This class centers on Latin American interaction with and transformation of notions about modernity. The conquest of the hemisphere by European empires in the 15th century unleashed a cascade of revolutions in the economic, cultural, and political worlds and worldviews of both colonizers and colonized. In this class, we will investigate how

these transformations resolved themselves in colonialism and its resistance; the growth of nationalism; negotiations about the “good society” in the newly emerging “nation-states” of Latin America; the creation and costs of economic modernization; and the region’s role in the Cold War. *Area Studies*.

HIST 250 — American Political History (3)

A survey of the historical development of the American political system from the Federalist Era to the current day. The course will examine growth of the major American political parties as well as third party movements. Primary focus will include political party philosophies and programs, ideas and forces which shaped the political system, men and women who served as party leaders, and significant state and national elections. *Cross-listed as PS 250*.

HIST 252 — American Social History (3)

A topical examination of the development of American attitudes and institutions. This is the history of the people and the topics include the demography, race, ethnicity, religion, class, socio-economic status, gender, and lifestyle.

HIST 253 — American Ethnicity and Minority Group Relations (3)

The history and sociology of American racial and ethnic groups are examined along with their status in society. Emphasis is placed on the settlement process, cultural identity, accommodation, assimilation, cultural diffusion, segregation, inter-ethnic relations, and theories regarding race and ethnicity. Social sources of the patterns of discrimination will also be examined. The course draws on both historical and sociological research to explain how the American racial and ethnic heritage shaped contemporary American society.

HIST 258 — Pennsylvania Survey (3)

The course presents an overview of the state’s history; physical and cultural geography; government and political structure; and economic systems relevant to the Commonwealth’s location and spatial relationships. Also, current issues and events in Pennsylvania will be examined. *This course is open to all History majors and other students; it is required for a Secondary Education certificate in Citizenship Education*.

HIST 261 — Research & Methods (3)

This class should build the basic skills and methods needed for the study of history. Topics will include library and archival research, historical writing, historiography and interpretation, use of various computer applications, and the professional opportunities for the history major. Students will complete a supervised research paper that will be count as the Sophomore-Junior Project. *This course is normally taken in the second semester of the sophomore year and is required of all History majors*.

HIST 271 — Women in Western Civilization (3)

Daughters and dowagers, moms and mistresses, queens and queers, witches and workers, bundled with sex and science: women are often largely absent from the history books, although they have accounted for about half of humanity. This course surveys the historical and cultural roles of women from the beginnings of human history through classical, medieval, and early modern European periods up to the beginning of the 20th Century. As students analyze both representative individuals and general trends, topics will include theories of women’s history, legal rights and their influence on political participations, economic contributions, gender roles in family and community institutions, cultural constructions, and religious vocations. *Cross-listed as WMST 373*.

HIST 275 — Medieval Europe: 500-1500 (3)

The age of faith, the era of Chivalry, the chaos of war, the drudgery of serfdom, the dawn of capitalism: this course offers a broadly based survey of the historical synthesis of Greco-Roman, Celtic, Judeo-Christian, and Germanic Barbarian cultures from the late Roman Empire through the age of medieval Christendom, ending with the Renaissance. We examine peoples and institutions, especially those of the knights, the clergy, the peasants, and the townspeople, which shaped this period of Western Civilization.

HIST 280 — Colonial Worlds (3)

Colonialism and its resistance is the emphasis of this course. We will investigate the processes (political, military, economic and ideological) that enabled the Western powers to hold sway over much of the world in the modern era and the manner in which colonized peoples resisted, transformed and found solaces in this domination. Special attention will be paid to the British and French colonial projects of the 19th and 20th Centuries. *Area Studies.*

HIST 282 — Asian Civilizations (3)

A survey of the major civilizations of monsoon Asia, ranging from the Indian Subcontinent through Indochina and Indonesia to China and Japan. Focus will be on the key political, social, and cultural developments of the major peoples from their beginnings to the present. Of special interest will be how they influenced each other and how they interacted with Western Civilization in the modern period. *Area Studies.*

HIST 303 — History of America's Major Wars (3)

This course is a systemic examination of the major wars engaged in by the United States, analyzing the origins, accomplishments, and consequences of American involvement. The Vietnam conflict will receive intensive scrutiny and emphasis, particularly the decision-making process.

HIST/GEOG 311 — American Cultural Geography (3)

A topical examination of the relationship between geography and cultural development in the United States. Topics to be studied include folk, popular and vernacular cultures; settlement patterns; regionalism; linguistics; race and ethnicity; religion; socioeconomic status; and forces of unity and diversity. The students will also become familiar with the methods and process of geographic study. *Area Studies.*

HIST 324 — Empires of Greece and Rome: 800 B.C.-A.D. 500 (3)

This class examines the interaction of warfare and culture which laid the foundation for Western Civilization and Europe. We will cover the growth, conflicts, and consequences of Greek city-states in the Ancient World, the Hellenistic expansion, the rise of the Roman Republic and its imperial power, and the fall of the Roman Empire in the West.

HIST 331 — American Business and Labor in Historical Perspective (3)

This class analyzes the development of American business from Colonial society to the present. In particular, the course will examine, from the perspective of historical continuity, the interaction of economic development with social and political factors.

HIST 333 — American Foreign Policy (3)

This class surveys the major stages of American interaction with other nations around the world. It analyzes both the ways in which American leaders have pursued their view of the national interest and the historical background of contemporary problems.

HIST 337 — The United States: Revolution to Republic 1763-1815 (3)

In this analysis of the American Revolution and the establishment of the American Republic, special attention will be given to Anglo-American ideas and institutions, British imperial policies and colonial reaction, Revolutionary ideology, and the social and political consequences of the Revolution. Also treated will be government in the Confederation period as well as the establishment of the Constitution, the ideological conflicts and factionalism in the Washington, Adams, Jefferson administrations, including foreign policy and the impact of Anglo-French conflict.

HIST 339 — United States Since 1945 (3)

This course will define the principal political, social, economic, and cultural forces after World War II. Emphasis will be given to the challenges and changes at home and abroad which the United States has experienced during the Cold War and in post-Cold War era with the development of the world's largest military industrial-scientific complex. Also, the course evaluates the national and international growth of American business and corporate enterprise. Analysis of Civil Rights movements will privilege the voices of African-Americans, feminists, gays and lesbians, young people, and many new immigrants whose status requires re-examination. The impact of the communication and information revolution will also be included.

HIST 343 — The American Presidency (3)

The course will analyze the evolution of the Presidency by targeting the administrations of a select group of American Presidents. Emphasis will be on the leadership roles each exercised in shaping the character of the office, as well as the primary political, economic, and cultural forces of the respective historical periods. Washington, Jefferson, Jackson, Lincoln and several twentieth-century. Presidents will be the primary subjects. *Cross-listed as PS 343.*

HIST 344 — Violence in America: A Historical Perspective (3)

This class investigates factors within the societal framework that produced assassinations, rioting, ghetto uprisings, vigilantism, etc. The study excludes war. The primary focus is to examine, interpret, and analyze the evolution of this growing threat to society's stability.

HIST 362 — Eastern Europe from the Enlightenment (3)

This course investigates Eastern European History from the Enlightenment: a period which saw the birth of the Eastern European national states, the expansion of imperial power and its destruction, the socialist experiment, globalization, "reintegration" with Europe writ large, and the possibility that Eastern Europe as an idea may no longer be tenable (or at least losing its explanatory power). *Area Studies.*

HIST 363 — Russia in Historical Perspective (3)

This course studies the crucial developments of the Russian state from the Kievan period to the present. Emphasis will be on the roles of ideology, geography, environment and history in forming, shaping and maintaining authoritarian government. The study of the contemporary period, especially that dealing with the creation, establishment and disintegration of the Soviet state, will receive intensive examination. *Area Studies.*

HIST 364 — Balkanisms: Southeastern Europe and the Making of the Balkans (3)

This course traces the development of the Balkans as a distinct cultural and geographical space from the time of the Byzantine Empire to the present. We will investigate the rise and fall of two great world empires (Byzantine and Ottoman), the creation of the Balkan

national states and the mechanics of the Balkan communist systems through travel writing, art and architecture, and novels. *Area Studies*.

HIST 368 — Cold War Cultures (3)

This course explores the Cold War as a global struggle over differing visions of the “good life.” Each actor in the Cold War was continually defining what it meant to live well: how to balance the needs of the individual and society, how to understand consumption and leisure, how to balance public and private needs. Our investigation will focus on how these definitions were envisioned, enforced, and transformed through culture. How did people live the Cold War? What were its comforts and horrors? How were the intentions of Moscow and Washington met in the streets of Kabul, Prague, and Paris? How were these conceptions of the good life expressed through official, unofficial, and dissident culture?

HIST 371 — International Politics (3)

This course analyzes select aspects of international politics at three major levels: the international political system; the major actors in the system; the principal forms of interaction between actors in the system. Among topics are the balance of power; collective security; foreign policy decision-making; environmental factors; diplomacy, bargaining and war; arms control; role of non-national actors like multinational corporations and the United Nations. Case study illustrations will be utilized. *The course is required for a Secondary Education certificate in Citizenship Education. Cross-listed as PS 371.*

HIST 372 — Modern Britain (3)

This survey covers the British Isles from the Revolution of the 1680’s to the present, with attention paid to economic, social, political, and imperial developments. Themes will include the rise and fall of the world’s first industrial nation and its colonial empire; Victorian culture and society; and the modern welfare state and its discontents. *Area Studies*.

HIST 376 — Early Modern Europe: 1500-1815 (3)

Much of our modern world views began in these centuries as the nations of Europe struggled with the boundaries and limits of their power and ideas. This course analyzes the emergence of modern Europe. Starting with the Renaissance and Reformation of the 16th century, this course surveys the development of the state system and the origin and evolution of the modern secularized nations in their constitutional and absolutist forms.

HIST 377 — German Europe: 1815-1945 (3)

This course surveys the political and cultural development of Europe from the fall of Napoleon to the fall of Hitler, focusing on the roles played by the German peoples. These include problems of unification and division, social adjustments of constitutional democracy and the rise of fascism, rule over different ethnic groups and racism, the arts and literature, economic and military competition between neighboring European powers, and the German attempt to dominate the European continent in two World Wars. *Area Studies*.

HIST 381 — Modern Middle East (3)

This course introduces students to a world quite different from Western Civilization, but of immense historical and contemporary significance. Special emphasis is given to the role of oil in focusing the interests of the two superpowers on an area of crucial economic and political significance. Chronological concern is with the recent past in which Arab expectations and power impact upon the world as a whole. *Area Studies*.

HIST 383 — China (3)

This course surveys the unique characteristics of civilization and institutions of China as they evolved in the contemporary era. Students will analyze the internal patterns influencing China's response to Western impact, the collapse of traditional China, the Nationalist achievement, Communism and Mao Zedong, and contemporary China. *Area Studies.*

HIST 385 — Japan (3)

This course surveys the unique characteristics of civilization and institutions of Japan as they evolved, and their relevance in the contemporary era. Westernization, the first non-Western model of parliamentary development, and the rise of Japan to world power will be analyzed. The impact of the occupation, and the socio-political problems of a hybrid culture and industrial giant will be considered. *Area Studies.*

HIST 387 — World War II (3)

A multidimensional survey of the Second World War. The course will examine the major strategic choices which confronted the Axis and Allies 1939-1945 and the campaigns that followed; the unique Anglo-American alliance; relations with Soviet Russia and China; and the major wartime conferences. Topics of special interest will include American war mobilization, economic warfare; the role of women on the home front, the film and propaganda war, the strategic bombing controversy, and the atomic bomb decision.

HIST/GEOG 403 — Urban and Community Studies (3)

A study of the research, analysis, and implications in all stages of community development. An historical survey will be presented as a means of examining the present sociological, political, and economic state of American communities. Although Northeastern Pennsylvania subject matter will be utilized, the course approaches the material in a general and multi-regional manner. direct student participation in selected scholarly projects will be emphasized. *Cross-listed as SOC 403.*

HIST 415 — Senior Seminar (3)

This capstone course integrates discipline-specific knowledge into a culminating senior experience. Students must analyze and discuss all facets of historical presentations, including scholarly works and public history. Each class member will make an in-depth public presentation demonstrating some aspect of historical research, study, or professional involvement. *This course is normally taken in the first semester of the senior year and is required of all History majors. Prerequisite: HIST 261 Research & Methods.*

HIST/GEOG 440 — Seminar: Geographies of Europe (3)

Outside the conveniences of maps and ideas of tectonic plates, Europe has never been a fixed space; rather it has always resided within flexible and permeable boundaries of convention. Who belongs to Europe, who is excluded, and the consequences of this demarcation have changed dramatically over time. This course investigates the creation, transformation, and enforcement of these boundaries of Europe. *Area Studies. Although designed as a stand-alone class, this course may also be used as the first part of the "Geographies of Europe" sequence: the second half will be a three-week King's College Study Abroad program, "Geographies of Europe: Sofia- Istanbul" during the summer of 2010.*

HIST 444 — Seminar: the Witch Hunts 1400-1800 (3)

From the fifteenth to the eighteenth centuries, many Europeans persecuted witches, seeing a new sect hostile to humanity. Through reading and discussion of primary and secondary

sources, students will learn how these Europeans defined and treated their alleged witches, within the context of other economic, social, and cultural relationships. Included in this study will be the examination of new technologies and methods of rule in the rise of the modern state, and the roles of class and gender in focusing hostility on certain people, especially women. *Cross-listed as WMST 444.*

HIST 470-489 — Special Topics in History (3)

Courses on specialized historical subjects offered by the History faculty.

HIST 490-495 — Independent Study (3)

Study of a specific historical topic in cooperation with a History faculty member. *Registration requires approval of the Department chairperson.*

HIST 496-497 — Independent Research (3)

An advanced research project in a specialized area of History under close supervision of a History Department faculty member. *Registration requires approval of the Department chairperson.*

HIST 499 — Internship (3)

A one-semester, supervised, field experience in a work setting. A partial list of opportunities includes government agencies, the legal system, political offices, and historical societies. *This course, or a study abroad course as approved by the Department chairperson, is required of History majors who are not also seeking Secondary Education Certification in Citizenship Education.*

Human Resources Management

Dr. Joseph S. Falchek, Chairperson

Human Resources Management emphasizes the human side of business, developing and managing the most valuable resource in the work setting — people. The Bachelor of Science degree in Human Resources Management (HRM) prepares students to function as human resource professionals in a variety of settings such as government agencies, health care, financial institutions, and business and industry.

Since the management of human resources involves an understanding of individuals, organizations, and business, the curriculum draws upon several disciplines, including psychology and business administration. A special feature of the program is the internship in which advanced students work closely with a HRM professional and a faculty member to learn first-hand what opportunities and challenges exist in this rapidly growing field. The career outlook is bright for human resources professionals. For the graduating student, entry-level positions with solid starting salaries and advancement opportunities exist in such occupations as human relations, training and development, human resources management, labor relations, employee recruitment and selection, and compensation and benefits.

In addition, the program prepares students wishing to pursue graduate studies in areas such as Industrial Psychology, Business, and HRM as well as other professional fields, in which knowledge of business and the principles of human behavior are essential.

Education Requirements

REQUIRED CORE COURSES

(9 CREDITS)

CIS 110	Introduction to Computer Applications for Business
CORE 153	Principles of Economics: Macro
MATH 123	Finite Math

BUSINESS FOUNDATIONS

(33 CREDITS)

ECON 112	Principles of Economics: Micro
ECON 221	Quantitative Methods for Business and Economics
MSB 110	Introduction to Financial Accounting
MSB 120	Introduction to Management Accounting and Planning
MSB 200	Principles of Management
MSB 210	Principles of Marketing
MSB 287	Business Ethics
MSB 305	Organizational Behavior
MSB 320	Financial Management
MSB 330	Business Law I
MSB 480	Strategic Management

HRM REQUIREMENTS

(19 CREDITS)

HRM 210	Introduction to Human Resources Management
HRM 354	Employee Selection: A Psychological Assessment Approach

HRM 380	Employment & Labor Law
HRM 390	Compensation & Benefits
HRM 410	Employee Training & Development
HRM 460	Current Topics in Human Resources Management
CARP 412	Career Planning II (1)

All HRM majors, provided the academic requirements are met, are strongly urged to take the internship in Human Resources (HRM 499) during the junior or senior year.

ELECTIVES

(18 CREDITS)

Students may select any courses offered/accepted by the college, including non-business courses. Human Resources Management majors are encouraged to participate in the experiential Learning/Internship Program and/or Study Abroad.

MINOR/CERTIFICATION REQUIREMENTS

(15 CREDITS)

HRM 210 Introduction to Human Resources Management (3)

Any Four HRM courses (12 credits) including MSB 305 which counts towards these credits.

ASSOCIATE DEGREE (A.S.) HUMAN RESOURCES MANAGEMENT

(10 COURSES — 30 CREDITS)

CIS 110	Computer Applications for Business
CORE 153	Principles of Economics — Macro
ECON 112	Principles of Economics — Micro
HRM 210	Introduction to Human Resources Management
MSB 110	Introduction to Financial Accounting
MSB 120	Introduction to Accounting control and Planning
MSB 200	Principles of Management
MSB 210	Principles of Marketing

Pick two (2) of the following:

HRM 354 Employee Selections: A Psychological Assessment Approach

HRM 380 Employment and Labor Law

HRM 390 Compensation and Benefits

All courses offered by the McGowan School of Business beyond the 200-level must be completed at King's College in order for the awarding of the B.S. degree or minor sequence in Human Resources Management or for the fulfillment of any required course in any other degree or minor programs offered through the William G. McGowan School of Business unless permission is granted by the Department Chair in writing prior to the start of any coursework.

Course Descriptions

HRM 210 — Introduction to Human Resources Management (3)

An overview of the field of Human Resources Management, including an historical perspective of HR, strategies for designing HR activities, and the roles and responsibilities of HR professionals. Participants will have contact with HR professionals. Prerequisite to all upper-level HR classes for majors.

HRM 354 — Employee Selection: A Psychological Assessment Approach (3)

This course will apply the principles of psychological assessment to the hiring process. The course will address different types of tests/inventories for evaluating job applicants, assessment measures for employee selection, test fairness, test construction, and employee

opinion surveying. The fundamental functions of I/O psychology will be addressed in relation to psychological assessment.

HRM 360 — Industrial Psychology (3)

A survey of industrial psychology. Topics include: worker attitudes and job satisfaction; employee motivation and work efficiency; worker attitudes/behavior; self-esteem; and work and family issues. Discussions of typical roles and responsibilities of industrial psychologists in a variety of organizational settings will also be undertaken. Students also conduct industrial psychological research. Pre- or co-requisite: ECON 221.

HRM 380 — Employment and Labor Law (3)

Legal issues which impact on various human resource functions will be covered including equal employment requirements in recruitment, selection, compensation and performance evaluation. Organizational policies that comply with federal and state statutes will be reviewed and analyzed for union and non-union settings. case studies, including significant court decisions, will be used. Current topics will include occupation safety and health, work-force diversity, and accommodating the disabled worker.

HRM 390 — Compensation and Benefits (3)

An in-depth exploration of various compensation systems to include policy formulation, internal/external equity and legal requirements. Participants will develop competencies in job analysis and evaluation, salary surveys and benefit administration. In-depth review of specific benefits such as health, pension, childcare, family leave, HMO's and PPO's.

HRM 410 — Employee Training and Development (3)

An in-depth exploration into the training process to include needs assessment, design, implementation and evaluation. This course will integrate theoretical and applied principles of adult learning. Participants will utilize diverse training methodologies case studies, role plays, simulations, interactive video and develop their own competencies as trainers.

HRM 460 — Current Topics in Human Resources Management (3)

A course designed to integrate and apply the human resources, psychology and business courses required to address issues for Human Resources Managers. The student will synthesize their knowledge of human resources principles and practice by applying their knowledge to issues of current concern to HRM professionals. *To be taken in the senior year.*

HRM 470 — Topical Seminar (3)

An advanced seminar offered periodically on a topic of special interest to Human Resources Managers such as employee safety and health, labor relations, Human Resources planning, and International Human Resources.

HRM 480 — Independent Research in Human Resources Management (3)

Designed to provide the opportunity for students to engage in independent research in a specific area of human resources management. *Junior or senior status required; open to juniors with permission of the department chairperson.* Prerequisite: ECON 221.

HRM 491 — Special Topics in Human Resources Management (3)

Topics selected from contemporary Human Resources Management issues which may be offered from time to time to meet the need of the students. Prerequisites may be required based upon the content of the course.

HRM 499 — Internship in Human Resources Management (3)

An option for qualified juniors and seniors to gain practical experience in the field while working with a human resources management professional. Regular meetings with a departmental faculty advisor and permission of the department chairperson are required. *A minimum G.P.A. of 2.50 is required.*

International Business

Dr. Joseph Falcheck, Chairperson

The Global Economy is a reality. To meet the challenge of the 21st century, companies are seeking and hiring graduates with international business backgrounds. The rapid transfer of technology, the shrinking of world trade barriers, the establishment of common markets and increased competition in traditional home markets, have forced companies to respond. Companies now view the world as their market. Integration of production and markets and need for stronger links to the global economy makes knowledge of International Business essential.

The International Business major is designed to study and understand the dynamic and complex global business environment within which organizations and individuals operate. In era of globalization, business activities are increasingly international. In order to succeed in this global environment, college graduates must have clear understanding of theory and practice of core business functions as well as an ability to interact with the geographically, culturally, economically, legally and politically divergent environments within which multinational corporations undertake crossborder trade and investment.

International Business is truly a multidisciplinary program. Drawing from courses across the entire business curriculum the program equips students with knowledge of international economics, foreign exchange, financial management, import/export process and international marketing. Focusing on the role of United States in the international environment, the International Business major provides the knowledge and tools to students and prepares for a career in the transnational arena, either overseas or within the United States.

Students learn ability to analyze and understand global business operations though multidisciplinary curriculum, international corporate internships, study abroad opportunities, short term business travel courses to various regions of the world and foreign language skills. Each student will receive close personal advisement to design individually suitable program plan. The program offers a liberal arts core, includes foundation in business, and builds on with language studies, area studies and courses in International business.

Flexible and comprehensive study plan allows students an option to select second major and/or minor in one of the following business areas: business administration, accounting, finance, economics, marketing, human resource management, political science, economics and/or foreign language. The program offers coordinated business and non-business course work with both global and regional focus to enhance student perspective on international issues.

The program is based in the School of Business, its multidisciplinary approach draws on faculty and courses from humanities and social sciences. The major leads to a B.S. in International Business. A minor in International Business is also available to students in other majors.

Education Requirements

REQUIRED CORE COURSES

(9 CREDITS)

CIS 110	Introduction to Computer Applications for Business
CORE 153	Principles of Economics: Macro
MATH 123	Finite Math

BUSINESS FOUNDATIONS

(33 CREDITS)

ECON 112	Principles of Economics: Micro
ECON 221	Quantitative Methods for Business and Economics
MSB 110	Introduction to Financial Reporting
MSB 120	Introduction to Management Control and Planning
MSB 200	Principles of Management
MSB 210	Principles of Marketing
MSB 287	Business Ethics
MSB 305	Organizational Behavior
MSB 320	Financial Management
MSB 330	Business Law I
MSB 480	Strategic Management

MAJOR REQUIREMENTS

(22 CREDITS)

CORE 193	Globalization
FIN 378	International Finance
IB 356	Economic Development and International Geography
IB 450	Management of Multinational Corporations
IB 491	International Special Topics
MKT 390	International Marketing
CARP 412	Career Planning II (1 credit)

One of the following:

IB 358	International Economics
ECON 360	Comparative Economic Systems

12 ELECTIVE HOURS MINIMUM

(Students may choose to take non-business courses to fill their elective credits.)

Foreign language proficiency equivalent to the 146-level (Conversation and Composition II). The language should be started in the student's first year with the initial placement level determined by the Foreign Languages Department. The requirement is waived for students for whom English is a second language and those who have participated in study abroad program and successfully completed minimum 9 credit hours.

MINOR REQUIREMENTS

(6 COURSES — 18 CREDITS)

Monitoring of student progress in pursuing a minor in International Business is necessary to enhance the student learning experience. Students shall not earn credit for more than 15 hours in any designated course, or combination of courses in: Accounting,

Business Administration, Finance, human resources Management, International Business, and Marketing without being declared as either a major or minor student of one of those programs, or being granted permission by the Director of The William G. McGowan School of Business. Therefore, a written declaration must be submitted by the student to the registrar.

CORE 193 Globalization

FIN 378 International Finance (MSB 320 is a prerequisite)

MKT 390 International Marketing (MSB 210 is a prerequisite)

One of the following:

ECON 360 Comparative Economic Systems

IB 358 International Economics

Two of the following:

IB 356 Economic Development and International Geography

IB 372 International Law

IB 450 Management of Multinational Corporations

IB 491 International Special Topics (requires permission of the instructor)

As a pre-requirement for the minor, the following must be satisfied: MSB 200 and MSB 210. Selection of elective choices could possibly have additional pre-requirements.

Course Descriptions

All courses offered by the McGowan School of Business beyond the 200-level must be completed at King's College in order for the awarding of the B.S. degree, or minor sequence in International Business, or for the fulfillment of any required course in any other degree or minor program offered through the William G. McGowan School of Business, unless permission is granted by the Department Chair in writing prior to the start of any coursework.

CORE 193 — Globalization (3)

The fundamentals of International Business. Topics range from international trade theory, through international organizations and monetary systems, through the uncontrollable forces influencing the management of international business organizations, and also the management tools and strategies to deal with these forces so that productive and profitable operations result. The objective is to prepare the student for other specialized, more intensive courses in international business; or to non-majors, a broad spectrum to equip them fully with fundamentals.

IB 356 — Economic Development and International Geography (3)

Issues in development-population, land usage, transportation, industrialization and natural resources, examined in various regions of the world. Particular consideration is given to the way in which a country's geography affects its economic development. Prerequisites: CORE 153 or ECON 112.

IB 358 — International Economics (3)

The development of the theory of international specialization and trade, the question of free trade and protectionism, an analysis of foreign exchange rates and balance of payments with an appraisal of international financial institutions. Prerequisites: CORE 153 or ECON 112.

IB 360 — Comparative Economic Systems (3)

Analysis of the institutional structure of each type of economy, and the ways in which basic economic principles work through such structures to produce economic results. Prerequisites: CORE 153 or ECON 112.

IB 371 — International Politics (3)

Selected aspects of international politics at its three major levels of analysis: the international political system; the major actors in the system; the principal forms of interaction between actors in the system. Among topics are: the balance of power, collective security; foreign policy decision making; environmental factors; diplomacy, bargaining and war; arms control; the role of non-national actors like the multinational corporation and the United Nations. Case study illustrations will be utilized.

IB 372 — International Law (3)

A survey of the rules and behavior standards of international law based on custom, treaties, and national legal decisions. Topics include: the nature and sources of international law; the rights and duties of states; territorial questions and the law of the sea; jurisdiction over individuals; the law of international transactions; settlement of disputes; and the rules of war.

IB 450 — Management of Multinational Corporations (3)

Focus on political, economic, cultural, technological, legal, competitive and other forces bearing on multinational corporations in foreign environments and among those environments. Case histories concerned with each of these forces are discussed, with emphasis on problem-solving using alternate courses of action developed by the student, using what was learned in all prior college courses, business and non-business. The course also focuses on head office management of multiple foreign operations, emphasizing those controllable and uncontrollable factors requiring management attention. Prerequisites: IB 241 and MSB 200.

IB 491 — Special Topics in International Business (3)

Topics selected from contemporary International Business issues which may be offered from time to time to meet the need of the students. Prerequisites may be required based upon the content of the course.

IB 497 — Independent Study in International Business (3)

Advanced projects in a specialized area of International Business under the supervision of an International Business faculty member. *Senior status required. Open to juniors with permission of department chairperson.*

IB 499 — International Business Internship (3)

Internship opportunities can be arranged with advisement of the department chairperson. *A minimum G.P.A. of 2.50 is required.*

MKT 390 — International Marketing (3)

Introduction to multi-national marketing, with emphasis on: international competition; distribution systems; pricing and credit policies; promotional methods to include advertising; trade barriers; trade agreements; and the political, legal, cultural, ethical, and technological backgrounds. Prerequisites: MSB 210.

Latin American Studies Minor

Dr. Beth Admiraal, Program Director

The Latin American Studies Program offers a comprehensive picture of the region of Latin America from an interdisciplinary perspective, involving a wide range of disciplines in the Humanities, Social Sciences and Natural Sciences. In addition, the program blends academic study, language skills, and direct engagement with Latin America through an internship or study abroad program. The interdisciplinary perspective and the multiple points of engagement encourage a deep understanding of the region of Latin America as a whole and the profound differences within Latin America. The program includes nine required credits and nine elective credits, allowing students to design a minor that corresponds to their own needs and interests.

Education Requirements

MINOR REQUIREMENTS

(3 COURSES — 9 CREDITS)

LAST 144 — Intermediate Spanish II (3)

Development of proficiency in reading Spanish through the study of cultural texts. Emphasis is on vocabulary building and oral and written communication. Readings broaden the student's knowledge and understanding of the cultures of Spain and Spanish American countries. Prerequisite: CORE/SPAN 143 or equivalent. *Cross-listed as SPAN 144/CORE 144. Students who are exempt from SPAN 144 must take SPAN 145 for the LAST minor.*

LAST 248 — Comparative Issues in Latin America (3)

An examination of crucial political, socioeconomic, and cultural issues in Latin America, ranging from military regimes to human rights to neo-liberalism. These issues are examined in an historical comparative framework. *Cross-listed as PS 248.*

LAST 499 — Approved Internship OR Study Abroad (3)

A one-semester, supervised experience in an institution that works with the Hispanic population in the United States or a Latin American entity OR an academic study-abroad program in a Latin American country.

MINOR ELECTIVES

(3 COURSES — 9 CREDITS)

The electives must be distributed over two or more departments.

LAST 145 — Spanish Conversation and Composition I (3)

Development of proficiency in the active use of Spanish, both spoken and written. Study of the cultures of Spain and Spanish American countries acquaints the student with the contemporary lifestyle, values, and attitudes of Spanish-speaking peoples and increases cultural awareness. Prerequisite: CORE/SPAN 144 or equivalent. *Cross-listed as SPAN 145 and CORE 145.*

LAST 146 — Spanish Conversation and Composition II (3)

Development of greater fluency in Spanish. Emphasis on extemporaneous conversation encourages the student to think in the language. Study of the cultures of Spain and

Spanish American countries expands knowledge and understanding of the contemporary lifestyle, values, and attitudes of Spanish-speaking peoples and heightens awareness of cultural differences. Prerequisite: CORE/SPAN 145 or equivalent. *Cross-listed as SPAN 146 and CORE 146.*

LAST 162 — Voices of Hispanic Women Writers (3)

Examines the social, economic, and cultural circumstances surrounding the literary contributions of women from Spanish-speaking countries. Combines feminist theory and literary criticism with close analysis of texts. Readings will be in English. *Cross-listed as WMST 162/CORE 162.*

LAST 246 — Comparative Political Systems II: Developing States (3)

An analysis of the politics of developing countries with an emphasis on Latin America. Problems of post-colonial transition (economically, socially, and politically), state building and nationalism, and issues of modernization and dependency theory will be a central focus. In addition, aspects of political culture, state-society relations, groups, parties, elections, governmental structure, public policy issues, and institutional environments are examined on a comparative basis. *Cross-listed as PS 246.*

LAST 252 — World Geography (3)

A basic survey of the physical and human geography on worldwide scope. Topics include geographic concepts; the physical geography and climate; the human interaction with the environment; and the nature and development of culture. *Cross-listed as HIST 252 and GEOG 252.*

LAST 356 — Economic Development and International Geography (3)

Issues in development-population, land usage, transportation, industrialization and natural resources-examined in various regions of the world. Particular consideration is given to the way in which a country's geography affects its economic development. Prerequisite: CORE 153 or ECON 112. *Cross-listed as ECON 356, GEOG 356 and IB 356.*

LAST 361 — Psychology in the Media (3)

Filmmakers and television producers have been able to capture important areas of psychological experience through the shows they create. We will analyze important psychological themes as captured on film and television including such topics as characteristics of psychotherapy and mental illness, prejudice and discrimination, interpersonal attraction and relationship dissolution, aggression and violence, child development, coping mechanisms, personality change and cultural reflections of gender. Students may apply this course toward a minor in Latin American Studies by completing a relevant course project that is approved by the instructor. *Cross-listed as PSYC 361.*

LAST 365 — History of Latin America (3)

A survey of how world and regional geography shaped the culture, politics and economic systems of Latin America. Topics include Amerindian, Hispanic and African cultural integration; regional cultures; the development of socio-economic systems; and the political evolution of the region. *Cross-listed as HIST 365.*

LAST 401H — Tropical Ecology (3)

Selected topics in modern environmental studies: Tropical Ecology. Prerequisites for Environmental majors are ENST 201 and 202, however, these prerequisites do not necessarily apply to students outside of the Environmental Program. Interested students should consult with the program director in Environmental Studies. *Cross-listed as ENST 401G.*

LAST 443 — Mexican Civilization and Culture (3)

Study of Mexican civilization and culture from the earliest indigenous civilizations to the present, including the cultural influence of Spain on Mexico. *Cross-listed as SPAN 443.*

LAST 453 — Survey in Spanish American Literature (3)

A survey of Spanish American Literature from colonial times to the contemporary period. Discussion and analysis of selections from various genres and movements. *Cross-listed as SPAN 453.*

**LAST 489 — Hope for the Oppressed: Theologies of Liberation
(Seminar in Systematic Theology) (3)**

Cross-listed as THEO 489.

LAST 491 — Sociology of Latin American Religion (Special Topics in Sociology) (3)

Cross-listed as SOC 491.

Leadership and Global Dynamics

Dr. Charles Brooks, Chairperson

The Leadership and Global Dynamics major is offered through the Department of Psychology, and is open to non-traditional students. Courses are offered in an accelerated format and blend traditional classroom learning with online learning.

Contemporary leadership skills have changed. Today's leaders need to exercise leadership in a multicultural context. They also need to have an understanding of individual and group dynamics based on the latest information from the behavioral and social sciences. To this end, the Leadership and Global Dynamics major encompasses multiple areas of leadership skills, including ethical considerations, multicultural aspects, technology, diversity, coaching, mentoring and communication skills.

Students choosing this major will be expected to create their own Personal Leadership Development Plan, understand the moral and ethical responsibilities of leadership, principles of communication, and the fundamentals of coaching, mentoring and motivation. They will develop the skills used to recognize potential behavioral issues, acquire knowledge and skills necessary to successfully implement change, understand the dynamics of teams, and describe the various markers of diversity. Likewise, students will be expected to effectively utilize computers to become independent, interactive learners who understand the ethical issues related to information technology.

A major in Leadership and Global Dynamics allows students to develop the knowledge and skills critical to become successful leaders. The program is designed to allow graduates to learn the strategies for guiding and leading people who come from different cultural perspectives so they can maximize performance. The major will help students achieve an understanding of how powerful effective leadership can be, and how to be successful in that role.

Education Requirements

MAJOR REQUIREMENTS LEARNING AND GLOBAL DYNAMICS B.A. DEGREE

(15 COURSES — 45 CREDITS)

CIS 110	Introduction to Computer Applications
CORE 153	Principles of Economics: Macro
CORE 154	Introduction to Psychology
ECON 356	Econ. Develop & International Geog
PSYC 335	Research Design and Analysis
SOC 312	Dynamics of Population
LGD 201	Foundations of Leadership
LGD 320	Organizational Communication
	OR
ENGL 222	Introduction to Professional Writing
LGD 322	Dimensions of Ethical Leadership
LGD 325	Coaching and Team Building

LGD 332	Diversity in a Global Workplace
LGD 330	Organizational Analysis and Change
LGD 360	Industrial Psychology
LGD 450	Senior Capstone Seminar in Leadership

Plus One of the Following:

GEOG 452	Environ. Politics & Policy
PS 372	International Law
WMST 493	Econ. of Women, Poverty & Environ.

CERTIFICATE PROGRAM

CIS 110
 CORE 153
 LGD 201
 LGD 322
 LGD 332
 LGD 360

Course Descriptions

LGD 201 — Foundations of Leadership (3)

Leaders achieve goals working with and through others. To lead, employees must have skills in teaching, mentoring, and coaching. They must be skilled in developing individuals to work in teams, facilitating teams, and managing conflict. Leaders must understand organizational and national cultures and how they affect the achievement of goals. Leaders must not only hold strong ethical values, but also model them. This course will present theory, and real-world experiences on leadership within organizations. Students will explore the importance of the leadership function, leadership traits, various approaches to leadership, modern theories, the use of power and influence, leadership behavior and motivation, coaching, communication, and conflict skills, and leadership of culture, diversity, and the learning organization.

LGD 320 — Organizational Communication (3)

This course is an introduction to understanding the communication aspects of the business environment. Communication skills, both verbal and nonverbal, are critical to meeting company objectives. Likewise, technical skills are necessary as professionals interact internally and externally in a global economy. Therefore, the focus of this course is designed to enhance the student's communication skills and techniques. The course will encompass both verbal and nonverbal communications that are critical to the industrialized world. Furthermore, this course is designed to be a nontraditional seminar class where the importance of team building and team dynamics will be emphasized within the context of an organization.

LGD 322 — Dimensions of Ethical Leadership (3)

The purpose of this course is to expand students' moral point of view first by considering personal ethics, then moving to assess leadership and the common good. Course material will focus on examining the moral responsibilities of leadership in a variety of contexts, and how leaders convey values through actions, language, and as role models. Students will examine the ethics of what leaders are, what they do, and how they do it. Students

will discuss the moral obligations of leaders and followers, the ways in which leaders shape the moral environment of the workplace, and temptations of power. Students will learn techniques to assess the public and private morality of leaders.

LGD 325 — Coaching and Team Building (3)

This course is aimed at developing an understanding of the underlying principles of human interaction in the workplace, performance management, and ways that organizational staff may intervene early to manage potential behavioral issues. Topics include methods to assess human needs and motivation, techniques for motivating staff and coaching employees, establishing performance plans, and conducting performance evaluations.

LGD 330 — Organizational Analysis and Change (3)

This course is aimed at helping students develop an understanding of today's competitive, complex, and fast-paced global economy. It is imperative for organizations to analyze strategies and implement changes that will lend themselves to the achievement of organizational objectives and goals. In order to understand what leads to effective and lasting change, this course focuses on theory, skill development, and application and ultimately focuses on the process of analyzing the need for, and process of implementing, change in organizations.

LGD 332 — Diversity in a Global Workplace (3)

This course examines diversity in the global workplace. Students will explore the impact of various aspects of diversity, such as race, gender, nationality, class, religion, and sexual orientation. Various sociological, economic, race and gender theories will be analyzed and discussed. In examining these various perspectives, students will discuss the impact and application to these varied groups within the workplace.

LGD 360 — Industrial Psychology (3)

This course provides students with the opportunity to explore the many ways in which psychology can be applied to the workplace. Topics will include principles of individual personality traits and analysis, social psychology, motivation, leadership, and group dynamics. Class assignments will give students the opportunity for applying knowledge through hands-on exercises.

LGD 450 — Senior Capstone Seminar in Leadership (3)

The capstone course allows students to apply the knowledge and skills acquired in their program of study to the work environment. Emphasis is placed on student initiative in defining, researching, and analyzing a leadership related work issue. The projects are individualized and students are encouraged to select projects that will result in their professional growth, and benefit the workplace. Thus, projects should reflect the Mission of the LGD major, and should incorporate strategies for guiding and empowering a diverse workforce in different countries, cultures, and time zones to maximize the returns from operating in a global market.

Marketing

Dr. Joseph S. Falchek, Chairperson

The Bachelor's Degree Program in Marketing is designed to provide an understanding of business and marketing concepts within the context of a varied curriculum. The primary objective is the development of analytical and communication skills and a detailed understanding of the different aspects of the field of marketing. The Marketing Major is specifically intended to prepare students for entry-level positions in advertising, brand management, marketing research, retail management, fashion merchandising, and professional sales. In addition, through careful planning, a student who elects a major in Marketing may add a second major from a complementary area such as Accounting, Business Administration, Mass Communications, Economics, English, Computers and Information Systems or Psychology, as well as other fields.

Education Requirements

REQUIRED CORE COURSES

(9 CREDITS)

CIS 110	Introduction to Computer Applications for Business
CORE 153	Principles of Economics: Macro
MATH 123	Finite Math

BUSINESS FOUNDATIONS

(33 CREDITS)

ECON 112	Principles of Economics: Micro
ECON 221	Quantitative Methods for Business and Economics
MSB 110	Introduction to Financial Reporting
MSB 120	Introduction to Management Control and Planning
MSB 200	Principles of Management
MSB 210	Principles of Marketing
MSB 287	Business Ethics
MSB 305	Organizational Behavior
MSB 320	Financial Management
MSB 330	Business Law I
MSB 480	Strategic Management

MAJOR REQUIREMENTS

(19 CREDITS)

MKT 315	Consumer Behavior
MKT 450	Marketing research
MKT 480	Marketing Management
CARP 412	Career Planning II (1 credit)

MKT Electives (9 hours) Selected from the following:

MKT 320	Retail Management
MKT 325	Public Relations
MKT 330	Selling Strategies
MKT 350	Principles of Advertising
MKT 360	Strategic Advertising Campaigns

MKT 390 International Marketing

ELECTIVES

(18 CREDITS)

Students may select any course offered/accepted by the college, including non-business courses. Marketing majors are encouraged to participate in the Experiential Learning/ Internship Program and/or Study Abroad.

MINOR SEQUENCE REQUIREMENTS

(6 COURSES — 18 CREDITS)

Monitoring of student progress in pursuing a minor in Marketing is necessary to enhance the student learning experience. Students shall not earn credit for more than 15 hours in any designated course, or combination of courses, in Accounting, Business Administration, Finance, Human resources Management, International Business, and Marketing without being declared as either a major or minor student of one of those programs, or being granted permission by the Director of The William G. McGowan School of Business. Therefore, a written declaration must be submitted by the student to the registrar.

CIS 110 Introduction to Computer Applications for Business

MSB 210 Principles of Marketing

MKT 315 Consumer Behavior

MKT Electives (9 hours) Selected from the following:

ECON 112 Principles of Economics: Micro

MKT 320 Retail Management

MKT 325 Public Relations

MKT 330 Selling Strategies

MKT 350 Principles of Advertising

MKT 360 Strategic Advertising Campaigns

MKT 390 International Marketing

MKT 450 Marketing Research

MKT 480 Marketing Management

All courses offered by the McGowan School of Business beyond the 200-level must be completed at King's College in order for the awarding of the B.S. degree or minor sequence in Marketing or for the fulfillment of any required course in any other degree or minor programs offered through the William G. McGowan School of Business unless permission is granted by the Department Chair in writing prior to the start of any coursework.

Course Descriptions**MSB 210 — Principles of Marketing (3)**

An introduction to the field of marketing with particular emphasis on how companies develop marketing programs that are responsive to consumers' needs and wants for products and services. Prerequisite: CIS 110.

MKT 315 — Consumer Behavior (3)

A study of why consumers buy, and how consumer behavior affects marketing strategy formulation. Topics include the individual (perceptions, needs, motives, personality, learning, and attitudes), group interactions, and applications to selected areas of the marketing mix (product, price, and advertising). Prerequisite: MSB 210.

MKT 320 — Retail Management (3)

The management of retail stores. Topics include consumer behavior, location, layout, personnel management, merchandise management, customer services, and financial control. Prerequisites: MKT 315 and MSB 210.

MKT 325 — Public Relations (3)

A survey of the importance of public relations in both the profit and non-profit sectors of the economy. The goals and methods of communication between a firm or institution and its publics such as customers, consumers, employees, stockholders, alumni, suppliers, and community are studied. Prerequisite: MSB 210.

MKT 330 — Selling Strategies (3)

A study of the role of personal selling in the promotional mix with an emphasis on the duties, responsibilities, and qualifications of sales representatives at the industrial level. Through role playing, students are required to apply the necessary steps involved in the selling process to a hypothetical sales presentation and demonstration. Prerequisite: MSB 210.

MKT 350 — Principles of Advertising (3)

The relation of advertising to modern business organizations and its role in the marketing field. Planning advertising, examination of various media, creating and managing advertising are included. Prerequisite: MSB 210.

MKT 360 — Strategic Advertising Campaigns (3)

Theory and application of creativity and strategy in an advertising campaign. All aspects of a campaign presentation are covered. Prerequisite: MKT 350 and MSB 210.

MKT 390 — International Marketing (3)

Introduction to multi-national marketing, with emphasis on: International competition; distribution systems; pricing and credit policies; promotional methods to include advertising; trade barriers; trade agreements; and the political, legal, cultural, ethical, and technological backgrounds. Prerequisites: CORE 193 and MSB 210.

MKT 450 — Marketing Research (3)

The methodology of marketing research. Topics include problem formulation, determination of information sources, research design, data collection methods, sampling techniques, data collection, and analysis and interpretation of the data. Prerequisites: ECON 221, MKT 315 and MSB 210.

MKT 480 — Marketing Management (3)

A study of marketing problems of the firm through case studies. Emphasis is placed on the identification of problems and the choosing of appropriate alternative solutions. Senior status required. Prerequisites: ECON 221, MKT 315, MKT 450 and MSB 210.

MKT 490 — Independent Study in Marketing (3)

Advanced projects in a specialized area of Marketing under the supervision of a faculty member in the Marketing department. *Senior status required; open to juniors with permission of department chairperson.*

MKT 491 — Special Topics in Marketing (3)

Topics selected from contemporary Marketing issues which may be offered from time to time to meet the need of the students. Prerequisites may be required based upon the content of the course.

MKT 499 — Marketing Internship (3-6)

An option for junior and senior majors to gain practical related experience in the field. Regular sessions with a faculty coordinator required. *A minimum G.P.A. of 2.50 is required.*

Mass Communications

Dr. Warren Bareiss, Chairperson

Mass Communications offers students the opportunity to gain a broad understanding of the role of the media in society, along with a highly specialized and personalized concentration in their area of professional interest – journalism, broadcast operations and production, visual communications or advertising.

Students are taught how to understand and critically evaluate the past, present and future of mass communications so that they are prepared to excel within its ever-changing structure and to produce changes within it. To this end, students are challenged to expect the unexpected; to respond intelligently, quickly and ethically; and to adapt and grow without hesitation.

We guide students through track selection and career preparation. Professionals with extensive field experience often teach courses in their area of expertise. This offers students a strong advantage in the field as they prepare not only for their required internship, but also their future.

Education Requirements

MAJOR REQUIREMENTS

(15/16 COURSES — 45/48 CREDITS)

- COMM 115 Computer Applications for Mass Communication (3)
- COMM 211 Introduction to Mass Communications (3)
- COMM 231 Writing for Mass Communications (3)
- COMM 233 Graphics for Mass Communications (3)
- COMM 237 Mass Communications Law (3)
- COMM 296 Mass Communications Practicum (3)
- COMM 310 Ethics and the Media (3)
- COMM 493 Senior Seminar in Mass Communications (3)
- COMM 495 Track Capstone (3)
- COMM 499 Mass Communications Internship (3) or (6)

In addition, students must select one of the following tracks and successfully complete the courses listed:

Journalism

- COMM 320 Global Perspectives in Journalism (3)
- COMM 322 Newspaper Reporting (3)
- COMM 323 Broadcast Newswriting (3)
- COMM 324 Electronic News Gathering (ENG) and Field Reporting (3)
- COMM 333 Multi-Platform Storytelling (3)

Broadcast Operations and Production

- COMM 350 Introduction to Electronic Media (3)
- COMM 351 Radio Production (3) or
- COMM 353 Television Production I (3)

- COMM 358 Digital Video Basics
 COMM 364 Broadcast Programming
 COMM 365 Broadcast Management

Visual Communications

- COMM 348 Design History and Philosophy (3)
 COMM 343 Fundamentals of Image Manipulation (3)
 COMM 344 Computer Illustration (3)
 COMM 345 Advanced Desktop Publishing (3)
 COMM 369 Multimedia Applications for the Internet (3)

Advertising

- MSB 210 Principles of Marketing (3)
 MKT 350 Principles of Advertising (3)
 COMM 392 Copywriting and Ad Design I (3)
 COMM 394 Media Planning and Buying (3)
 MKT 360 Strategic Ad Campaigns (3)

In addition, students are encouraged to take 12 to 15 credits of any of the track electives below or any electives from departments that complement their majors, such as theatre, English, foreign languages, computer science, political science, psychology, etc.

Journalism

- COMM 325 Sports Communication (3)
 COMM 326 Magazine Article Writing (3)
 COMM 334 Media Relations in Sports (3)
 COMM 335 Politics and the Media (3)

Broadcast Operations and Production

- COMM 354 Advanced TV and Desktop Video (3)
 COMM 355 Advanced Video Editing (3)
 COMM 360 TV Drama (3)
 COMM 361 Radio and Television Announcing (3)
 COMM 362 Compositing (3)

Visual Communications

- COMM 212 Introduction to Photography (3)
 COMM 347 Advanced Image Manipulation (3)
 COMM 382 Advanced Photography (3)

Advertising

- COMM 393 Copywriting and Ad Design II (3)
 MKT 315 Consumer Behavior (3)
 COMM 395 Viral Advertising Techniques (3)
 COMM 396 Corporate Branding (3)

MINOR REQUIREMENTS

(6 COURSES — 18 CREDITS)

- COMM 115 Computer Applications for Mass Communications (3)
 COMM 211 Introduction to Mass Communications (3)
 COMM 231 Writing for Mass Communications (3)

COMM 233 Graphics for Mass Communications (3)
Six (6) credits from any one track, excluding COMM 499

Course Descriptions

COMM 115 — Computer Applications for Mass Communications (3)

This course provides an overview of microcomputer applications including a brief introduction to computer concepts, Microsoft Windows, Microsoft Office, Microsoft Office Word, Microsoft Office Excel, Microsoft Office PowerPoint, Microsoft FrontPage, and integration of the applications. It also provides an introduction to library and Internet research, as well as MLA formatting.

COMM 211 — Introduction to Mass Communications (3)

Students explore the role of mass communications in today's society. Various theories, historical development and current practices of the mass media including objectivity, violence, censorship, and governmental and legal problems associated with each will be investigated.

COMM 212 — Introduction to Photography I (3)

The fundamentals of photography are explored with an emphasis on the technical aspects: use of the camera; determination of proper exposure; lenses and filters; the processing of quality black and white negatives and prints. Students will be introduced to digital photography. 1 lecture and 2 laboratory hours.

COMM 231 — Writing for Mass Communications (3)

Elementary principles, methodology, and terminology used by the print and electronic media, public relations and advertising, in preparing information for dissemination. Prerequisite: COMM 211.

COMM 233 — Graphics for Mass Communications (3)

This introductory course covers the history of graphic design, design principles, color theory, and design concepts, and how they apply to effective visual and intellectual communication. Students will understand the theory behind visual perception and how it is applied to graphic design in advertising, film production, emerging media and photojournalism. Prerequisite: COMM 211.

COMM 237 — Mass Communications Law (3)

This course is a study of the legal regulations governing the various media in the United States. A review of the early history establishing freedom of expression is covered with emphasis on the current laws and cases. Emphasis on law of libel, clash of fair trial with free speech and press, invasion of privacy, open records and meetings, obscenity, copyright, advertising and broadcast regulations. Prerequisites: COMM 211.

COMM 296 — Mass Communications Practicum (3)

This course is designed to help students prepare for internships, as well as careers in the mass communications fields. The course focuses on enhancing students' professional background and developing the necessary job search skills and strategies. Students will explore their major, careers and internships in mass communications. They will analyze the necessary skills and develop resumes, cover letters, hard and e-portfolios appropriate to their career path. Prerequisites: COMM 115, COMM 211, COMM 231, COMM 233.

COMM 310 — Ethics and the Media (3)

In this course students take a look at ethical considerations of media professionals. Stu-

dents will review ethical situations and implications in media. A study of both real and hypothetical case studies will be examined so that students may apply critical thinking skills. Prerequisite: COMM 211.

COMM 320 — Global Perspectives in Journalism (3)

This course examines the history of journalism, along with major developments and critical issues facing journalism throughout the world today. Prerequisites: COMM 211, COMM 231.

COMM 322 — Newspaper Reporting (3)

Theories and skills used in compiling a newspaper story. Topics include a definition of news, sources of news, story structure, the lead and the interview. Students will be taught how to write various story types. Prerequisites: COMM 231.

COMM 323 — Broadcast News Writing (3)

This course focuses on how to gather information, write and perform broadcast news copy, produce a newscast, the art of interviewing for the broadcasting, as well as the terminology used in the electronic media. Prerequisites: COMM 211, COMM 231.

COMM 324 — Electronic News Gathering (ENG) and Field Reporting (3)

This course combines both the electronic skills and writing skills necessary for the components of broadcast journalism. Students will apply classroom knowledge so as to cover news events ‘in the field.’ In doing so, students will develop ethical storytelling skills and sharpen critical thinking skills required for strong news decision making. Prerequisite: COMM 323.

COMM 325 — Sports Communications (3)

Familiarization with the terminology and peculiarities associated with men’s and women’s athletics, the techniques of release and brochure preparation, conducting the press conference, preparation of program and promotion materials, budget preparation, broadcast remotes, creating and producing the sports feature, media-athletic and school-media relations. Prerequisites: COMM 211, COMM 231.

COMM 326 — Magazine Article Writing (3)

Students gain theoretical and practical experience in idea selection, research methods, factual organization, writing and marketing of non-fiction articles. They will be expected to submit articles for publication. Prerequisites: COMM 211, COMM 231.

COMM 333 — Multi-Platform Storytelling (3)

Student experience an in-depth study of how to effectively deliver the news through multiple channels. They will learn how to seamlessly plan and integrate various formats to translate information through print, broadcast, and online outlets to reach varying audiences under tight deadlines. Prerequisites: COMM 211, COMM 231.

COMM 334 — Media Relations In Sports (3)

This course is an introduction to the business of sports media. Students will focus on the necessary elements to develop strong relationships with the media. They will discover the mechanisms through which sports information is shared with the audience. Prerequisites: COMM 211, COMM 231.

COMM 335 — Politics and the Media (3)

This course explores the political importance of mass media, the functions of mass media in a democratic society and the decisions that are made regarding media from the news

desk to the corporation. Students explore citizen reaction to the media, examine past campaigns, learn to report on political functions and study how elections have changed in the age of the Internet. Students will participate in campaign events, news gathering and reporting and analyze political news coverage. Prerequisites: COMM 211, COMM 231, COMM 237.

COMM 343 — Fundamentals of Image Manipulation (3)

This is an intermediate level image manipulation course. Emphasis is on Adobe Photoshop software and creating visually intelligent materials for use in print, electronic and online media. This course covers basic to intermediate skills of image manipulation, including color correcting, image editing and formatting. An ethics component focuses on the legal, ethical and moral implications of digitally altering photos and film. Prerequisites: COMM 211, COMM 233.

COMM 344 — Computer Illustration (3)

This is an introductory level illustration course. It focuses on Adobe Illustrator software, an industry standard, vector-based drawing application that can be used to create images and logos for print, film, and Web. Focus will be on basic concepts of illustration, how to create images with depth, perception and texture and how to integrate them into a visually appealing layout. Layout and design will be explored for effective communication. Prerequisites: COMM 211, COMM 233.

COMM 345 — Advanced Desktop Publishing (3)

This course focuses on the industry standard layout software, Adobe InDesign. Emphasis is on advanced layout and design techniques used in page composition with typography, print copy, illustration and photos. Students will examine professionally designed layouts, such as newspapers, brochures and ads. Students work with frames, colors, blending modes, transparency effects, linked graphics and print copy. Advanced techniques with preparing, packaging, exporting documents for print and linking to the Internet are explored. Students will develop aesthetically pleasing and intellectually unified messages into professionally printed pieces. Prerequisite: COMM 233.

COMM 347 — Advanced Image Manipulation (3)

This is an advanced level course focusing on image manipulation and its practical use in the mass communications field. It delves deeper into Adobe Photoshop software, concentrating on special effects created through filters, layer styles, blending modes, painting and drawing tools. Emphasis is on software skills, typography, design, and composition. Students will produce unique and professional materials with good visual and intellectual unity for use in print, animation, and the Internet. Prerequisite: COMM 343.

COMM 348 — Design History and Philosophy (3)

This course will study 15th through 20th century art and design with focus on major artworks, artists and trends. Emphasis will be on the historical and philosophical evolution of graphic design and explore a conceptual overview. Individual designers and art movements relative to graphic design and technology today will be studied. Prerequisites: COMM 211, COMM 233.

COMM 350 — Introduction to Electronic Media (3)

This course covers the history of electronic media and presentation systems — from radio through the Internet. Students will explore the social and moral issues faced by those who use

electronic media, as well as the responsibilities faced by those in the industry. Each electronic “method of delivery” will be covered separately, for their unique properties, and as a whole, encompassing all of electronic media. Prerequisites: COMM 211, COMM 231.

COMM 351 — Radio Production (3)

This class explores basic production concepts of radio as a medium of communication with a strong emphasis on the creation and production of a variety of audio production program types. The student will have the opportunity to gain “hands-on” equipment experience in the College’s audio production facilities. Prerequisite: COMM 211.

COMM 353 — Introduction to TV Production (3)

This course allows a student to become familiar with both traditional and computer-based studio and location television production techniques. In lab sessions, students will learn the purpose and operation of both analog and digital video equipment, the studio camera and TelePrompTer, the production switcher, the waveform monitor, the vectorscope, the importance and use of color bars, computer based editing and various lighting techniques. Working in a team environment, students will create a visual essay with emphasis on pre-production planning, script writing, production and post production. Prerequisite: COMM 211.

COMM 354 — Advanced Television & Desktop Video (3)

Working in a team environment, students will be expected to function like members of a video production company. They will design productions for “clients” and will write, produce, edit and present both studio and field productions. Students will be instructed in advanced production techniques including: location sound recording, advanced lighting techniques, basic engineering functions; including use of meters and scopes, planning of studio and location shoots. Prerequisite: COMM 353.

COMM 355 — Advanced Video Editing (3)

This is an advanced level video-editing course that puts the student in a broadcast video-editing suite. This course focuses on non-linear digital editing techniques. Students will be taught how to create effective visual essays using state-of-the-art video workstations. Students will incorporate a number of techniques in their final projects including image processing, character generation, visual effects, audio editing and compositing. Prerequisite: COMM 353.

COMM 358 — Digital Video Basics (3)

Students will learn the fundamentals of accepted quality standards in video production. Topics covered in lecture sessions will include lighting techniques, use of various types of microphones for proper sound recording, camera placement and stabilization. Students will learn basic editing on readily available software. In addition, lecture topics will focus on aesthetic and moral issues raised by choices made in presentation material and technique. Lab sessions will include practical, hands-on application of what is learned in the lecture sessions, including both group and individual projects.

COMM 360 — TV Drama (3)

Mass Communications students share experiences with Theatre majors in developing and producing a short “film.” Students will learn a wide variety of techniques from acting for the camera to producing, directing and post-production. A series of exercises from both disciplines will help introduce and refine new skills. Prerequisite: COMM 353.

COMM 361 — Radio & Television Announcing (3)

Principles and techniques employed by the professional radio and television announcer. The student will learn a variety of announcing techniques, including different radio formats, voiceover for television and corporate, industrial and educational productions. Lecture sessions will include information on what vocal approach is appropriate for specific media and occasions. Guest lecturers may visit the class to give a working perspective to the students. Lab sessions will include several production assignments, conducted in group or individually. Students will be given the opportunity to put classroom learning into practice using the College's television and audio production facilities and WRKC, the King's College radio station. Prerequisite: COMM 350.

COMM 362 — Compositing (3)

This course will cover video compositing, a process by which multiple images and graphics are combined to augment the visual impact of video and web presentations. A practical, hands-on class, students will learn the aesthetics of combining images using accepted, professional standards. They will study several different methods of compositing by watching the work of others and evaluating how they arrived at the final product. Prerequisite: COMM 355.

COMM 364 — Broadcast Programming (3)

Investigation and analysis of radio and television programming philosophies, techniques and formats practiced by both the public and commercial broadcasting sectors. Prerequisite: COMM 211.

COMM 365 — Broadcast Management (3)

Administrative principles and procedures as they apply to the radio and television industry. Practical problems of management: staffing, sales, ratings, government regulation, license renewal and engineering requirements will be considered. Prerequisites: COMM 211.

COMM 369 — Multimedia Applications for the Internet (3)

This course introduces the communications professional to the use of audio, video, and graphics for designing Web pages. A variety of industry-standard, creative software applications are used, such as Adobe Photoshop, Dreamweaver, Audition, Fireworks, Flash and iMovie. Emphasis is on design techniques, page composition and navigation. Prerequisites: COMM 211, COMM 233.

COMM 382 — Advanced Photography (3)

Practice and refinement of the techniques introduced in COMM 212. Through the selection of a photographic project, the student is able to broaden his range of black & white photographic competency while learning the practical applications of presenting visual material from other areas of interest. 1 lecture and 2 lab hours. Prerequisite: COMM 212.

COMM 392 — Copywriting and Ad Design I (3)

Students will learn the fundamentals of creative ideation and strategic ad development by working in teams to write and design consistent messages in print, broadcast, outdoor, direct and online media. Prerequisites: COMM 211, COMM 231, COMM 233.

COMM 393 — Copywriting and Ad Design II (3)

This advanced course challenges students interested in copywriting and/or ad design to develop multi-platform, strategically consistent campaigns. Students work in a team

environment to develop professional portfolio pieces for a number of different brands. Prerequisite: COMM 392.

COMM 394 — Media Planning and Buying (3)

The highly specialized task of media planning and buying is examined from a realistic experience as students learn the basics of planning and purchasing media for a specific business within a targeted broadcast market. Working as an advertising agency, students prepare a multimedia marketing presentation and plan for a specific retail business (chosen by the students) within the Northeastern PA marketplace. Prerequisites: COMM 211.

COMM 395 — Viral Advertising Techniques (3)

Students gain a broad understanding of how existing social networks can help a brand meet a number of advertising goals. Students will study and create innovative, viral messages for a range of audiences. Prerequisites: COMM 211.

COMM 396 — Corporate Branding (3)

The power of a strong corporate identity is explored in this design-focused course. Students will apply their understanding of design principles to connect consumers with a company's corporate mission, goals and unique attributes through the use of visual communication. This advanced course is designed to help students enhance their professional portfolio. Prerequisite: COMM 233.

COMM 493 — Senior Seminar in Mass Communications (3)

For this senior level assessment course in Mass Communications, students work in a team environment with a concentration on the various themes that comprise a general study of mass media's impact on the quality of human society. Majors will be required to show superior performance in 1) researching a topic beyond its current level of understanding; 2) presenting said topic within the seminar format; 3) telling a story and critical thinking. Prerequisites: COMM 115, COMM 211, COMM 231, COMM 233, COMM 237, COMM 296, COMM 310.

COMM 495 — Track Capstone (3)

Each track capstone is specifically designed to assess a student's understanding and skills within their track. The journalism, broadcast operations and production, visual communications and advertising capstones marry theoretical principles to practical application with individual or team projects. Prerequisites: Successful completion of required track courses.

COMM 499 — Mass Communications Internship (3)

This requirement of third- and fourth-year majors ensures that they gain practical experience in their area of interest while working with professionals either on- or off-campus. Daily field work with a site supervisor, as well as weekly journals and conferences with a faculty coordinator monitor the achievement of learning objectives. Students must have a G.P.A. of 2.85 to secure an internship off-campus. Prerequisite: COMM 296.

Mathematics

Dr. Joseph Evan, Chairperson

The aim of the Mathematics Department is to provide students with a sound background in both pure and applied Mathematics, while inculcating a respect for objective reasoning, clear ideas, and precise expression (elements which truly characterize a liberal arts education). Our goal is to make students sophisticated in the way they think and in the way they approach problems. This heightened sophistication should extend beyond the boundaries of Mathematics into other areas.

The Mathematics Department provides 1) a thorough undergraduate training in Mathematics for those desiring Mathematical careers in education, research, industry, and government, and 2) courses for those who wish to follow a limited programming Mathematics.

The student majoring in Mathematics receives the Bachelor of Arts degree. Double major and major-minor options are available to students in conjunction with chemistry, computers and information systems, computer science, biology, economics, and other disciplines. Interested students should consult with the department chairperson for specific information.

Education Requirements

MAJOR REQUIREMENTS

(18-19 COURSES — 56-59 CREDITS)

CS 115	Introduction to Computer Science and Programming OR
CIS 116	Visual Basic I (3)
MATH 127	Logic and Axiomatics (3)
MATH 129	Analytic Geometry and Calculus I (4)
MATH 130	Analytic Geometry and Calculus II (4)
MATH 231	Analytic Geometry and Calculus III (4)
MATH 235	Discrete Mathematics (3)
MATH 250	Linear Algebra (4)
MATH 367	Real Analysis I (3)
MATH 425	Abstract Algebra (3)
MATH 490	Junior seminar (1)

In addition, one of the following tracks:

1. Graduate School:

Five MATH elective courses numbered 361 or higher

2. Industry or Government:

MATH 361 Probability and Statistics (3)

MATH 362 Statistics (3)

MATH 363 Mathematical Modeling (3)

MATH 416 Real Analysis II (3)

One additional MATH elective course numbered 361 or higher. Also recommended
CORE 153 (The Principles of economics: Macro economics)
in the CORE sequence.

3. Secondary Teaching:

- MATH 236 College Geometry (3)
 MATH 361 Probability and Statistics (3)
 MATH 362 Statistics (3)

One MATH elective course numbered 363 or higher and required education courses for Teacher Certification

In addition, for each track the following science requirements:

Two of the following

PHYS 111 General Physics I (3) AND

PHYS 112 General Physics II (3)

OR

CHEM 113 General Chemistry I (3) AND

CHEM 114 General Chemistry II (3)

And two cognate courses approved by major advisor.

MATHEMATICS MINOR REQUIREMENTS

(6 COURSES)

One of the following

MATH 127 Logic and Axiomatics (3)

OR

MATH 130 Analytic Geometry and Calculus II (4)

And five (5) MATH elective courses approved by the department chairperson.

MATHEMATICS MINOR WITH A CONCENTRATION IN STATISTICS REQUIREMENTS

(6 COURSES)

One (1) of the following courses:

MATH 124 Probability and Statistics for Education Majors (3)

MATH 126 Introduction to Statistics (3)

MATH 127 Logic and Axiomatics (3)

MATH 128 Introduction to statistics, Data Analysis, and Applications to Life science (4)

And the following five (5) MATH courses

MATH 129 Analytic Geometry and Calculus I (4)

MATH 130 Analytic Geometry and Calculus II (4)

MATH 361 Probability and statistics (3)

MATH 362 Statistics (3) AND

MATH 231 Analytic Geometry and Calculus III (4)

OR

MATH 250 Linear Algebra (4) Course

Course Descriptions**MATH 101 — Theory of Arithmetic (3)**

Procedures of arithmetic computation will be developed using inductive and deductive reasoning. Topics include numeration systems, whole numbers, integers, rational numbers, and number theory. Word problems will be stressed. Prerequisite: CORE 098 Mathematical skills. *Offered Fall semester.*

MATH 102 — Algebra and Geometry (3)

Topics include real numbers and their properties, equations and inequalities, elementary functions and their graphs, polygons, circles, three-dimensional shapes, congruent and similar triangles, the Pythagorean Theorem, perimeter, area, and volume. Word problems will be stressed. Prerequisites: CORE 098 Mathematical skills and MATH 101 Theory of Arithmetic. *Offered Spring semesters.*

MATH 123 — Finite Mathematics (3)

Topics include lines and linear functions; a geometric approach to linear programming; mathematics of finance; sets and counting; elementary probability; probability distributions and statistics. Business applications emphasized. Excel utilized. Prerequisite: CORE 098 Mathematical skills.

MATH 124 — Probability and Statistics for Education Majors (3)

Topics include: measures of central tendency and dispersion, percentiles, the normal distribution, graphical representation of data, probability, and simulations. Course includes use of technology. education applications are emphasized. Prerequisite: CORE 098 Mathematical skills. Closed to Mathematics majors as well as students who have taken or who are currently taking MATH 126, MATH 128, PSYC 335, or SOCS 261.

MATH 125 — Calculus (4)

Topics include: equations and inequalities; polynomial, rational, exponential, logarithmic, and trigonometric functions; limits, continuity; derivatives; graphs; maxima and minima problems; growth and decay problems; antiderivatives; the definite integral; basic integration techniques; area between curves. Biological applications emphasized. Prerequisite: CORE 098 Mathematical skills. Closed to non-freshmen Mathematics majors.

MATH 126 — Introduction to Statistics (3)

Basic methods of data analysis. emphasis on the use of logical reasoning and careful and precise communication in analyzing and presenting statistical data. Topics include displaying data graphically; measures of central tendency; measures of variability; general laws of probability; normal, t, and chisquare distributions; sampling distributions; confidence intervals; hypothesis testing; two way tables; use of statistical software. Prerequisite: CORE 098 Mathematical skills. Closed to students who have taken or who are currently taking MATH 128. *Offered Spring semesters.*

MATH 127 — Logic and Axiomatics (3)

Topics include logic; inductive and deductive reasoning; direct and indirect proofs; proof by counter-example; set theory; axiom systems; consistency and independence of axiom systems; axiom system design. Prerequisite: CORE 098 Mathematical skills. *Offered Fall semesters.*

MATH 128 — Introduction to Statistics, Data Analysis, and Applications to Life Science (4)

Basic methods of data analysis. emphasis on the use of logical reasoning and careful and precise communication in analyzing and presenting statistical data. Topics include displaying data graphically; measures of central tendency; measures of variability; general laws of probability; normal, t, chi-square, and F distributions; sampling distributions; confidence intervals; hypothesis testing; analysis of variance; two-way tables; use of statistical software. Biological applications are emphasized. Three 50-minute lectures and one 75-minute lab per week. Prerequisite: CORE 098 Mathematical skills. Closed to students who have taken or who are currently taking MATH 126. *Offered Fall semesters.*

MATH 129 — Analytic Geometry and Calculus I (4)

The first calculus course in a three-course sequence. Intended primarily for chemistry, computer science, or mathematics majors. Topics include equations; inequalities; analytic geometry; trigonometric functions; an introduction to exponential and logarithmic functions; limits; continuity; derivatives; differentials; maxima and minima problems; graphing techniques; the definite integral. Prerequisite: CORE 098 Mathematical skills. Offered Fall semesters.

MATH 130 — Analytic Geometry and Calculus II (4)

Topics include exponential and logarithmic functions; applications of the definite integral; techniques of integration; improper integrals; indeterminate forms; sequences; series. Prerequisite: MATH 129 or the approval of the department chairperson. Offered Spring semesters.

MATH 220 — Secondary Mathematics Methods (3)

This course deals with educational perspectives, which pertain to the teaching of Mathematics at the secondary level (grades 7 through 12). Topics of discussion include recommendations by the National Council of Teachers of Mathematics (NCTM) regarding instructional methods, state standards for Mathematics curricula, assessment techniques, curricular issues, and the appropriate use of technology in the classroom. Students will be expected to complete a field-based experience. Does not satisfy CORE 120, requirements for Mathematics major or minor, or Pennsylvania Department of education Mathematics requirements for secondary education majors outside of Mathematics. Alternate years.

MATH 231 — Analytic Geometry and Calculus III (4)

Topics include polar coordinates; parametric equations; conics; solid analytic geometry; vectors; partial differentiation; multiple integration; vector fields; line integrals; Green's Theorem. Prerequisite: MATH 130 or the approval of the department chairperson. Offered Fall semesters.

MATH 235 — Discrete Mathematics (3)

Topics include: Mathematical induction, recursion, graph theory, combinatorics, discrete probability, and matrix operations. Prerequisite: MATH 127 and MATH 130. Offered Fall semesters.

MATH 236 — Geometry (3)

An introduction to both euclidean and non-euclidean geometry. Topics include construction; synthetic and coordinate proof; triangles and polygons; circles and spheres; similarity; area and volume. Geometer's sketchpad and historical figures in the history of geometry are emphasized. Prerequisite: Math 127 or approval of the department chairperson. Alternate years: Offered Spring 2010.

MATH 237 — Mathematics for the Physical Sciences I (3)

Topics include calculus beyond MATH 125, an introduction to linear algebra, including: systems of linear equations, matrices, and determinants; differential equations; and use of multivariable functions. The emphasis is on the applications to physical systems. Prerequisite: MATH 125 or the approval of the department chairperson. Offered Fall semester.

MATH 238 — Mathematics for the Physical Sciences II (3)

Topics include calculus beyond MATH 125, linear transformations, eigenvalues and eigenvectors, systems of differential equations, the Laplace transform, and the Fourier transform. The emphasis is on the applications to physical systems. Prerequisite: MATH 237. Offered Spring semesters.

MATH 250 — Linear Algebra (4)

Topics include vector spaces; linear transformations; matrices; systems of linear equations; determinants; eigenvectors and eigenvalues. Computers are used both computationally and graphically. Prerequisite: MATH 127 and MATH 231 or permission of department chairperson. *Offered Spring semesters.*

MATH 361 — Probability and Statistics (3)

Topics include events; laws of probability; discrete and continuous random variables; measures of central tendency; measures of variability; properties of expectation; independence; multivariate distributions; sampling distributions; central limit theorem; large sample statistical inference. Prerequisite: MATH 231 or approval of the department chairperson. *Offered Fall semesters*

MATH 362 — Statistics (3)

Topics include functions of random variables; sampling theory; methods of estimation; properties of estimators; hypothesis testing; correlation and simple linear regression; elementary design of experiments; analysis of variance; analysis of categorical data; non-parametric statistics. Prerequisite: MATH 361. *Offered Spring semesters.*

MATH 363 — Mathematical Modeling (3)

Topics in game theory include: games with perfect information; Nash equilibrium, mixed strategy equilibrium, Bayesian games; games with imperfect information; repeated games. Topics in curve fitting include: curve fitting with polynomials; Hermite method, Lagrange method, least-squares method; interpolation with piecewise polynomial functions; curve fitting with splines; smoothing techniques. Prerequisite: MATH 231 or approval of the department chairperson. *Alternate years.*

MATH 365 — Numerical Analysis (3)

Topics include numerical integration and differentiation; direct and iterative methods for linear systems; numerical solution of linear and nonlinear algebraic equations and eigenvalue problems; numerical solutions for ODE's and PDE's if time permits. Prerequisite: MATH 231 and MATH 250 and one of CS 115 and CIS 116. *Alternate years.*

MATH 367 — Real Analysis I (3)

The first of a two-semester sequence in real analysis. emphasis is on theory and rigor. Topics include limits; continuity; uniform continuity; the intermediate value theorem; mean value theorems; the Heine-Borel theorem; the Bolzano-Weierstrass theorem; nested intervals; the Cauchy criterion; derivatives; differentials; the riemann integral. Prerequisite: MATH 231 and MATH 250 or approval of the department chairperson. *Offered Fall semesters.*

MATH 416 — Real Analysis II (3)

Topics include infinite series; uniform convergence of infinite series and sequences; power series; Maclaurin series; Taylor series; generalized Fourier series; the Sturm-Liouville theorem; the eigenfunction technique for solving partial differential equations. Prerequisite: MATH 367.

MATH 418 — Topology (3)

Elementary definitions, examples, counterexamples, and theorems of point set topology. Emphasis on students presenting proofs in class. Topics include topologies and topological spaces; functions; mappings; homeomorphisms; connected spaces; compact spaces; separation axioms; metric spaces; quotient spaces; product spaces. Prerequisite: MATH 367. 4 hours per week. *Offered alternate years: Offered Spring 2010.*

MATH 420 — Complex Variables (3)

Topics include complex numbers; geometry of the complex plane; functions and mappings; the Cauchy-Riemann equations; harmonic functions; the line integral; the Cauchy integral formula; Laurent series; theory of residues; conformal mapping. Prerequisite: MATH 367. *Offered alternate years.*

MATH 425 — Abstract Algebra (3)

Emphasis on students formulating and testing their own conjectures. Topics include groups; cyclic groups; subgroups; direct products; cosets; normal subgroups; quotient groups; homomorphisms; rings; subrings; ideals; ring homomorphisms; fields. Approval of the department chairperson is required. *Offered Fall semesters.*

MATH 490 — Junior Seminar (1)

Students rework and refine the small axiom system that they designed in MATH 127 (Logic and Axiomatics). The axiom system is then presented to the students and faculty of the Mathematics department during the presentation phase of the seminar. Students are also strongly encouraged to present their systems at local Mathematical Association of America meetings and in other such forums. Prerequisite: MATH 127. *Offered Spring semesters.*

MATH 491 — Topics in Mathematics (3)

A special studies course. Past topics have included number theory; transfinite theory; probability theory; partial differential equations; problems in applied Mathematics. Lebesgue integration and measure theory; calculus on manifolds; linear programming; advanced linear algebra; Mathematical modeling. Approval of the department chairperson is required.

MATH 497 — Independent Study in Mathematics (3)

Advanced work in areas of Mathematics under the supervision of a Department Mentor. *Open to Junior and Senior MATH majors. Approval of the department chairperson is required.*

Neuroscience

The Neuroscience major at King's College emphasizes a collaborative and interdisciplinary approach to understanding the complex neural mechanisms involved in the control of human or animal behavior. The major provides students with a broadly based yet integrated education focused on the relationship between behavior and biology at multiple levels. The Neuroscience major requires courses in introductory biology, chemistry, psychology, organic chemistry, statistics, and a survey of neuroscience. Students then select a number of more advanced psychology and biology courses as electives, allowing them to focus on the area of neuroscience that is of most interest. Students receive laboratory experience to help them develop scientific process skills (i.e., critical thinking, and writing). All students engage in original research under the supervision of a faculty member. Students completing the major will have an interdisciplinary scientific background from which to pursue their individual interests in the neurosciences.

The Neuroscience major is recommended for students who are considering postgraduate careers in neurobiology, neuroscience, experimental psychology, pharmaceutical research, and medicine. A minor in Neuroscience is available for those students with a primary interest in biology, psychology, or other related disciplines, and who are interested in an introduction to the neural substrates of both normal and abnormal patterns of behavior. Education Requirements

Education Requirements

MAJOR REQUIREMENTS

(20 COURSES — 66-72 CREDITS)

CORE 154	Psychology (3)
BIOL 111	General Biology I (4)
BIOL 112	General Biology II (4)
CHEM 113	General Chemistry I (4)
CHEM 114	General Chemistry II (4)
CHEM 241	Organic Chemistry I (4)
CHEM 242	Organic Chemistry II (4)
MATH 125	Calculus (4)
MATH 128	Introduction to Statistics, Data Analysis, and Applications to Life Science (4)
NEUR 211	Neuroscience I (3)
NEUR 212	Neuroscience II (3)
NEUR 310	Research Methods in Neuroscience (3)
NEUR 480	Senior Seminar (3)

In addition to the major sequence requirements, a Neuroscience Major must also complete six elective courses from the following list:

BIOL 221	Anatomy and Physiology I (4)
BIOL 222	Anatomy and Physiology II (4)
BIOL 223	Genetics (4)
BIOL 224	Biochemistry (4)

BIOL 326I	Immunology (4)
BIOL 336	Cell Biology (4)
BIOL 447	Physiology (4)
BIOL 448	MicroBiology (4)
BIOL 450	Molecular Genetics: DNA Science (4)
BIOL 451	Molecular Genetics: RNA Science (4)
NEUR 341	Neuroanatomy (3)
NEUR 342	Drugs and Behavior (3)
NEUR 343	Hormones and Behavior (3)
NEUR 345	Biology of Mental Illness (3)
NEUR 346	Psychopharmacology (3)
NEUR 348	Sensation and Perception (3)
NEUR 349	Animal Behavior (4)
NEUR 390	Special Topics in Neuroscience (3)
NEUR 490	Neuroscience Research (3)
PSYC 339	Theories of Learning (3)
PSYC 351	Psychopathology (3)
PHYS 111	General Physics I (4)
PHYS 112	General Physics II (4)

In preparation for graduate or professional school, Pre-Healing Arts students should complete the two-semester sequence in Physics.

MINOR REQUIREMENTS

BIOL 111	General Biology I (4)
BIOL 112	General Biology II (4) OR
CHEM 113	General Chemistry I (4)
CHEM 114	General Chemistry II (4) AND
NEUR 211	Neuroscience I (3)
NEUR 212	Neuroscience II (3)

One Neuroscience elective and one additional elective from Natural Science.

Course Descriptions

NEUR 211 — Neuroscience I (3)

Introduction to the Biological basis of behavior. Emphasis is placed on an understanding of the neural substrates that underlie human behavior. Topics include neuroanatomy and neural communication; alterations in neurochemistry due to drug interactions; sensation and perception; movement and disorders of movement; Biology of mood disorders, schizophrenia, and autism.

NEUR 212 — Neuroscience II (3)

Topics include regulations of internal body states; hormones and behavior; emotional behavior and stress; neural substrates of learning and memory, including pathologies associated with dementia; Biological basis of language; introduction to human neuropsychology. This course includes the Neuroscience Program's sophomore/junior diagnostic project. Students will present a written and oral report on an area of nervous system pathology. Prerequisite: NEUR 211.

NEUR 300 — Research Experience (1 to 3)

An opportunity for a student to engage in faculty-directed research in Neuroscience. Sophomore standing required and permission of a supervising department faculty member are required for the full 3-credit option. Students who have not obtained junior status may earn 1 or 2 credits. Each credit hour represents a three-hour commitment per week. Prerequisite/co-requisite: NEUR 211

NEUR 310 — Research Methods in Neuroscience (3)

This course is designed to familiarize the student with current research methods in Neuroscience as a preliminary step in designing an individual research project. Emphasis will be placed on experimental design, data collection and analysis of results, and the use of APA format in reporting research. Students will choose an area of investigation, complete a literature review of the topic, and design a research project to be completed in the final semester of their senior year. To be taken in the fall semester of the senior year.

NEUR 341 — Neuroanatomy (3)

The neuroanatomy course provides a broad overview of the structure and function of the central nervous system, with a principal focus on issues relevant to clinical neurology. Students will learn to identify the major features of the brain and spinal cord and to understand the structural and functional relationships between these structures and to apply this knowledge to the clinical situation.

NEUR 342 — Drugs and Behavior (3)

Drug abuse is our nation's number one health and social problem. In this course, we will examine the use and abuse of drugs from many perspectives: social, legal, medical, pharmacological and psychological. Beginning with a basic coverage of how the brain controls behavior, we will look at how drugs interact with the brain to have such powerful effects on behavior. Topics will include the medical use of drugs (including over-the-counter and psychotherapeutic drugs), the illegal abuse of drugs like heroin and cocaine, and the use and abuse of non-drugs like caffeine, nicotine and alcohol. *Cross-listed as PSYC 342.*

NEUR 345 — Biology of Mental Illness (3)

This course is designed to give the student an understanding of the various theories that focus on the biological causes of a number of mental illnesses including: major depression, bipolar disorder, anxiety disorders, and schizophrenia. A major part of the course will be focused on how the current medications work and what we can learn about the possible cause of the illness based on this information. *Cross-listed as PSYC 345.*

NEUR 346 — Psychopharmacology (3)

This course surveys what is currently known about the neurobiology of psychiatric disorders and the use of psychoactive drugs to treat them. Starting with the basics of the brain/behavior relationship and principles of pharmacology, we will cover the symptoms and treatment of the affective disorders, anxiety disorders and the schizophrenias, among others. Also included will be the psychological aspects and pharmacotherapy of the neurodegenerative disorders like Parkinson's disease, Huntington's chorea and Alzheimer's disease. *Cross-listed as PSYC 346.*

NEUR 348 — Sensation and Perception (3)

This course deals with how we construct a conception of physical reality from sensory experience. While the primary focus will be on vision and hearing, the chemical senses (taste and smell) the somatosenses (touch, temperature and vibration) will also be ad-

dressed. We will cover the anatomy and physiology of the various sensory receptors, the neural mechanisms of sensation, sensory representation in the brain, as well as the phenomenological experience of perception. Topics will include the ways in which illusions can fool our senses and what they tell us about how our sensory systems work. *Cross-listed as PSYC 348.*

NEUR 349 — Animal Behavior (4)

The study of behavior has become complex, requiring knowledge in more than one discipline. In this class students will learn about animal behavior from a physiological, developmental, functional, and evolutionary perspective. Areas of concentration will include behavioral genetics, communication, behavioral endocrinology, altruism, neurobiology, social behavior, sexual behavior, parental care, and human behavior. Lab activities will include both laboratory study and field work. *Cross-listed as BIOL 349 and PSYC 349.*

NEUR 390 — Special Topics in Neuroscience (3)

A course offered periodically, in an area of expertise by a member of the Neuroscience faculty. The course will concentrate on a topical area such as the neural substrates of learning and memory, neurodegenerative disorders, and neuropsychology. Junior standing. Prerequisite: NEUR 212.

NEUR 395 — Supervised Readings (3)

A course designed for students who want to review psychological literature in an area of their choice, under the supervision of a neuroscience faculty member. Generally, this will allow students to either become more familiar with an area covered in existing courses; or explore fields of neuroscience that are not part of existing curricula. This course is not designed as a substitute for taking of existing courses in the regular manner. Pass/Fail option may be required at the discretion of the instructor. Prerequisites: Junior standing and 12 credits in Neuroscience or permission of the department.

NEUR 430 — Independent Research (3)

An opportunity for a student to engage in independent research in a specific area of Neuroscience. Junior or senior status required, and permission of a supervising department faculty member. Prerequisites: NEUR 212.

NEUR 480 — Senior Seminar (3)

The senior seminar is the Neuroscience Program's Senior integrated Assessment course. Students will engage in original research in a specific area of Neuroscience. The research project will be under the direction of a faculty member, and will include a written thesis and oral presentation. *To be taken in the spring semester of the senior year.*

NEUR 490 — Advanced Neuroscience Research (3)

Students will engage in research under the direction of a faculty member, and will include a thesis and oral presentation. *Normally taken in the spring semester of the junior year or in the senior year.*

NEUR 499 — Neuroscience Internship

Approval of the psychology department chair is required. A minimum G.P.A. of 2.40 is required.

Philosophy

Dr. Gregory Bassham, Chairperson

Philosophy as an academic discipline is nothing less than a thorough systematic attempt to understand who we are, what we know of ourselves, and what we can hope to become. Thus, the study of philosophy is an exploration of basic insights into fundamental truths about the human condition.

Students who are drawn to philosophy are typically individuals who wish to build a more solid foundation upon which to base their thinking. They are not satisfied with simplistic answers to fundamental questions and they prefer to explore challenging questions about basic beliefs that play a central role in their lives.

Although philosophy is certainly a discipline that is worthy of study for its own sake, the unprejudiced, critical habit of mind that this discipline imparts has important practical consequences. It meets the demand in the various professions such as business, government, law, and theology for men and women, who have been exposed to a careful scrutiny of conflicting ideals and world views; AND who, through their training in critical thinking and analysis, can provide better, more thoughtful solutions to the many problems facing our contemporary world.

Education Requirements

MAJOR REQUIREMENTS

(10 COURSES — 30 CREDITS)

Three of the following:

- CORE 280 Introduction to Philosophy (3) AND
- CORE 281 Introduction to Logic (3) AND
- CORE 286 Ethics and the Good Life (3) or
- Honors 280 Philosophy I (3) AND
- Honors 281 Philosophy II (3) AND
- CORE 281 Introduction to Logic (3)

Plus each of the following:

- PHIL 351 Ancient and Medieval Philosophy (3)
- PHIL 352 Modern Philosophy (3)
- PHIL 473 Metaphysics (3)
- PHIL 477 Philosophy of Knowledge (3)
- PHIL 490 Senior Seminar (3)
- Plus six (6) additional philosophy credits

MINOR REQUIREMENTS

(6 COURSES — 18 CREDITS)

CORE 280 (3) and least one other course in the 280 series or Honors 280 and Honors 281

One of the following:

- PHIL 351 Ancient and Medieval Philosophy (3)
- PHIL 352 Modern Philosophy (3)

One of the following:

- PHIL 473 Metaphysics (3)
- PHIL 477 Philosophy of Knowledge (3)
- Six (6) additional philosophy credits

Course Descriptions

PHIL 351 — Ancient and Medieval Philosophy (3)

An historical survey of the key thinkers in the Western philosophical tradition from Thales, the first Western philosopher, to William of Ockham, a late medieval philosopher.

PHIL 352 — Modern Philosophy (3)

An historical survey of the key thinkers in the Western philosophical tradition from Descartes, the founder of modern philosophy, to Nietzsche.

PHIL 361 — Existentialism and Phenomenology (3)

This course is a historical survey of existentialism and enomenology. The focus will be on existentialism, with our study of phenomenology providing the background for existentialism. In particular we shall focus on the thought of four existential philosophers: Kierkegaard, Nietzsche, Heidegger. We shall supplement our study of existential philosophy with discussion of existential novels by Camus, Tolstoy, and Dostoevsky. In exploring the thought of the existentialists we shall address such questions as: What is authentic human existence? Is God dead? Is there any ground for ethical judgments? Are human beings free? How should one face death?

PHIL 371 — American Philosophy (3)

A survey of the chief philosophical movements in the United States and the individual thinkers associated with them. Pragmatism, Transcendentalism, the Idealist Tradition, realism and turalism, AND the Philosophy of Science are stressed. The following thinkers receive special emphasis: Peirce, James, Dewey, Mead, Emerson, Royce, Santayana, Buchler, Nagel, Putnam, Goodman and Rorty.

PHIL 373 — Contemporary Continental Philosophy (3)

A survey of the major movements AND figures in twentieth-century continental philosophy. Among the major figures treated are Kierkegaard, Nietzsche, Husserl, Sartre, Jaspers, Merleau-Ponty, and Derrida.

PHIL 470 — Ethics AND Values Seminar (3)

Seminar which considers current issues in ethics and values with particular emphasis on how they relate to public and professional life. *Cross-listed as THEO 470.*

PHIL 471 — Philosophy of Science (3)

An introduction to the fundamental issues encountered in the attempt to understand the nature and significance of the scientific enterprise, through a historical survey of its most influential theories and methods. Topics include the origins of science, ancient science, the Copernican revolution, the experimental and thematical methods, the Darwinian revolution, and the rise of the social sciences.

PHIL 472 — Philosophy of Art (3)

Aesthetics is the branch of philosophy that studies the nature of the beauty and art and the human experience of beauty and art. Questions considered include: What is art? What difference is there between high art and popular cultural art? What is an artist? What role

should artistic intention play in the interpretation and evaluation of artworks? What is beauty? Is beauty in the eye of the beholder, differing with the individual and the culture, or are there universal standards by which to judge beauty? Why and how do we react emotionally to art AND beauty? Areas of art AND beauty to consider include: painting, sculpture, music, literature, film, food, jokes, nature, and the human form. The questions of aesthetics are grounded in the work of classic philosophers such as Plato, Aristotle, Kant, and Nietzsche. Contemporary philosophers continuing the dialogue in aesthetics include Carroll, Cohen, Danto, Dicckie, Kivy, Korsmeyer, Levinson, and Walton.

PHIL 473 — Metaphysics (3)

An introduction to the nature of existence, this course presents a critical, rational study of the different kinds of being and the various ways in which an entity may be said meaningfully to exist. Topics include the nature of ideas and their relation to the external world, the nature of space and time, freedom of the will, the existence AND nature of the Supreme Being, and the question of immortality AND the afterlife. underlying these studies is an attempt to fathom the ultimate meaning and purpose of the cosmos and the place of humanity in the cosmos.

PHIL 474 — Philosophy of Law (3)

An introduction to the philosophy of law designed to introduce students to central philosophical problems in the law, primarily through the reading of constitutional cases. Topics include legal reasoning, freedom of speech, freedom of religion, privacy, racial and gender discrimination, the nature and justification of punishment, the death penalty, and legal ethics.

PHIL 477 — Philosophy of Knowledge (3)

An introduction to epistemology. Topics include: What is knowledge? How do we know? What is the role of experience in knowing AND what is the role of pure reasoning? When is a belief rationally justified or warranted? Can we know anything? In this course, we address these questions from both a historical and a contemporary perspective.

PHIL 478 — Philosophy of Religion (3)

An introduction to the philosophy of religion. Topics include the existence and nature of God, the problem of evil, the relationship between faith and reason, life after death, miracles, and the relation of God to morality.

PHIL 481 — Topics in Philosophy (3-6)

Philosophical issues or topics in philosophy pursued in an independent but directed way as suggested by a department faculty member. *Open to junior and senior majors AND minors as well as to non-philosophy students by special permission of the Department Chairperson. Available every semester on a tutorial basis.*

PHIL 490 — Senior Seminar (3)

A course intended to provide Philosophy majors with a culminating and integrative capstone of their major field of study through advanced study of a particular philosophical topic or theme. Students will research, write, and present to the Philosophy department faculty a major paper that demonstrates a senior-level mastery of philosophical issues AND methodologies as well as competence in the transferable skills of liberal learning. The topic will vary from year to year. *To be taken in the senior year. Offered spring semester only.*

Physician Assistant

Dr. Frances Feudale, Program Director

A Physician Assistant is a dependent mid-level health professional licensed by the state to practice medicine as delegated by and under the supervision of a physician. As a part of their responsibilities, physician assistants perform physical exams, diagnose illnesses, develop and carry out treatment plans, order and interpret lab tests, assist in surgery, provide patient education and in most states, prescribe medications. PA's are employed in virtually all types of health care settings including private offices, clinics, and hospitals. PA's can practice in almost any field of medicine including family practice, surgery, pediatrics, psychiatry and orthopedics to name just a few.

The King's College Department of Physician Assistant Studies has over 25 years of experience in preparing students for the PA profession and provides sophisticated didactic and clinical training in all areas of general medicine. King's College has graduated over 800 Physician Assistants who practice throughout the country in all areas of medicine.

The Five-Year BS/MS Program

The five-year BS/MS program is an accelerated and challenging program for students entering King's College as a first semester freshman only. It is composed of two parts: a three-year pre-professional phase and a two-year professional phase. For the first three years, students follow a prescribed academic sequence consisting of liberal arts and preparatory science prerequisites needed for the professional phase of the program. All courses must be successfully completed by the end of the third year in order to enter the professional phase.

Throughout the first three years at King's, a pre-professional phase student must meet or exceed the "Progression Criteria" for the major. Students are given a full copy of the "Progression Criteria" during advisement. A summary of these requirements is as follows:

GPA REQUIREMENTS:

<i>Year</i>	<i>Minimum Cum G.P.A.</i>	<i>Minimum Cum Science G.P.A.</i>
Freshman	2.85	2.85
Sophomore	3.0	3.0
Junior	3.0	3.0

A grade of less than a C- (1.75) in any course will exclude the student from the 5-year BS/MS program.

Students must also complete a minimum of 500 hours of "Clinical Experience Hours", the majority of which must be direct patient care before entering the professional phase. It is strongly recommended that some of these hours be spent shadowing a physician assistant. Students will receive more information regarding the "Clinical Experience Hours" during their initial meeting with their academic advisors.

After successful completion of the first three years, students enter the professional phase of the program (see The Professional Phase Years 4 and 5 for more information).

Two-year Master's Program for applicants with a Bachelor's Degree

Applicants who possess a bachelor's degree or higher from any institution may apply to the professional phase of the program. A candidate may receive an interview if they meet the academic prerequisites and selection requirements as outlined below.

1. All candidates must have a minimum cumulative G.P.A. of at least 3.0 and a minimum cumulative science G.P.A. of 3.0.
2. All candidates must have taken: anatomy and physiology (8 credits), general science/ biology (8 credits), chemistry (8 credits), and microbiology (4 credits).
3. All candidates must have completed 500 hours of "Clinical Experience Hours" (voluntary or paid), the majority of which must be direct hands-on experience. It is strongly recommended that some of these hours be spent shadowing a physician assistant.
4. If English is not your native language, you must take the TOEFL exam. You need to achieve a 90% proficiency in that exam. If you have a degree from an English-speaking college or university, you do not need to take the TOEFL exam.

Minimum TOEFL Scores needed to apply:

Internet-based Test minimum of 108/120

Computer based Test minimum of 270/300 and a 5.5 on the essay

Paper-based Test minimum of 610/677

Test information may be obtained from ETS, Princeton, New Jersey 08540, or by calling (609) 771-7100.

5. International graduates must have their transcripts evaluated by an accredited education service.
6. It is the responsibility of the applicant to inquire as to the completeness of his/her application.

Qualified applicants must make application through CASPA (Centralized Application Service for Physician Assistants)

CASPA

P.O. Box 70958

Chevy Chase, MD 20813-0958

(240) 497-1895

www.caspaonline.org

Deadline for applications: December 1st

Early application is encouraged to ensure that applications are complete with CASPA by the deadline. Applications will be reviewed and interviews will be conducted January through March.

The Professional Phase (Years 4 and 5)

The professional phase is full-time only and a total of 24 months in duration, beginning with 10.5 months of didactic instruction in all areas of medicine. Direct patient encounters begin early and are greatly expanded during the final 13.5 months of clinical rotations. The full-time program faculty, along with clinical adjunct faculty, including physicians, physician assistants, pharmacists, and other health care professionals, present the curriculum and monitor the students' clinical experiences. Students

in the professional phase (year 4) must earn no less than 80% (2.5 or “C+”) in each didactic module and achieve a minimum cumulative G.P.A. of 3.0 (87% or “B”)*. Pre-professional grades are not included in this calculation. Students must maintain this minimum G.P.A. throughout the professional program.

The clinical phase of the program consists of 6 six-week mandatory rotations in the following areas: Emergency Medicine, Women’s Health, Pediatrics, Psychiatry, Surgery and Internal Medicine. There is also one six-week elective rotation. Students may choose from a wide variety of electives provided by the program or students may arrange their own elective. In order to provide a well-rounded clinical experience, all students will be scheduled for some rotations “away” from the Wilkes-Barre area. The program offers a variety of “away” rotation sites where students may be scheduled. Students are also encouraged to arrange their own “away” rotations. Students will have clinical rotations in various settings such as private clinics, community hospitals, rural health centers and teaching institutions.

Students conclude their clinical year with a three and a half month primary care preceptorship. Once again, the program can provide students with preceptor sites or students may arrange their own preceptorship. Approval of student requests for the elective rotation, “away” rotations and the preceptorship is NOT automatically guaranteed. Students must maintain a 3.0 G.P.A. (87% or “B”) for each clinical rotation, their preceptorship and their master’s project in order to remain in good standing during the clinical year and graduate*.

**Note: the professional phase grading scale deviates from the traditional undergraduate grading scale.*

Degrees Awarded

Upon successful completion of the first four years of the five year program, students receive a Bachelor of Science Degree in Medical Studies with a minor in Biology. After successful completion of the two-year Professional Program, students will be awarded a Master of Science Degree in Physician Assistant Studies (MSPAS) and will be eligible to take the National Board examination for certification as a Physician Assistant.

Experiential Learning Credits and the Professional Phase of the PA Program

The professional program does not allow for exemption from courses, clinical skills, laboratories, or clinical education regardless of prior experience, degree or credential. All aspects of the program are required for graduation.

Major Requirements

PRE-PROFESSIONAL PHASE (YEARS 1-3)

Admission and course requirements may be subject to change at the discretion of King’s College.

(36 COURSES — 155 CREDITS)

BIOL 111	General Biology with Lab (4)
BIOL 112	General Biology with Lab (4)
BIOL 214	Microbiology with Lab (4)
BIOL 221	Anatomy and Physiology I with Lab (4)

BIOL 222	Anatomy and Physiology II with Lab (4)
BIOL 223	Genetics with Lab (4)
BIOL 224	Biochemistry with Lab (4)
BIOL 326	Immunology with Lab (4)
BIOL 341	Topics in Pathophysiology (3)
CHEM 113	General Chemistry I (4)
CHEM 114	General Chemistry II (4)
CHEM 241	Organic Chemistry with Lab (4)
NEUR 211	Neuroscience I (3)
NEUR 342	Drugs and Behavior (3)
MATH 126	Introduction to Statistics and Data Analysis (3)

Students must also complete all Core requirements during this time.

PROFESSIONAL (DIDACTIC) PHASE (YEAR 4)

PA 451	Physical Diagnosis I (3)
PA 553	Clinical Medicine I (4)
PA 454	Clinical Medicine II (5)
PA 564	Specialty Medicine I (5)
PA 473	Diagnostic Methods I (3)
PA 474	Diagnostic Methods II (5)
PA 475	Behavioral Sciences I (2)
PA 476	Behavioral Sciences II (3)
PA 581	Basic Medical Science I (5)
PA 582	Basic Medical Science II (3)
PA 500	Specialty Medicine II (4)
PA 510	Medical Research (2)

PROFESSIONAL (CLINICAL) PHASE (YEAR 5)

PA 511	Clinical Rotation I (6)
PA 515	Clinical Rotation II (6)
PA 520	Clinical Rotation III (7)
PA 525	Clinical Rotation IV (7)
PA 530	Clinical Rotation V (7)
PA 535	Clinical Rotation VI (7)
PA 540	Clinical Rotation VII (4)
PA 545	Primary Care Preceptorship (8)
PA 554	Masters Project (4)

The Clinical Phase of the Program consists of seven 6-week rotations in the following areas:

- Emergency Medicine
- Internal Medicine
- Women's Health
- Pediatrics
- Psychiatry
- General Surgery
- Elective

The Preceptorship is 3.5 months in duration and is spent in Primary Care (General Medicine).

Summer Session Prior to Admission into the Professional Phase: MEDICAL TERMINOLOGY (INDEPENDENT COURSE)

A self-study learning module on medical terms and vocabulary for prospective PA students. Students are required to complete the programmed text prior to the beginning of the fall semester of the professional phase. This course grade is calculated into the Anatomy & Physiology module grade for the fall semester.

PROFESSIONAL (DIDACTIC) PHASE

PA 451 — Physical Diagnosis I

Students are taught how to elicit and properly record a complete medical history. Students are then taught how to perform a complete physical examination and how to integrate and interpret findings in such a way that they may determine the next diagnostic and therapeutic step. Communication skills and professionalism are also addressed.

PA 553 — Clinical Medicine I

A comprehensive study of diseases with emphasis on etiology, pathophysiology, signs and symptoms, diagnostic procedures, and therapeutic measures involved in treating medical conditions. Topics include EENT, Dermatology, OB/GYN, etc.

PA 473 — Diagnostic Methods I

Students are instructed how to order and interpret diagnostic tests used in evaluating medical problems. During the fall semester both laboratory medicine and medical imaging are explored.

PA 475 — Behavioral Sciences I

Students are exposed to many facets of behavioral sciences as they relate to medicine. Areas explored are, medical ethics and Psychiatry.

PA 581 — Basic Medical Science I

This course is encompassing topics that are essential aspects to the practice of medicine. Areas of study include medical pharmacology, human anatomy and physiology, and medical anthropology and diversity.

PA 454 — Clinical Medicine II

A continuation of Clinical Medicine I. Topics include pediatrics, endocrine, neurology and cadaver lab.

PA 564 — Specialty Medicine I

Emphasis is on the etiology, pathophysiology, and clinical signs and symptoms of disease in medical subspecialty areas. Topics include pulmonology, urology, gastroenterology and cardiology.

PA 474 — Diagnostic Methods II

This course is a continuation of Diagnostic Methods I including electro-cardiology and the completion of the physical assessment.

PA 482 — Basic Medical Sciences II

A continuation of Basic Medical Sciences I with the addition of infectious disease and Pharmacology II.

PA 500 — Specialty Medicine II

A continuation of Specialty Medicine I with topics such as emergency medicine, surgery, cardiology II, orthopedics and OSCEs.

PA 510 — Research Methodology

Students are taught the basic methodologies related to research and how to critically evaluate medical literature. Students will also learn the basic principles of evidence-based medicine and how to utilize current medical research to justify the treatment of medical conditions.

Professional (Clinical) Phase**CLINICAL ROTATIONS AND PRECEPTORSHIP**

PA 511	Clinical Rotation I (6)
PA 515	Clinical Rotation II (6)
PA 520	Clinical Rotation III (7)
PA 525	Clinical Rotation IV (7)
PA 530	Clinical Rotation V (7)
PA 535	Clinical Rotation VI (7)
PA 540	Clinical Rotation VII (4)
PA 545	Primary Care Preceptorship (8)
PA 554	Masters Project (4)
PA 554	Master's Research Project

Students will select a medical topic or case of interest and perform extensive research on that topic or patient.

The King's College Department of Physician Assistant Studies is fully accredited by the ARC-PA (Accreditation Review Commission on Education for the Physician Assistants). The King's College Department of Physician Assistant Studies complies with federal, state and university guidelines regarding applicants with disabilities.

FBI Background Checks and Child Abuse Security Clearance

All PA students are required to have a federal background check prior to starting the program. All physician assistant students must be fingerprinted for FBI Background Clearance, at the student's expense, prior to the first day of classes.

Students must complete and submit, at the student's expense, a Pennsylvania Child Abuse History Clearance Form prior to starting the program. The program will supply the student with this form which must be filed and cleared with the Children and Abuse Registry, Department of Public Welfare, in Harrisburg, Pennsylvania.

A student who does not have a clear check may be denied access to hospitals and/or clinical rotations. This may affect their ability to complete the program. A check which is not clear may also affect one's ability to sit for the PANCE examination, obtain professional licenses or institutional privileges. FBI background checks and The Child Abuse History Clearance Form check must be maintained on a yearly basis. In an attempt to schedule clinical rotations, any information found on these checks will be disclosed to the clinical facilities and preceptors. Background checks which reveal a felony offense may result in denial of admission and/or dismissal from the program.

Immunization Policy for the Department of Physician Assistant Studies during the Professional Phase

The Department of Physician Assistant Studies requires all students to be in compliance of our immunization policy prior to admission to the professional program. Full details of this policy are provided at freshman advisement.

Physics

Dr. Frederick C. Sauls, Chairperson

The Department of Chemistry and Physics offers a sequence of courses leading to a minor in Physics. The minor is particularly helpful to a major in chemistry, biology or mathematics to deepen the student's understanding of his or her chosen field. Other majors will find it relevant as well because knowledge in physics - an understanding of the fundamental laws of the universe, the methods we use to determine and test those laws, and the application of those laws to technology - necessarily affect many other fields of knowledge. However, the study of physics is important and inspiring in its own right. For non-science majors, the department offers a selection of Core courses which do not require an extensive background in mathematics.

Education Requirements

MINOR REQUIREMENTS

(9 COURSES — 32-34 CREDITS)

PHYS 111 General Physics I (4)

PHYS 112 General Physics II (4)

PHYS 231 Modern Physics (4)

Three PHYS elective courses numbered 233 or higher (6-8).

Three credits of physics research may be substituted for one of these courses.

One of the following mathematics sequences:

MATH 129 Analytic Geometry and Calculus I (4)

MATH 130 Analytic Geometry and Calculus II (4)

MATH 231 Analytic Geometry and Calculus III (4)

OR

MATH 125 Calculus (4)

MATH 237 Mathematics for the Physical Sciences I (3)

MATH 238 Mathematics for the Physical Sciences II (3)

Course Descriptions

PHYS 100 — Physical Science for Elementary Education Majors (3)

An introduction to the scientific method and some major topics in physics including forces and motion, energy, gravity, electricity and magnetism, thermodynamics, and optics. Hands-on activities and projects are an important part of this course which aims to prepare future educators to bring science activities into their classrooms. 3 lecture and 1 problem hour.

PHYS 108 — Applied Biophysics (4)

Introductory physics designed specifically for ATEP majors and is relevant to the experiences and activities of the sports medicine professional. The course is designed to increase understanding of motion and function of the human body and therapeutic techniques used when the body is not moving or functioning well. 4 lecture hours and 3 laboratory hours.

PHYS 111 — General Physics I (4)

Classical Physics: Mechanics and heat. This first semester of a two-semester sequence is a calculus-based introduction to the laws of motion of Galileo and Newton, the fundamentals of energy, gravitation, and orbital motion. Prerequisite or Co-requisite: MATH 121, 125, or 129 or permission of the instructor. 3 lecture hours, 1 problem hour and 3 laboratory hours.

PHYS 112 — General Physics II (4)

Classical Physics: Waves, electromagnetism, electric circuits, optics; introduction to modern physics. Prerequisite: PHYS 111 or permission of the instructor. 3 lecture hours, 1 problem hour, and 3 laboratory hours.

PHYS 197 — Early Research Experience in Physics (0-1)

An introduction to physics research under the supervision of a department faculty member. A written report is required. Freshmen may begin 1 research if they earn at least a B+ in PHYS 111 and B in CHEM 111L. *Permission of the faculty member and the department chair is required.*

PHYS 231 — Modern Physics (4)

Introduction to modern physics: special relativity, quantum physics, waves and particles, and atomic and nuclear physics. Prerequisites: MATH 130 and PHYS 112 or permission of the department. 3 lecture-recitation hours and 3 laboratory hours.

PHYS 233 — Electronics (4)

Introduction to basic electronic circuits and devices, with a major emphasis on solid state circuitry. Topics include AC-DC circuits and electrical measuring devices, power supplies, amplifiers, oscillators, operational amplifiers and switching and timing devices. Prerequisite: PHYS 112 or permission of department. 3 lecture-recitation hours and 3 laboratory hours.

PHYS 240 — Classical Mechanics (3)

Principles of Newtonian, Lagrangian, and Hamiltonian mechanics of particles with applications to vibrations, rotations, orbital motion, and collisions. Prerequisite: MATH 237 and PHYS 112 or permission of the department. 3 lecture-recitation hours.

PHYS 271 — Electricity and Magnetism I (4)

Electrostatics, steady-state magnetic field, electrical and magnetic properties of matter, Maxwell's equations, boundary-value problems, and wave propagation. Prerequisite: MATH 238 and PHYS 231 or permission of the department. 3 lecture-recitation hours and 3 laboratory hours.

PHYS 272 — Electricity and Magnetism II (4)

Electromagnetic wave propagation in media, wave guides, dipole radiation, electrodynamics of charged particles, special theory of relativity, and special topics. Prerequisite: PHYS 271. 3 lecture-recitation hours and 3 laboratory hours.

PHYS 285 — Fundamental Astrophysics (3)

Introduction to orbital mechanics, astrophysical processes in stellar atmospheres and interiors, stellar evolution and the interstellar medium, black holes, galactic structure, active galaxies, and quasars. Prerequisite: PHYS 112 or permission of the department. 3 lecture-recitation hours.

PHYS 290 — Special Topics (3)

A sophomore level forum for a variety of current topics in physics. Students will be expected to supplement the traditional classroom work with additional research material in order to become familiar with the selected topic. As this course is offered to those students pursuing a minor in physics, the topics can be chosen to augment several major programs depending upon demand. *Permission of the department chairperson is required.*

PHYS 296, 297 — Physics Research I, II (0-2, 0-2)

Research into a problem of current physics interest under the supervision of a department member. A written report is required. Sophomores may participate if they have a 3.400 G.P.A. in their physics courses and an overall G.P.A. of 3.000. *Permission of the faculty member and the department chair is required.*

PHYS 320 — Advanced Laboratory in Physics (2)

Experiments in classical and modern physics. Prerequisite: PHYS 231 and MATH 231 or permission of department. 6 laboratory hours per week.

PHYS 340 — Optics (4)

Geometrical and physical optics: theory of lens systems, aberrations, apertures, interference, diffraction, polarization. Prerequisite: MATH 237 and PHYS 112. 3 lecture-recitation hours and 3 laboratory hours.

PHYS 350 — Thermodynamics and Statistical Mechanics (3)

Classical thermodynamics, zeroth, first, second and third law of thermodynamics and their applications (law of mass action, heat engines, refrigerators, heat pumps, etc.), kinetic gas theory, and introduction to statistical mechanics. Prerequisites: MATH 231 and PHYS 231 or permission of department.

PHYS 390 — Special Topics (3)

A junior level forum for a variety of current topics in physics. Students will be expected to supplement the traditional classroom work with additional research material in order to become familiar with the selected topic. As this course is offered to those students pursuing a minor in physics, the topics can be chosen to augment several major programs depending upon demand. *Permission of the department chairperson is required.*

PHYS 396, 397 — Physics Research I, II (0-2, 0-2)

Research into a problem of current physics interest under the supervision of a department member. A written report is required. Juniors may participate if they have a 3.400 G.P.A. in their physics courses and an overall G.P.A. of 3.000. *Permission of the faculty member and the department chair is required.*

PHYS 410 — Solid State Physics (3)

Topics will include: crystal structure, wave propagation, mechanical, thermal and electromagnetic properties, free electron theory, band theory and Brillouin Zones, imperfections in solids and applications (e.g., semiconductors, transistors, superconductivity). Prerequisite: PHYS 231 or permission of instructor.

PHYS 440 — Quantum Mechanics (3)

Topics include black body radiation, wave and particle phenomena, dynamical operators, the Schrodinger equation and its applications, the Heisenberg formulation, the hydrogen atom, perturbation theory and its applications. Prerequisites: PHYS 231 and MATH 237 or permission of department.

PHYS 450 — Atomic and Nuclear Physics (3)

Atomic spectra, electronic structure of atoms, X-rays, scattering, nuclear models, elementary particles. Prerequisites: PHYS 231, 440, and MATH 223 or permission of department.

PHYS 485 — Cosmology and Advanced Astrophysics (3)

Big Bang cosmology, Robertson-Walker metric, Einstein equations, thermodynamics of the expanding universe, nucleosynthesis, cosmic microwave background, dark matter, formation of large-scale structure, evolution of galaxies, and dynamics of clusters of galaxies and large-scale structures. Prerequisites: MATH 238, PHYS 231 and PHYS 285.

PHYS 490 — Senior Seminar (3)

The reading and synthesis of current research in the physical literature. The student must prepare a seminar to be presented orally to the department faculty and students. The student is expected to answer questions based on material learned in completed courses but pertinent to the seminar topic. All students must attend seminars given by other students and visiting speakers. *Permission of the department chairperson is required.*

PHYS 496, 497 — Independent Study in Physics (3)

Advanced projects in a specialization area of physics under the supervision of a Chemistry or Physics faculty member. *Senior status required; open to juniors with the permission of department chairperson.*

Political Science

Dr. Joseph G. Rish, Chairperson

Political Science seeks to explain the world of politics and government. As the world becomes more complex, the importance of the discipline of political science grows. Politics is at the heart of social decision making; and the need for thoughtful, human interactions in the modern era is clear. Solutions to today's problems revolve around individuals, institutions, and their respective activities. Political science is the discipline that brings together traditional and modern inquiries concerning the place of humans and their decisions in the world.

The Department of Political Science provides an educational experience that allows the student to develop an understanding of the essential features of the discipline and also to gain practical experience.

Each semester many political science majors pursue internships with one of the numerous municipal, county, state, and federal offices located in the area; additionally, some elect to pursue one of the state or national intern programs that take them for a semester to government offices in Washington, DC. or Harrisburg, PA. These programs have proven to be among the most popular and rewarding of all the opportunities the College offers. The young men and women who have participated in these internship programs return enriched in knowledge and with valuable job experience.

Over the past several years King's students have completed semester-long research and writing on the presidency of John F. Kennedy, Lyndon B. Johnson, Richard M. Nixon, and Ronald Reagan along with projects for local governments. Research using primary source material helps prepare students for law school, graduate studies, and research-intensive careers.

The Department of Political Science offers a pre-law program, with an enviable record of placing its students in top law schools. For students preparing for legal careers, the Department offers a multi-course sequence in Law and the Courts, and a senior year legal internship. Every fall the Department holds a Legal Career Day, bringing successful alumni and friends in the field of law to the college to talk to students about their experiences. Our students have been accepted to some of the finest law schools in the country, including Villanova, Boston University, Dickinson, Catholic, Case Western, and Syracuse. In addition to the legal profession, there are other career opportunities being pursued by recent King's political science graduates. In the public sector our graduates have been successful in obtaining employment at the local, state, and federal levels in the executive, legislative, and judicial branches. A number of our graduates have also been successful in gaining elected positions. Other recent graduates have entered careers in the private sector in education and business.

The major in political science provides a student with a foundation in the American political system and along with an introduction to traditional and contemporary methods of social research. An integrated survey of various fields within the discipline is included in the major. Students are also required to take at least three elective courses (9 credits) within the major.

The Department of Political Science has created four tracks of required and elective courses along with certain non-department courses. These tracks are intended to assist

the student in planning his or her course of study and to give the student an opportunity to undertake a more intensive study of certain areas within political science. The tracks also provide the student an opportunity to develop a more individualized course of study that best fits his or her specific interests.

Education Requirements

MAJOR REQUIREMENTS

(14 COURSES — 42 CREDITS)

A. REQUIRED CORE COURSE (3) SELECT ONE

CORE 158 Introduction to Political Science (3)

OR

CORE 188 American Government (3)

B. COMMON REQUIREMENTS (21)

CORE 153 Principles of Economics I: Macro (3)

PS 231 American Intergovernmental Relations (3)

PS 232 Public Administration (3)

PS 321 Scope and Methods of Political Science (3)

PS 371 International Relations Theory & Methods (3)

PS 493 Senior Seminar (3)

PS 499 Political Science Internship (3)

C. POLITICAL THOUGHT (3) SELECT ONE

PS 241 Political Theory I (3)

PS 242 Political Theory II (3)

D. COMPARATIVE GOVERNMENT (3) SELECT ONE

PS 245 Comparative Political Systems I (3)

PS 246 Comparative Political Systems II (3)

PS 248 Latin America Politics (3)

E. PUBLIC POLICY (3)

PS 352 The Politics of Policymaking (3)

PS 452 Environmental Politics & Policy (3)

PS 491 Topical Policy course (3)

F. POLITICAL SCIENCE ELECTIVES (9)

Choose any (9) credits PS electives — 200 level or higher.

POLITICAL SCIENCE MINOR REQUIREMENTS

(6 COURSES — 18 CREDITS)

PS 231 American Intergovernmental Relations (3)

PS 232 Public Administration (3)

Twelve (12) credits 300- or 400-level PS electives

CORE 158 or CORE 188 strongly recommended for First-Year students.

POLITICAL ECONOMY MINOR REQUIREMENTS

(6 COURSES — 18 CREDITS)

CORE 153 Principles of Economics I: Macro (3)

ECON 112 Principles of Economics II: Micro (3)

ECON 373	Public Economics (3)
PS 231	American Intergovernmental Relations (3)
PS 232	Public Administration (3)

One of the following:

PS 352	The Politics of Policymaking (3)
PS 452	Environmental Politics and Policy (3)
PS 491	Topical Policy course (3)

CORE 158 OR CORE 188 strongly recommended for First-year students.

Tracks

In an effort to provide students with suggestions for a logical, coherent, and economical use of elective credits the Department of Political Science has created a series of “tracks” or “areas of emphasis”, to assist students in their course of study. While the department strongly encourages the student to follow one or more tracks, adherence to a track or tracks is not necessary for the completion of a major or minor in political science. Areas of emphasis include:

- American Government, Public Policy, and Administration
- Comparative Politics and International Relations
- Law and the Courts
- Political Theory

Course Descriptions

CORE COURSES

CORE 158 — Introduction to Political Science (3)

Political science consists of many fields of study. This course provides an introduction to the basic theories and concepts of political science. The overview includes political theory, the political process, American government, comparative politics, and international relations.

CORE 188 — American Government (3)

Fundamental political principles and concepts as applied to the American political system. The formal structure of American government, its basic political institutions, and the political problems created by American society and culture will be examined. Political behavior and socialization will be emphasized, particularly as those phenomena contribute to an understanding of the policy-making process in the United States.

POLITICAL SCIENCE COURSES

PS 231 — American Intergovernmental Relations (3)

An analysis of the origin, evolution, and status of American federalism. National, state and local decision-making will be reviewed, particularly as each government’s policies impact upon the others. The course will examine such phenomena as grants-in-aid, inter-state compacts, and metropolitan consolidation. An introduction to state and local government and politics is also included.

PS 232 — Public Administration (3)

Application of the basic concepts, tools, and issues of American public administration. The relationship between the theory and the practice of public administration will be investigated through the use of classical conceptual works in the discipline (Waldo, We-

ber, Wilson, Lindblom) and contemporary administrative case studies. Consideration will also be given to such persistent bureaucratic problems as control, efficiency, equity, responsiveness, and the rise of the administrative state. Students will complete a major project which will be the sophomore assessment of progress in the major.

PS 241 — Political Theory I (3)

An examination of the fundamental and enduring issues of politics as articulated by leading political theorists. Among the issues examined will be power, order, authority, individual rights, the nature and merits of democracy, the relationship of the individual to the state, and revolution. The course will focus on commentaries written before 1700, i.e., Plato to Locke. *Alternate year course.*

PS 242 — Political Theory II (3)

A continuation of Political Theory I with the focus on analyses written since 1700, i.e., from Rousseau to contemporary political theorists. *Alternate year course.*

PS 245 — Comparative Political Systems I (3)

An analysis of politics in the established liberal democracies of Western Europe and the newly democratized countries of the former Soviet Union. Problems of transition from Political Science 261 command economics to the market system, and from Totalitarian political systems to democracy are a central focus. In addition, aspects of political culture, state-society relations, groups, parties, elections, governmental structure, public policy issues, and institutional environments are examined on a comparative basis.

PS 246 — Comparative Political Systems II (3)

An analysis of the politics of developing countries with an emphasis on Latin America. Problems of post-colonial transition (economically, socially, and politically), state building and nationalism, and issues of modernization and dependency theory will be a central focus. In addition, aspects of political culture, state-society relations, groups, parties, elections, governmental structure, public policy issues, and institutional environments are examined on a comparative basis.

PS 248 — Comparative Issues in Latin America (3)

An examination of crucial political, socioeconomic, and cultural issues in Latin America, ranging from military regimes to human rights to neo-liberalism. These issues are examined in an historical comparative framework.

PS 250 — American Political History (3)

A survey of the historical development of the American political system from the Federalist Era to the current day. The course will examine growth of the major American political parties as well as third party movements. Primary focus will include political party philosophies and programs, ideas and forces which shaped the political system, men and women who served as party leaders, and significant state and national elections. *Usually offered by the History Department and cross-listed as HIST 250.*

PS 294 — Leadership for the 21st Century (1)

Designed to help prepare students to be effective leaders for positive social change in local, national, and international affairs. A new paradigm of values-based leadership development provides the framework. Students will be encouraged to apply classroom learning to actual on-going leadership opportunities in organizations of which they are members. *Class closed to freshmen. Cross-listed as HRM 294.*

PS 321 — Scope and Methods of Political Science (3)

This course is an introduction to the use of quantitative methods in political inquiry. Students use computer based statistical methods and databases to examine elementary concepts of data analysis within the context of various political questions. Topics include basic statistical concepts, a survey of primary measures of descriptive and inferential statistical methods, and considerations of the appropriateness of these various methods in political inquiry.

PS 333 — State Politics (3)

A comparative analysis of political processes and how conflict is managed at the state level. The increasing power of the state executive, legislature and judiciary as demonstrated in decision-making and behavior is examined. The changing roles of political parties and interest groups in policy-making are explored by focusing on selected public policy.

PS 341 — American Political Theory I (3)

This course provides an examination of the basic philosophical issues in American political theory. The course looks at a variety of issues, concepts, and controversies that characterize and define our political experience. The course covers the colonial period, the Revolution, formation and growth of a constitutional government, the Civil War, and reconstruction.

PS 342 — American Political Theory II (3)

The course is a logical continuation of PS 341. The course follows the development of pragmatism, the influence of the scientific method and behaviorism, objectivism and its critics, postmodernism, and neo-conservative theories as they apply to the American political experience.

HIST 343 — The American Presidency (3)

The course will analyze the evolution of the Presidency by targeting the administrations of a select group of American Presidents. Emphasis will be on the leadership roles each exercised in shaping the character of the office, as well as the primary political, economic, and cultural forces of the respective historical periods. Washington, Jefferson, Jackson, Lincoln and several 20th Century presidents will be the primary subjects. *Usually offered by the History Department and cross-listed as HIST 343.*

PS 351 — Municipal Administration (3)

A study of the administration of services of municipal government. The context in which city administrators and other participants in municipal politics work is also examined. Such contextual opportunities and constraints as governmental structure, economic base, community values, and political patterns and heritage are studied.

PS 352 — The Politics of Policymaking (3)

An analysis of primarily, the making, and secondarily, the content of American domestic policy at the national level. An integrative approach is taken to examine policy processes and practices from the political perspective (e.g., how is a policy formed?), the economic perspective (e.g., who really benefits from the policy?), and the ideological perspective (e.g., what values are at stake?). Since the focus of this course is on the agenda-setting and formulation phases of the policymaking process, special consideration will be given to problems to which policies are a response, the emergence and evolution of policy issues, and the status of current policies.

PS 355 — Political Psychology (3)

The application of psychological insights to such political phenomena as leadership, decision-making, etc. In particular, the theories of Sigmoid Freud and psychoanalysis will be examined and analyzed with relevance to the concerns of political science in general (power, conflict, authority, etc.) as well as to the more specific problems of political behavior and personality.

PS 361 — American Constitutional Law I (3)

The origin of the concept of a “higher law” with particular emphasis upon the development of the English common law. The historical setting of the framing of the United States Constitution is considered as a background to the study of its specific provisions. Also examined is the organization and powers of the federal government and its relationship to the state governments as seen through successive decisions of the Supreme Court of the United States. Some consideration is given to uniquely important decisions of the lower courts.

PS 362 — American Constitutional Law II (3)

Those portions of the Bill of Rights and the 14th Amendment to the Constitution which include the “civil rights and civil liberty” of citizens. The First Amendment freedoms of speech, press, religion and assembly are considered together with the “personal rights” reserved to citizens by the Ninth Amendment. Substantial time is spent on the “due process” and “equal protection” clauses of the Fourteenth Amendment as they bear on integration, access to public facilities, equality of economic opportunities and “busing” of students in the public schools.

PS 363 — American Constitutional Law III (3)

A study of the Bill of Rights and the Fourteenth Amendment to the Constitution by focusing on those provisions which relate to the rights of persons accused of crimes. The individual’s right to due process safeguards the availability of counsel and protection from unreasonable searches and seizures, compulsory self-incrimination and double jeopardy. Development of, and reasoning behind the “exclusionary rule” of evidence is analyzed. In addition, this course will examine the Federal and Pennsylvania Rules of Criminal Procedure. *Cross-listed as CJ 363.*

PS 364 — Problems in American Constitutional Law (3)

Problems in the American constitutional system. Flexibility in subject matter and approach is designed to offer qualified, advanced students the opportunity to analyze, in greater detail and smaller groups, particular areas within the field of constitutional law. *Admission with permission of the department chairperson.*

PS 365 — The Judicial Branch: Courts, Law and Politics (3)

A comprehensive look at the Judicial branch of government, both Federal and State. The course will examine the structure and functions of the Federal Court system and State Courts, with an emphasis on Pennsylvania State Courts. The course will examine the politics of judicial selection, judicial decision-making, and the role of the courts in the policy process.

PS 371 — Theories and Research Methods in International Relations (3)

Students will analyze theories and research paradigms in the field of international relations. Students will be exposed to the key assumptions in international relations and in the major theoretical schools, focusing on balance of power, collective security, foreign policy decision-making, diplomacy, the United Nations and other concepts. Students will use quantitative methods in political inquiry to design a research project within the field of

international relations. Students will use a variety of computer-based analytical methods to describe, explain and predict international relations phenomena. Prerequisite: PS 321.

PS 372 — International Law (3)

A survey of the rules and behavior standards of international law based on custom, treaties, and national legal decisions. Topics include: the nature and sources of international law; the rights and duties of states; territorial questions and the law of the sea; jurisdiction over individuals; the law of international transactions; settlement of disputes; and the rules of war. *Cross-listed as IB 372.*

PS 373 — Foreign Policy and National Security Issues (3)

A comparative study of basic national security issues faced by actors in the international system. Beginning with a survey of the principal comparative policy frameworks, the nature of the foreign policy process by which actors address these issues will be considered, and the unique national security problems of representative states will be analyzed and compared.

PS 374 — The Politics of the United Nations (3)

An in-depth analysis of the United Nations and its role in international relations. Other types of international organizations will be considered, including non-governmental and supra-national organizations. The course will incorporate preparation for and attendance at the National Model United Nations Conference in New York City.

PS 425 — Political Behavior (3)

An examination of the social conditions that are required for democracy; and, an exploration of the relationship of government with other social institutions toward the creation of consensus in society. Major topics covered include political culture, public opinion, symbolic politics, political socialization, and voting behavior.

PS 431 — Women and Politics (3)

An analysis of the social and political changes that have influenced the involvement of women in the American political process. The role of women in government and policy-making and the impact of public policy on women are explored from historical, political, and constitutional perspectives. *Cross-listed as WMST 431.*

PS 432 — Politics and the Arts (3)

A critical study of various artistic media and their proponents, as applied to the study of politics. Multiple artistic forms, traditions, attitudes, and methods of analysis, criticism, and expression which focus on political topics, are presented and considered. The course examines how the rich multiplicity of means of discourse, such as the traditional venues of film, literature, the stage, music, and painting compare and contrast with various emerging forms such as multimedia presentations, to provide a full spectrum of assessment and conclusions about the political world.

PS 435 — Religion and Politics (3)

An investigation of the intersection of two powerful institutions: the Church and the State. Attention will be paid to historical questions, survey data, constitutional issues, as well as to analysis of contemporary political mobilization of religious groups. An on-site field excursion to religious groups involved in the political process is included within this course.

PS 441 — Problems in Political Theory (3)

A seminar, characterized by flexibility in subject matter and approach, designed to offer to qualified, advanced students an opportunity to pursue in greater detail and depth, particular developments, both traditional and contemporary, which have enriched the field of political science.

PS 442 — Philosophy of Political Inquiry (3)

A seminar that focuses on the central issues of epistemology and methodology in the social sciences with particular reference to political inquiry. Topics vary, but generally address questions concerning the nature of social inquiry and the specific implications for the study of political issues, phenomena, and institutions.

PS 452 — Environmental Politics and Policy (3)

An examination of the creation and implementation of environmental policy. The course examines the political, economic, scientific, and technological dimensions of environmental policy. The course poses these questions: Who makes environmental policy? What levels of government make and implement environmental policy? What are the economic considerations in making environmental policy? What is the role of science and technology? This course aims to enable students to think critically about the choices any society faces in making decisions about environmental policy. *Cross-listed as ENST 452.*

PS 461 — The U.S. Congress and the Legislative Process (3)

A study of the US Congress, the history of its development, and the national legislative process. Themes to be covered include the significance of procedural strategies and the difficulty of negotiating the complex political environment. This course includes a legislative simulation exercise.

PS 462 — The American Presidency and Leadership (3)

An analytical study of the American Presidency and related aspects of leadership. The course will examine key events and personalities in history that have had a lasting influence on the office and national politics. Themes to be covered include the institutional environment and the constitutional foundation of the office, the development of power and expectations of the office, and the politics of leadership.

PS 491 — Topics in American Government (3)

A seminar concerned with the fundamental problems of American government and politics. American political ideas, institutions and constitutional issues are discussed, and basic works are analyzed. The subject of the seminar varies each semester.

PS 492 — Topics in International Relations (3)

A seminar concerned with various problems in International Relations. This seminar will include either an area studies focus, such as Latin America, or a focus on a particular problem or problems in international relations such as arms control and nuclear proliferation.

PS 493 — Senior Seminar (3)

In-depth exploration of an issue or area in one of the fields of political science. Recent seminars have focused on the American Presidency and specifically on the administrations of John F. Kennedy, Lyndon B. Johnson, Richard Nixon and Ronald Reagan. Topic and format will vary from year to year. Students will propose, research, and write a major paper in political science and then present their paper and findings in a public presentation. *Required of all seniors.*

PS 496 — Independent Research (3)

Research under tutorial supervision. *Registration requires approval of the department chairperson.*

PS 499 — Political Science Internship (3)

A one-semester, supervised experience in a government agency or the legal system. *Required of all seniors.*

Psychology

Dr. Charles Brooks, Chairperson

Knowledge and appreciation of human interaction are essential for success in our rapidly expanding and diverse society. Course work in Psychology helps provide the foundations for increased understanding of the dynamics of human interaction. Irrespective of the direction of future endeavors, increased insight into human behavior should help facilitate decisions and transitions involving careers and aspects of personal life.

The subject matter of Psychology is applicable to many careers, and King's Psychology majors are engaged in a variety of career fields, including Counseling, Industrial Psychology, Experimental Psychology, School Psychology, Teaching, Social Work, Law, Medicine, Physician Assistant, Criminal Justice, Human Resources, Business Administration, Labor Relations, and many others. King's students have been accepted into graduate training programs in Psychology (e.g., Clinical, Counseling, Neuroscience, School, Child, Industrial, and Experimental), as well as other fields (e.g., Medicine, Law, Pharmacy, Social Work, and Business Administration).

At King's we recognize the interdisciplinary interests of psychology students, and we offer double majors with virtually every other major at the College. A special feature of these double majors is the opportunity for the student and advisors to design interdisciplinary components reflecting individual interests.

Key parts of the major elective sequence are the internship program, and independent research. Students may choose work experience in a variety of settings, including psychiatric hospitals or residential programs, prisons, domestic violence centers, day care facilities, government agencies (CIA, White House), local police forces, municipal court systems, and a variety of business settings.

The internship experience allows students the opportunity to apply theories and knowledge to real life situations. Students may also elect to pursue an independent research project under the supervision of a departmental faculty member. Since the 1970's, nearly two-thirds of scholarly publications from the Department have had student co-authors.

The variety of courses, internships, and research possibilities, plus opportunities for minors and double majors, allow Psychology students to tailor their course work to their particular interests and desires, and prepare for a wide range of career opportunities.

Education Requirements

MAJOR REQUIREMENTS PSYCHOLOGY B.A. DEGREE

(11 COURSES — 33 CREDITS)

CORE 154 counts toward both the major and minor in psychology. Normally, CORE 154 should be taken before choosing more advanced psychology courses.

CORE 154 Introduction to Psychology (3)

PSYC 215 Computer Applications (3)

PSYC 335 Statistics & Research Design (3)

PSYC 450 Senior Seminar (3)

Twenty-one (21) additional credits from PSYC or NEUR 211, 212

It is recommended that majors take CORE 274 Human Biology to meet the Core Natural Science II requirement.

PSYCHOLOGY B.S. DEGREE

Thirty-three (33) credits listed for B.A. degree in Psychology

Twenty-one (21) science credits selected from the following disciplines:*

Astronomy, Biology, Chemistry, Computers and Information Systems, Computer Science, Geography, Mathematics, Neuroscience, Physics

*CORE 271 through 279 may be used to satisfy sciences requirement

MINOR REQUIREMENTS — PSYCHOLOGY

(6 COURSES — 18 CREDITS)

CORE 154 Psychological Foundations (3)

(15) credits PSYC electives

Specially designed minors are available for students in all MSB majors, and for students majoring in Criminal Justice and Education. Please consult with the Psychology Department Chair.

CONCENTRATIONS WITHIN THE MAJOR

For those students who wish to focus their psychology major around a particular subarea, the Department offers concentrations in Business/Human Resources, Clinical/Counseling, Neurobehavioral, and Gerontology. Topical seminars (PSY 391) are offered periodically, and may be substituted for a designated concentration course if approved by appropriate Department faculty.

BUSINESS/HUMAN RESOURCES CONCENTRATION

(NOTE: MSB, HRM, and MKT requirements do not count toward the psychology major.)

- Take the following psychology electives: 338, 350, 354, 357, and 360.
NOTE: 354 and 360 are cross-listed with Human Resources Management in The McGowan School of Business.
- Choose any three courses from the following list:
HRM 210, 380, 410; MKT 315, 325, 350; MSB: 200, 305, 480

CLINICAL/COUNSELING CONCENTRATION

- Take the following psychology electives: 321, 350, 351, 353, 355 OR 356 and 357.
- Take the Clinical Practicum (470) OR a clinical-oriented internship (499).

NEUROBEHAVIORAL CONCENTRATION

- Choose one Psychology course from each of the following four categories: Biological: 321 or 342
Learning/Motivation: 337, 338, or 339
Sensory Processes: 348 or 349
Applications: 340 or 341
- Conduct an independent research project approved by an appropriate member of the Psychology Department.

GERONTOLOGY CONCENTRATION

(NOTE: GERO, SOC, AND CORE requirements do not count toward the psychology major.)

- Take GERO 211 OR CORE 156
- Take SOC 367 OR SOC 391
- Take PSYC 321 AND PSYC 356

Course Descriptions

PSYC 215 — Computer Applications (3)

Introduction to computer applications software and concepts. Topics include computer applications software dealing with spreadsheets, word processing, presentation graphics, statistics, and internet/library search techniques. *Not open to students who have successfully completed CIS 111, EDUC 251, SOCSC 251, or equivalent.*

PSYC 321 — Brain and Behavior (3)

This course is designed to provide students with an introductory overview of how brain processes impact behavior and psychological functioning. Course material will be discussed in the context of implications for both normal and abnormal behavior. *This course will not count toward the Neuroscience major or minor.*

PSYC 325 — Human Sexuality (3)

The intent of this course is to provide students with a broad range of knowledge about sexuality. Topics include: what sexuality is, basic sexual anatomy, conception, contraception, attraction, variations in sexual behavior, sexual disorders, and sexual diseases. *Not open to students who have taken PSYC 391L.*

PSYC 335 — Research Design and Analysis (3)

Basic principles of research methodology and design. Topics include scientific ways of explaining behavior, operational definitions, maximizing internal and external validity in experimentation, methods of control and minimizing confounding variables, types of experimental designs, ethical issues in human and animal experimentation, and preparing manuscripts in APA format. Within this design context, principles of hypothesis testing and various inferential statistical methods (t-tests, non-parametrics, one-way and two-way ANOVAS, and correlation) are also covered. Other statistics courses (e.g., ECON 221, MATH 126, MATH 128) may be substituted for this course.

PSYC 337 — Conditioning and Learning (3)

Topics include: basic principles of learning as seen in controlled laboratory studies: current research trends involving fear, frustration, partial reinforcement, etc., which have relevance for both human and animal learning; application of learning principles to everyday behavior, self-control, and behavior problems.

PSYC 338 — Motivation: Psychological Perspectives (3)

An experimentally-oriented survey of theory and research on motivational forces governing behavior. Topics include instinct, pain, fear, frustration, incentive, cognitive consistency and dissonance, aggression, achievement, power, job motivation, and interpersonal attraction.

PSYC 339 — Theories of Learning (3)

This course surveys the dominant theorists in the 20th century who have analyzed the learning process from a variety of conceptual models. In the course we also apply the theories to present issues like coping with anxiety, depression, post-traumatic stress, and psychotherapy. The theorists include Thorndike, Pavlov, Guthrie, Tolman, Hull, Skinner, Ethological Theory, Gestalt Theory, Piaget, and Bandura.

PSYC 340 — Health Psychology (3)

This course surveys research and theories on psychological factors like stress, fear, and anxiety, and their impact on mental and physical well-being. Additionally, we will consider the psychological and physical health effects of behaviors like smoking, alcohol and drug abuse, exercise, and nutrition. We will also investigate the psychological impact of STDs, heart disease, diabetes, aging, and other physical conditions.

PSYC 341 — Forensic Psychology (3)

This course involves an extensive examination of the interface between psychology and the legal and criminal justice systems. By taking this course, students will develop an understanding of the roles forensic psychologists perform and the tensions they experience by participating in the legal system. By examining relevant criminal cases we will examine topics including psychologists' contributions to understanding theories of crime, eyewitness testimony and memory, criminal profiling, repressed and recovered memories, lie detection, competency testing, the insanity defense and the death penalty, pre-trial publicity, false confessions, and jury selection among others. The course will include lecture, discussion, video and guest speakers as well as trips to local legal and criminal justice venues.

PSYC 342 — Drugs and Behavior (3)

Drug abuse is our nation's number one health and social problem. In this course, we will examine the use and abuse of drugs from many perspectives: social, legal, medical, pharmacological and psychological. Beginning with a basic coverage of how the brain controls behavior, we will look at how drugs interact with the brain to have such powerful effects on behavior. Topics will include the medical use of drugs (including over-the-counter and psycho-therapeutic drugs), the illegal abuse of drugs like heroin and cocaine, and the use and abuse of non-drugs like caffeine, nicotine and alcohol. *Cross-listed as NEUR 342.*

PSYC 343 — Psychology of Violent Crime (3)

In this course we will first examine significant overarching issues relevant to the psychology of violent crime including mental illness and violent crime, psychological effects of incarceration, adolescence and violence, psychopathy, and other causes of violent crime. Then students will choose a particular type of crime (gang violence, crimes of the wealthy, human trafficking) or a particular type of violent offender (serial killer, domestic abuser) and conduct a thorough investigation of it. *Not open to students who have taken PSYC 391J.*

PSYC 345 — Biology of Mental Illness (3)

This course is designed to give the student an understanding of the various theories that focus on the biological causes of a number of mental illnesses including: major depression, bipolar disorder, anxiety disorders, and schizophrenia. A major part of the course will be focused on how the current medications work and what we can learn about the possible causes of the illness based on this information. *Cross-listed as NEUR 345.*

PSYC 346 — Psychopharmacology (3)

This course surveys what is currently known about the neurobiology of psychiatric disorders and the use of psychoactive drugs to treat them. Starting with the basics of the brain/ behavior relationship and principles of pharmacology, we will cover the symptoms and treatment of the affective disorders, anxiety disorders and the schizophrenias, among others. Also included will be the psychological aspects and pharmacotherapy of the neurodegenerative disorders like Parkinson's disease, Huntington's chorea and Alzheimer's disease. *Cross-listed as NEUR 346.*

PSYC 348 — Sensation and Perception (3)

This course deals with how we construct a conception of physical reality from sensory experience. While the primary focus will be on vision and hearing, the chemical senses (taste and smell) the somatosenses (touch, temperature and vibration) will also be addressed. We will cover the anatomy and physiology of the various sensory receptors, the neural mechanisms of sensation, sensory representation in the brain, as well as the phenomenological experience of perception. Topics will include the ways in which illusions can fool our senses and what they tell us about how our sensory systems work. *Cross-listed as NEUR 348.*

PSYC 349 — Animal Behavior (3)

This course will introduce you to the field of animal behavior. We will examine basic principles derived from evolution, ecology, and ethology. We will use these principles to explain how and why animals behave as they do in particular situations. We will focus on many important behaviors such as foraging, communication, migration, predator-prey interactions, mating, and parental care. *Cross-listed as BIOL 349, NEUR 349.*

PSYC 350 — Theories of Personality (3)

Exploration of the structure, dynamics and development of personality as conceptualized by prominent theorists of different persuasions. Psycho-analytic, behavioristic trait, biological, and humanistic/existential, theoretical orientations will be compared and contrasted. The course begins with a foundation of the more traditional personality theories and move on to more contemporary, innovative approaches to personality. Research findings associated with this field will also be examined.

PSYC 351 — Psychopathology (3)

The etiology, diagnosis and treatment of psychological disorders from both traditional and contemporary viewpoints. Emphasis is placed upon comparison of alternative models of causation and treatment. Students will be encouraged to explore their own thoughts and feelings about individual differences and deviance.

PSYC 352 — Explorations in Personality (3)

In this course we will examine the psychological literature and ourselves as we explore the psychology of subjective well-being and happiness. We will experiment with various interventions designed to enhance our personal well-being, our strengths, and our positive interactions with others. In the second half of the course, we will conduct original investigations of particular personality topics or an intensive study of an individual. *Not open to students who have taken PSYC 391G.*

PSYC 353 — Psychological Assessment (3)

Fundamentals of test construction, evaluation and application. Tests, surveys, interviews as well as other methods of psychological assessment used in clinical, business and counseling settings will be evaluated by class members. Students will be expected to administer and interpret several tests during the semester.

PSYC 354 — Psychological Assessment in the Workplace (3)

This course will apply the principles of psychological assessment to the workplace. The course will address different types of tests/inventories for evaluating job applicants, assessment measures for employee development, test fairness, test construction, and employee opinion surveying. The fundamentals of I/O psychology will be addressed in relation to psychological assessment. *Cross-listed as HRM 354.*

PSYC 355 — Developmental Psychology: Childhood and Adolescence (3)

Study of significant aspects of human development from conception through adolescence. Topics include influences upon the development of social and emotional growth, personality, intellectual capacity, and the acquisition and usage of language. The relevance of these topics to parent effectiveness will be stressed.

PSYC 356 — Developmental Psychology: Adulthood & Aging (3)

Analysis of human development from young adulthood through old age. Main emphases are upon social and emotional changes associated with various stages of adult life. Crises typically encountered by individuals in their twenties, thirties, forties, etc. are discussed, including shifts in self-concept, sexual desires, attitudes toward life, conceptions of death, etc. Development during the period of old age will be stressed. *Cross-listed as GERO 356.*

PSYC 357 — Social Psychology (3)

The influence of social factors on individual behavior, thoughts and feelings. Topics include: attitude formation and change, altruism, aggression, attraction, conformity, interpersonal relationships, and group processes.

PSYC 358 — The Self Concept (3)

This course will survey the major theoretical and empirical approaches to the self-concept. Topics include the nature of the self, search for self-knowledge, development of the self and identity, self-esteem, and self-presentation. We will also examine how our feelings about ourselves influence our behavior and whether these feelings can be changed to produce greater happiness and life satisfaction. Through a variety of course activities, students will be invited to explore a variety of aspects of the self.

PSYC 359 — Psychology of Gender (3)

Consideration of the development of gender-based psychology theory by addressing both male and female issues. Topics will include gender stereotypes in the media, advertising, and literature; the changing roles of men and women in contemporary society; personal relationships from both the male and female perspective. *Junior standing.*

PSYC 360 — Industrial Psychology (3)

A survey of industrial psychology. Topics include worker attitudes and job satisfaction; employee motivation and work efficiency; advertisement strategies and worker attitudes/behavior; and intervention techniques (e.g., sensitivity training and role playing); and organizational change. Discussions of personnel selection and vocational assessment/choice will also be undertaken, along with typical roles and responsibilities of industrial psychologists in a variety of organizational settings. *Cross-listed as HRM 360.*

PSYC 361 — Psychology in the Media (3)

Filmmakers and television producers have been able to capture important areas of psychological experience through the shows they create. We will analyze important psychological themes as captured on film and television including such topics as characteristics of psychotherapy and mental illness, prejudice and discrimination, interpersonal attraction and relationship dissolution, aggression and violence, child development, coping mechanisms, and personality change and cultural reflections of gender. Students may apply this course toward a minor in Latin American Studies by completing a relevant course project that is approved by the instructor.

PSYC 385 — Honors Seminar (3)

This course is designed for students intending to pursue an Honors Thesis (PSYC 485). The seminar will review basic principles and research design and analysis. Students will be introduced to research being conducted in the Department of Psychology, and they will choose their Honors Thesis Faculty Advisor. Students will develop their thesis project to include a literature review of their topic, and a method section specifying the design and procedures for conducting the research. Prerequisite PSYC 335.

PSYC 391 — Topical Seminar (3)

A course offered periodically, in an area of expertise by a member of the department. The course will concentrate on a topical area such as the psychology of violent crime; psychobiology; counseling adults; art therapy; child and adolescent psychopathology; etc. Junior or Senior standing or permission of the department.

PSYC 395 — Supervised Readings (3)

A course designed for students who want to review psychological literature in an area of their choice, under the supervision of a psychology faculty member. Generally, this will allow students to either become more familiar with an area covered in existing courses; or explore fields of psychology that are not part of existing curricula. This course is not designed as a substitute for taking of existing courses in the regular manner. Pass/Fail option may be required at the discretion of the instructor. Prerequisites: Junior standing and 12 credits in psychology or permission of the department.

PSYC 430 — Independent Research (3)

An opportunity for a student to engage in independent research in a specific phase of psychology. *Junior or senior status required, and permission of a supervising department faculty member.* Prerequisite: PSYC 335.

PSYC 450 — Senior Seminar (3)

A seminar designed to provide a culminating and integrative understanding of contemporary psychology. Students will choose a contemporary psychological issue and write a major paper synthesizing information from previous course work with current theories and research. A classroom oral presentation is also required. *To be taken in the senior year. Offered fall semester only.*

PSYC 470 — Clinical Psychology Practicum (3)

Supervised work in an applied setting. Focuses upon counseling skills (e.g., listening, empathy, feedback) and emphasizes theoretical foundations of therapy. Typically offered in the fall semester and involves experience in interviewing and/or counseling techniques, psychological assessment, behavioral management procedures, etc. May be taken more than once for up to 12 credits, only six of which may count toward the major sequence (i.e., the 33 credits required). *Junior/Senior standing and permission of the instructor.*

PSYC 485 — Honors Thesis (3)

If you have a minimum 3.5 G.P.A. in psychology courses and 3.4 G.P.A. overall, and if you have a passion for psychology and want to make an original contribution to the field you might want to consider conducting an honors thesis in psychology. The thesis will involve an empirical study conducted by the student, using a methodology appropriate to the psychological issue under investigation. The study will be based on a proposal submitted and approved in PSYC 385. You may complete this honors thesis without being enrolled in the King's College Honors Program. Prerequisite PSYC 385.

PSYC 499 — Psychology Internship

This internship experience is coordinated with the Office of Experiential Learning and a member of the psychology faculty who agrees to supervise the internship. Normally, student interns will be juniors or seniors at the time of the internship. *A minimum overall G.P.A. of 2.50 is required.*

For additional information visit the Department website at www.kings.edu/psychology

Sociology

Dr. Bill J. Lutes, Chairperson

Sociology is the scientific study of human interaction and society. Understanding how societies work, what is their diverse organization and how they change is the goal of the discipline. It includes the study of institutions such as family, welfare, work, education, and social work. Also prominent in Sociology is the study of the problems facing society such as crime, poverty, juvenile delinquency, aging and minority group relations. It is unique among the social sciences because it is not limited in focus to a single institution but emphasizes the relations among all parts of society.

The undergraduate major in Sociology is valuable training for a variety of occupations. Many Sociology majors go on to fascinating careers in diverse jobs that are emerging with our changing society. Our recent graduates have become a Pension Counselor, Family Life Counselor, Hospital Social Worker, Probation Counselor, Retail Sales Manager, Insurance Agent, and Department Store Buyer. A deep understanding of the dynamics of social behavior is useful in virtually any occupation where people assist other people with serious concerns in their lives.

In addition to the preparation of students for the world of work, Sociology is an excellent major to prepare for graduate and professional degrees in social work, public administration, health care administration, personnel management, city planning, and law. Few other majors prepare a student for such a broad range of post graduate choices. At the very least, Sociology prepares students for life, no matter what one's choice of occupation.

Education Requirements

MAJOR REQUIREMENTS

(13 COURSES — 37 CREDITS)

- CORE 157 Introduction to Sociology (3)
- SOC 425 Contemporary Social Theory (3)
- SOCS102 Computer Skills: Social Sciences (1)
- SOCS 251 Computer Applications in the Social Sciences (3)
- SOCS 261 Methods and Statistics of Social Research (3)

Twenty-four (24) SOC electives*

Capstone Course: All Majors — In consultation with the advisor, a 400-level course will be designated as a Capstone course. The student will bring the principles and methods of sociology to bear on a specific problem in the field through this course.

**For a Sociology major with an emphasis in Social Work, at least twelve (12) credits of the SOC electives must be selected from the following:*

- SOC 255 Principle of Social Work (3)
- SOC 350 Social Welfare Policy (3)
- SOC 355 Sociology of Mental Health (3)
- SOC 360 Child Welfare Services (3)
- SOC 373 Juvenile Delinquency (3)
- SOC 470 Deviant Behavior (3)

MINOR REQUIREMENTS

(6 COURSES — 18 CREDITS)

SOCIOLOGY

CORE 157 Introduction to Sociology (3)

Fifteen (15) credits SOC electives

SOCIAL WORK

CORE 157 Introduction to Sociology (3)

Two of the following:

SOC 255 Principles of Social Work

SOC 350 Social Welfare Policy

SOC 355 Sociology of Mental Health

SOC 360 Child Welfare Services Nine

(9) credits SOC electives

Course Descriptions**CORE 157 — Introduction to Sociology (3)**

The course introduces sociology's basic concepts, theories, research methods, and subfields, covering such topics as socialization, deviance and crime, family, economic inequality, culture, gender, religion, and social movements. Students will come to understand the many ways in which people's lives, including their own, are shaped by the social world, and the many ways in which human behavior and interaction serve to reinforce or challenge and reshape or social world. This course was previously listed as SOC 201.

SOC 212 — Social Problems (3)

The course examines major problems and issues in today's world. Though perspectives and specific problems may vary, this course will examine such problems as drug abuse, domestic violence, environmental degradation, war, population problems, mental illness, suicide, health care, crime and delinquency, as well as the causes of social problems and the ways in which the U.S. and other societies have responded to them.

SOC 253 — Minority Group Relations (3)

This course examines the significance of racial, ethnic and other minority group statuses in society. Topics include patterns of group relations such as assimilation and segregation; social sources of prejudice; sources and areas of discrimination, such as within education, employment, housing, and the criminal justice system; contemporary issues such as hate groups' use of the Internet; and social responses to inequalities, such as the civil rights movement in the United States.

SOC 255 — Principles of Social Work (3)

A survey of Social Work that considers the religious, philosophical and historical foundations of the social welfare institution in American society. There is a special focus on the role of government in social work as well as the development of the profession. The course is designed to develop in students a commitment to social responsibility, as well as an enhanced awareness of the personal and professional values critical to a career in the field.

SOC 296 — Applied Human Services Interventions (3)

Offers variable credit options through four individual training elements. See page 133 for full details.

SOC 310 — Cultural Anthropology (3)

A comparative look across the cultures of the world, past and present, from very simple, subsistence level societies to the modern post-industrial societies of the 20th century. The origins and evolutionary courses of social institutions, such as marriage, kinship ties, war, religion and government, will be considered.

SOC 312 — Dynamics of Population (3)

This course examines modern demography, also known as population studies, which studies population growth and change under a variety of conditions, including the causes and consequences of changes in birth rates, death rates, and migration patterns. Specific topics include the relationship between population trends and crime rates, economic development, and AIDS; the negative consequences of urban sprawl; issues of population control, food production, and use of natural resources; and policies and programs designed to address these issues. *Cross-listed as ENST 312.*

SOC 314 — Environmental Sociology (3)

Human societies vary tremendously in how they interact with the natural environment, including how they define, use, and allocate natural resources, how social systems have been shaped by climate, space, and the presence of other species, how society's members have viewed their role in local ecosystems, and the manner in which human activity has altered their habitat over time, both intentionally and unintentionally. At the same time, there has been less variation in how the consequences of environmental degradation and misallocation of resources are experienced: within and across societies, the consequences of poor environmental stewardship tend to be suffered disproportionately by the less privileged members of local and global social orders. In this course, we will explore the relationship between humans and the environment throughout history and across the globe, with particular attention to environmental justice issues, the emergence of environmental consciousness and cultures, and the interaction between environmental, economic, and social components of "sustainability."

SOC 333 — Criminology (3)

The origin, causes and history of crime; sociological and social psychological theories dealing with crime prevention; programs for special treatment of crime; study of institutions and rehabilitation. *Cross-listed as CJ 333.*

SOC 350 — Social Welfare Policy (3)

An examination of social welfare programs in various fields of practice, such as child welfare, mental health, juvenile corrections, income maintenance and others. The political and economic factors that influence social policy and the provision of social services are studied, as are specific social problems and the services intended to address them. The course emphasizes the legitimate role and responsibility of government in providing efficient and humane ways of meeting human needs.

SOC 351 — Sociology of the Family (3)

This course examines families, marriages, and intimate relationships from a sociological point of view. It emphasizes how "family" has changed over time, how family forms vary across cultures, and ways in which families are affected by the inequalities of gender, race/ethnicity, and class. Topics include dating and intimacy; parenting and child-care; divisions of power and labor in families; current issues such as sexual orientation, divorce, stepfamilies, teen childbirth, and family violence; and policies and programs that respond to these issues. *Cross-listed as WMST 351.*

SOC 354 — City Life and Problems (3)

An exploration of the modern city its history, growth, design and regional integration through lecture, research and discussion, and visits to city planning agencies. The changing profile of urban needs and challenge to urban planning will be explored. The human values implicit in our present urban way of life and the recent trend in urban ethnic diversity will also be examined.

SOC 355 — Sociology of Mental Health (3)

A survey of mental health issues including the history of mental illness treatment (with special emphasis on precedents for today), its various diagnostic classifications, the types of interventions, and relevant agencies. There will be a special focus on government-supported agencies, including the role of community mental health centers.

SOC 360 — Child Welfare Services (3)

A survey of the child welfare system, including foster care, adoptions, child abuse and neglect, school social services, institutional care, and juvenile probation. To help focus the course on current issues, each student will investigate a child welfare agency and give an oral presentation. There will also be news analyses of current events related to child welfare.

SOC 367 — Sociology of Aging (3)

Exploration of aging as a biological, psychological and sociological event. Emphasis on aging as a social problem and examination of problematic conditions such as health, finances, the transition into retirement, individual adaptation to aging, the society's current inconsistent responses to aging including public and private maintenance programs. *Cross-listed as GERO 267.*

SOC 370 — Gender and Work (3)

This course examines the relationship between gender and work in the modern world. Topics include patterns of gender difference, patterns of gender inequality such as in pay and promotion, and the segregation of women and men into "female-typed" and "male-typed" occupations; causes of inequalities such as socialization and discrimination; and sources of change such as women's movements, laws, and family strains. Students will critically analyze the relationship between gender and work under a variety of conditions, and may examine their own work experiences and plans in relation to topics covered in the course. *Cross-listed as WMST 370.*

SOC 371 — Work and the corporation (3)

The social history of labor, including the local unions and the Mollie Maguires. A history of labor theories from conservatism to liberalism and the development of collective bargaining. Questions of good management and bureaucracy will be investigated along with the quality of work, the improvement of work conditions and questions of what is leisure.

SOC 372 — Religion and Society (3)

A study of religion from the perspective of the Sociology of Religion — the meanings, sources, variations, and conflicts of religion. The relationship of Sociology of Religion to Theology, Psychology, Anthropology, etc. Religion and economic realities, Church and State Issues, religions in the U.S. in the past, present, and future.

SOC 373 — Juvenile Delinquency (3)

The sociological and social psychological factors involved in delinquent behavior. The material is considered within the framework of definition, extent, causation and accountability and the reaction to the problem of juvenile delinquency. *Cross-listed as CJ 373.*

SOC 380 — Current Social Movements (3)

Social movements are sources of tension which may signal unseen characteristics and possibilities within a social order. Crime prevention through neighborhood organizing and victims movements, the environmental movement, the civil rights movement, and the labor movement. Social movement theory, collective behavior (crowds, panics, mobs, contagion). The emergence, maintenance, and failure of social movements. Consideration of the skills needed for a successful movement.

SOC 415 — Sociology of Music and Social change (3)

For many people, music has a “taken for granted” character: we by and listen to it, dance to it, and experience it as part of the fabric of our daily lives, often as part of the background. What happens when we take a closer examination? This course places music under a sociological lens and considers its relationship to social change. Topics may include ways in which people use music to engage in dialogue and to define space and territory; issues of control over the production and distribution of music (for example, in cyberspace); ways in which people sometimes define certain musical forms as deviant and then create organizations to oppose those forms; and the use of music by social movements seeking to unify their members and create change in the world around them.

SOC 425 — Sociological Theory (3)

Marx, Durkheim, Weber, and Simmel. The rise of American sociological theory. Philosophy of science and research programs. Major contemporary theories: structural-functional conflict, neo-Marxian, symbolic interactionism, phenomenology and ethnomethodology, exchange and behavioral sociology, feminist and structural theories. Recent developments toward multicultural views and integration of theories.

SOC 430 — Social Inequality (3)

The examination of social inequality, or social stratification, is a central theme of sociology. This course explores patterns and aspects of inequality such as the rich-poor gap and inequalities in health care and education; theories regarding the origins and maintenance of stratification; responses and challenges to stratification such as labor movements and government programs. The course examines ways in which economic inequality intertwines with inequalities of race/ethnicity and gender, and it compares stratification in the U.S. with that in other countries as well as with global stratification.

SOC 470 — Deviant Behavior (3)

An analysis of the social creation of the deviant behavior as examined through the social processes of rule making, rule breaking and social control. Particular emphasis is placed on the role of conventional values and the effects of societal labeling in the deviance process. Alternate lifestyles are objectively examined. *Cross-listed as CJ 470.*

SOC 491 — Special Topics in Sociology (3)

Offered on demand. An in-depth consideration of current topics in sociology not otherwise covered by other course offerings in the department.

SOC 497 — Supervised Individual Study (3)

The study of a contemporary topic or issue in the Sociology field under the direct supervision of a faculty member. The student wishing to enroll in this course must submit a brief written proposal outlining the purpose of the study, endorsed by a faculty sponsor and by the chairperson of the department.

SOC 499 — Sociology Internship (3)

A full semester field experience designed to give the exceptional student the opportunity to acquire a knowledge of sociology in action. Placements can be in urban planning agencies, social service agencies, or research bureaus. Coupled with frequent field work, supervisory sessions and topical meetings will be arranged.

Social Sciences

Dr. Bill J. Lutes, Chairperson

There are certain skills and areas of knowledge which all students majoring in social science disciplines should acquire in common: to learn computer competency, research methodology, and statistical manipulation. The Social Science division has designed three courses to teach these essential skills. The courses are required of Social Science division majors, but students in other divisions are encouraged to consider them as a means of broadening their knowledge and educational experience. The courses are normally taken in sequence, but can be taken concurrently.

Course Descriptions

SOCS 102 — Computer Skills: Social Sciences (1)

A hands-on experience in learning and or upgrading skills involved in using Windows 2000 Professional, Excel 2003, and the Internet. In addition to learning the basic techniques for navigating the internet, the student will learning how to locate information useful in better understanding their major and current career direction.

SOCS 251 — Computer Applications in the Social Sciences (3)

An introduction to the various uses of computers in the social science disciplines of criminal justice, gerontology, and sociology. Emphasis will be placed upon understanding and usage of the Internet, spreadsheets, data base management systems, computerized information retrieval services, and computer-based communications. The primary focus will be upon the computer as an effective tool in social science research and writing, and the major teaching-learning strategy will be hands-on use of computers.

SOCS 261 — Methods and Statistics of Social Research (3)

The techniques of social research and the role of statistics in compiling and analyzing its results. Topics include hypothesis formulation, measurement, questionnaire construction, interviewing, sampling, statistical tests, scaling, coding, reliability and validity, and the ethics of social research. A vital learning mechanism of the course will be each student's completion of an original survey research project.

Theatre

Bro. James Miller, C.S.C., Chairperson

The academic purpose of the department is to give each student a valid perspective and a sound background in understanding the various theatre courses in relationship to the theatre as a whole. It will guide the student into effective discipline and projection of their own interpretive and creative ideas. When they acquire a solid, basic knowledge of the theatre arts and crafts, in conjunction with a liberal arts undergraduate program, they will have best prepared themselves for a more intensive and specialized study in graduate and professional schools.

The department's practical approach to training its students involves the following activities:

1. Annual presentation of four major productions, including one Shakespearean play.
2. Trips to the Stratford Festival of Canada in Ontario; Broadway and off-Broadway theatres; as well as Regional theatre groups.
3. Participation in our Brown Bag Theatre Series and our Evenings of One Act Plays in the Fall and Spring Semesters.

The selection of plays for presentation at King's College centers upon the belief that students learn most effectively by participating in productions of the works of major playwrights. To enhance the students' academic and practical knowledge, the plays are staged in arena, thrust, open stage, and proscenium styles. As members of the departmental production unit, students will learn the important values of cooperating and working closely with what may be considered a resident company of directors, designers, actors, and technicians. With this practical training, students will have acquired the basic essentials for employment in community theatres, as apprentices in professional theatres, as well as entrance into graduate and/or professional schools.

Education Requirements

MAJOR REQUIREMENTS

(20 COURSES — 56 CREDITS)

THEA 233	Stagecraft (3)
THEA 241	Acting I (3)
THEA 249	Speech for Theatre (3)
THEA 345	Play Analysis (3)
THEA 361	Scene Design I (3)
THEA 365	Movement (3)
THEA 381	History of Theatre (3)
THEA 471	Directing I (3)

Eight (8) credits THEA 285, 485

Two (2) courses each from the following groups, or an alternate course approved by the Theatre faculty:

1. Communications

COMM 212	Introduction to Photography (3)
COMM 231	Writing for Mass Communication (3)

- COMM 233 Graphics for Mass Communication (3)
- COMM 339 Television Production (3) (Prerequisite: COMM 231)
- COMM 371 Script Writing (3) (Prerequisite: COMM 231)

2. English

- ENGL 326 The English Language (3)
- ENGL 352 Renaissance Literature (3)
- ENGL 375 Drama (3)
- ENGL 381 Major Authors (3)
- ENGL 395 Comparative Multicultural Literature (3)

One of the following tracks

1. Acting/Directing Track

Four of the following

- THEA 242 Acting II (3)
- THEA 247 Modern Dance (3)
- THEA 248 Jazz Dance (3)
- THEA 341 Acting III (3)
- THEA 472 Directing II (3)
- THEA 483 Contemporary Theatre (3)
- THEA 487 TV Drama (3)
- THEA 491 Special Topics in Theatre (3)
- THEA 497 Independent Study (3)

2. Design/Technical Track

Four of the following

- THEA 239 Lighting (3)
- THEA 337 Scene Painting (3)
- THEA 473 History of Costume (3)
- THEA 487 TV Drama (3)
- THEA 491 Special Topics in Theatre (3)

MINOR REQUIREMENTS

(10 COURSES — 22 CREDITS)

- THEA 233 Stagecraft (3)
- THEA 241 Acting I (3)
- THEA 345 Play Analysis (3)
- Nine (9) credits THEA electives
- Four (4) credits THEA 285 or 485

Course Descriptions

THEA 233 — Stagecraft (3)

Technical instruction in the various backstage aspects of play production is given. The construction of scenery and props is included in this course. 2 lecture hours and 1 laboratory period. Lab fee.

THEA 239 — Lighting (3)

A study of the basic theoretical and technical problems of theatrical stage lighting. Included is a working knowledge of lighting instruments, control systems and design plans. Lab fee. *Offered alternate years.*

THEA 241 — Acting I (3)

Acting is studied as an art of self-expression and communication. Improvisation and classroom exercises give students a foundation in acting techniques for the modern realistic theatre. The student is taught to use the voice and body as instruments of self-expression and communication in performance.

THEA 242 — Acting II (3)

A continuing study and practice of Acting I. Dialog is now added to synchronize the full expressive value of human visual and vocal communication. The focus is centered on the techniques of interpreting fictional characters and presenting them with improved and more advanced methods.

THEA 243 — Acting for Non-Actors (3)

This course serves as an in-depth introduction to the craft of acting specifically for the non-actor. Class work will lead to an experience that will deepen the students' understanding of basic creative techniques and will help the student transfer skills learned to everyday life. Acting is studied as an art of self-expression and communication and will enhance the students' understanding of the creative process and the role of imagination in it. All students will be introduced to beginning acting techniques to develop, define and practice the artistic expression with interest and technical proficiency. Students will learn to use the voice and body as instruments of self-expression and communication in performance and will develop mental, physical, and vocal flexibility through acting with words, acting without words, ensemble work, characterization and experimentation. *Offered alternate years.*

THEA 247 — Dance (3)

This introductory course in the art of dance incorporates lecture/demonstration and dance exercises designed to explore the movement dynamics appropriate in a theatrical production. Special emphasis will be given to the diverse styles of theatrical dance such as waltz, jazz, tap, Latin, etc. This course will also explore various period style of dance as well as the technique of famous Broadway choreographers of America. *Offered alternate years.*

THEA 248 — Jazz Dance (3)

This introductory course in jazz dance incorporates lecture/demonstration and dance exercises designed to explore the proper technique appropriate for a jazz dance presentation. Special emphasis will be given to the different styles of jazz dance from swing, to theatrical, to modern day hip-hop. This course is designed for the beginner through the inter-mediate level. *Offered alternate years.*

THEA 249 — Speech for the Theatre (3)

The applied study of the principles of voice projection. Emphasis is given to the manipulation of the vocal mechanism for enhanced control, flexibility and effectiveness, as it directly relates to usage for the actor. *Offered alternate years.*

THEA 285 — Production Lab for Freshmen & Sophomores (1)

Theatre majors and minors will be assigned various tasks in departmental productions. The theatre faculty will guide the students into a professional approach and evaluate them on their success. 1 credit per semester.

THEA 337 — Scene Painting (3)

Studio instruction in developing natural objects and ornamental detail on a flat surface through the analysis of form, light, and shadow. Lab fee. *Offered alternate years.*

THEA 341 — Acting III (3)

This course provides advanced study in the projection of theatrical truth and characterization, utilizing various non-realistic styles and genres. Study includes scene work from Shakespeare, Comedy of Manners, Farce and Theatre of the Absurd, among others. *Offered alternate years.*

THEA 342 — Improvisational Acting Techniques (3)

This course is an introduction to improvisational acting techniques leading to self-discovery of the student's potential in imagination, creativity and spontaneity. Students will learn the foundation of improvisation to help the actor to convey artistically the communicable truth of his/her discovery. The actor is encouraged to experiment with creative improvising: a spontaneous means to an artistically disciplined end. Based on the work of such individuals as Jacques LeCoq, Jerzy Grotowski, Viola Spolin, Joseph Chaikin, Stephen Wangh and Keith Johnstone, we will encourage spontaneity and originality by catching the subconscious unaware and thereby free the "petrified imagination" by stimulating creativity, imagination, concentration and observation. We will learn that improvisation is not just a style of acting technique, it is a dynamic principle operating in many different spheres, an independent and transformative way of "being" and "doing." This course will help equip the actor with the tools to be self-sufficient and to think from the heart without transition. *Offered alternate years.*

THEA 345 — Play Analysis (3)

The study of the structures and meanings of plays approached from the working viewpoint of the director, actor and designer. Classical and contemporary plays are analyzed for their production values. *Offered alternate years.*

THEA 361 — Scene Design I (3)

Lectures and practical work in scene design. Floor plans, elevations, and model sets are made for various periods and styles. Prerequisite: THEA 233. Lab fee. *Offered alternate years.*

THEA 365 — Movement (3)

This theatrical technique course (with lecture and discussion) is a dance movement practicum. It will consist largely in two parts; the acquisition and development of theatrical staging (movement) and dance techniques, through drills and exercises and the appreciation of the movement techniques used by renowned movement instructors Vsevolod Meyerhold and Michael Chekov. *Offered alternate years.*

THEA 381 — History of the Theatre I (3)

The evolution of theatrical presentation is investigated from its primitive beginnings through the Renaissance period. Social, political and religious factors of each period are studied. *Offered alternate years.*

THEA 471 — Directing I (3)

Lectures and practical work in directing a play from its form as a script to its final production. Students must direct a one-act play. Prerequisite: THEA 241. *Offered alternate years.*

THEA 472 — Directing II (3)

Practical work in directing scenes and one-act plays. Prerequisites: THEA 345, 471. *Offered alternate years. May be taken as an Independent Study.*

THEA 473 — History of Costume (3)

The study of the modes of dress from the Egyptian, Greek, and Roman periods through the 19th century. The course also contains projects dealing with the designing of costumes for various periods. Lab fee. *Offered alternate years.*

THEA 483 — Contemporary Theatre (3)

Amateur, educational and professional theatre companies are studied for their business, artistic, spectator and participant values. Styles of present day plays and production techniques are evaluated. Prerequisite: THEA 361 or 471. *Offered alternate years.*

THEA 485 — Production Lab for Juniors & Seniors (1)

Theatre majors will be assigned various tasks in departmental productions. The theatre faculty will guide the students into a professional approach and evaluate them on their success. 1 credit per semester.

THEA 487 — TV Drama (3)

Student experiences and develops the performance techniques required in acting for the camera. Studio experience culminates in the production of a video shoot, either in the studio or on location. Additional time may be required for the final video shoot. *Offered alternate years.*

THEA 491 — Special Topics in Theatre (3)

This course, available to all students, is characterized by its flexible subject matter and approach. It is designed to offer an opportunity for students to pursue specialized areas of theatre research and/or production. Lab fee may be required.

THEA 497 — Independent Study (3-6)

A self-designed and departmentally approved research and/or creative task, to further aid the student in their knowledge and experience in a particular area of the Art of Theatre. The student may choose either further advanced work in an area of special interest, or write a one-act play and stage it. The scope of the task will determine the number of credits. The student will choose a member of the theatre faculty as a mentor.

Theology

Dr. Joel James Shuman, Ph.D., Chairperson

Theology — critical reflection on religious belief and practice — holds a prominent place among the liberal arts at King’s College. King’s mission as a Catholic college in the Holy Cross tradition is the basis for this prominence. More, some form of religious experience is a nearly universal aspect of human existence, and the Jewish and Christian traditions have played substantial formative roles in the development of contemporary North American and European cultures. Theology students at King’s are afforded the opportunity to engage in careful study of Hebrew and Christian scripture and the doctrines, practices, and cultures constituting Christian tradition. Such academic study of Christian faith avoids both indoctrination and indifference in the quest for what the Church Fathers called *fides quaerens intellectum*: “faith seeking understanding.”

As a Catholic Christian college, King’s seeks to foster mature theological reflection that will serve as a foundation for students’ religious and intellectual development as persons and members of society. The College strives to do this in a way that encourages informed religious decisions and recognizes the significance of other religious traditions. Likewise, the college promotes mutual understanding and respect among religious peoples. For these reasons, all students are required to take two courses in Theology as part of the CORE Curriculum.

The CORE requirement in theology requires each student to take one course each from Systematic-Biblical Theology and Moral Theology.

The major program in theology prepares students for a variety of vocational pursuits. Theology students learn to think critically and carefully, read, interpret, and engage difficult texts, and develop excellent written and oral communication skills. These abilities highly regarded in all professions, but especially in those such as law, journalism, and public service. The major sequence equips a student with a firm foundation for seminary or divinity school training or other graduate study in theology or religious education. Some Theology majors go on to serve as secondary school teachers or parish directors of religious education.

A minor in theology can improve preparation for graduate study in any of the humanities and social sciences and for careers in counseling, journalism, law, or public service. Theology majors are encouraged to elect appropriate courses in related disciplines, especially philosophy, English, history, and foreign languages, which are required for the graduate study of theology or religious studies in many institutions.

Education Requirements

MAJOR REQUIREMENTS

(11 COURSES — 33 CREDITS)

1. BIBLICAL STUDIES (2 COURSES/6 CREDITS)

CORE 251/THEO 236 Old Testament

CORE 252/THEO 237 New Testament

(A student who declares the Theology major after having taken CORE 253 [Key Biblical Themes] may substitute that course for either CORE 251 or CORE 252 with permission of the department chair)

2. **SYSTEMATIC THEOLOGY (2 COURSES/6 CREDITS)**
 CORE 250/THEO 238 Catholicism
 CORE 255/THEO 241 The Church
 CORE 257/THEO 242 Who is Jesus?
3. **MORAL THEOLOGY (1 COURSE/3 CREDITS)**
 CORE 260/THEO 311 Christian Ethics
4. **HISTORY OF CHRISTIANITY (1 COURSE/3 CREDITS)**
 THEO 351 History of Christian Thought and Practice
5. **SEMINARS (2 COURSES/6 HOURS)**
 THEO 450 Research Seminar in Theology
Plus one of the following:
 THEO 451/452/453 Seminars in Biblical Studies (Topical)
 THEO 470 Seminar in Moral Theology (Topical)
 THEO 489/490/491 Seminars in Systematic Theology (Topical)
6. **FREE ELECTIVES (ANY 3 COURSES/9 HOURS)**
 CORE 250/THEO 238 Catholicism
 CORE 254/THEO 447 Belief and Unbelief
 CORE 255/THEO 241 Church and Sacraments
 CORE 256/THEO 339 Science, Theology and Culture
 CORE 257/THEO 242 Jesus
 CORE 261/THEO 321 Faith, Morality and the Person
 CORE 263/THEO 341 Christian Marriage
 CORE 264/THEO 331 Christian Social Ethics
 CORE 265/THEO 335 Christian Ethics and the Environment
 CORE 269/THEO 346 War and Christian Tradition
 THEO 246 Worship
 THEO 356 Protestant Christianity
 THEO 361 Eastern (Orthodox) Christianity
 THEO 371 Jewish Life and Thought

(A student taking Theology as a second major is required to take only 9 courses (27 credits) and can choose any one free elective.)

MINOR REQUIREMENTS

(6 COURSES — 18 CREDITS)

1. One course from each of the following categories (9 credits)
 Biblical Studies: CORE 251, 252 or 253
 Systematic Theology: CORE 250, 254, 255, 256, 257 or 259
 Moral Theology: CORE 260, 261, 263, 264, 265, or 269
2. Three additional courses (9 credits)

These courses are to be chosen in consultation with the department Chairperson. A student may choose: a general minor; a minor in biblical studies, systematic theology, or moral theology; or a minor relating theology to his or her major (biology, philosophy, political science, etc.).

Course Descriptions

THEO 236 — The Old Testament (3)

This course studies the principal themes, historical framework, geographical setting, and literary background of the Old Testament. The development of the faith of Israel, from its beginnings in the earliest tribal migrations to the emergence of Judaism just prior to the time of Jesus will be discussed. *Cross-listed as CORE 251.*

THEO 237 — The New Testament (3)

This course studies the principal themes, historical framework, geographical setting, and literary background of the New Testament. Both text-critical and theological themes will be explored. *Cross-listed as CORE 252.*

THEO 238 — Catholicism (3)

What does it mean to live in the world as a Christian and as a Catholic? How does it make sense to believe in a creator God, in Jesus Christ who suffered and died for us, and in the church as the living body of Christ? Especially in this day and age, how does it make sense to hope for the coming of the kingdom of God — a world in which justice and righteousness reign and there is no more suffering and no more tears? This course examines central Catholic hopes and beliefs and explores how to engage them in the joys and sorrows of the contemporary world. In this work, the common ground between Catholicism and other Christian communions is highlighted. *Cross-listed as CORE 250.*

THEO 239 — Key Biblical Themes (3)

The Bible tells the story of the beginnings of the relationship between God and human beings, but it does so by telling many different stories from many different times. This course provides an introduction to the Bible by examining central theological themes that connect these stories, such as creation, covenant, sin, prophecy, and salvation, as well as the historical roots of these stories, such as the Exodus, the Davidic Monarchy, the Exile, and the life and death of Jesus of Nazareth. *Cross-listed as CORE 253.*

THEO 241 — The Church (3)

This course studies the origin and development of the church; its doctrinal struggles, sacramental practices, and a variety of the contemporary challenges it faces. Particular attention will be given to the theology of the Church (and its ecumenical implications) expressed in the thought of the Second Vatican Council (1962-65) and by contemporary theologians and Christian churches. *Cross-listed as CORE 255.*

THEO 242 — Who is Jesus? (3)

This course explores the many answers to the question Jesus asks his disciples: “Who do you say that I am?” Christians call Jesus the Christ, the Son of God, the King, and the Savior of the World, among many other titles. Jesus is also a figure of enduring fascination in cultural history. To gain a fuller theological understanding of Jesus, students will study such topics as Jewish Messianism, New Testament depictions of Jesus, theological understandings of the Son as the second person of the Trinity, Jesus’ two natures as God and human, explanations of how Jesus saves humanity from sin, and the historical Jesus. Other topics could include non-Christian perspectives of Jesus or Jesus in art, literature, and music. *Cross-listed as CORE 257.*

THEO 246 — Christian Worship (3)

This course studies the Christian worship in terms of its foundations in human experience and the Christian theological tradition. Special attention will be focused on the renewed rituals of Christian initiation, Reconciliation and Eucharist as they have developed from their theological and historical traditions.

THEO 295 — Volunteer Community Service (1)

This course is a practical investigation of the experience of poverty and suffering that exists all around us, and the responsibility these ills place upon us to serve those in need. Selections from the Church's social teaching will be studied in the very early part of the course. But the major learning will come from ten weeks of actual service to the poor in the local field placement. *Grading: Pass/Fail.*

THEO 311 — Christian Ethics (3)

Christian Ethics is the discipline of thinking critically about how best to embody the Christian way of life in particular places and times. This course investigates concepts such as narrative, practice, character, virtue, law, and liturgy and the ways they inform the Christian moral life. These notions will be applied to concrete moral questions of contemporary relevance. *Cross-listed as CORE 260.*

THEO 321 — Faith, Morality and the Person (3)

This course addresses the ways Christian and other religious and moral traditions interact with personality and socio-historical conditions to form identity and shape character over time. Special attention is given to the way religious practices and community memberships foster and sustain moral convictions and actions, with a focus on the ways lives of faith can challenge and transform the societies within which they are lived out. *Cross-listed as CORE 261.*

THEO 331 — Issues in Christian Social Ethics (3)

The course will present a general view of how the Christian tradition understands and approaches moral issues that relate to social and political life. Both theoretical and practical questions will be confronted. The course features an ecumenical approach to Christian social ethics, but will attend in particular to Catholic social teaching beginning with *Rerum Novarum*. *Cross-listed as CORE 264.*

THEO 335 — Christian Ethics and the Environment (3)

This course studies how Christian theological perspectives have and should shape personal and social responses to "nature" and to problems arising from the human-nature interaction. Biblically based religious traditions will be compared with other religions in order to clarify the religious dimensions of our ecological dependencies. Current environmental problems and policy debates will be selectively treated to establish the relevance of Christian reflection on the environment. *Cross-listed as CORE 265.*

THEO 339 — Science, Theology and Culture (3)

This course explores how the methods and findings of the natural sciences bear on several major Christian doctrines, including creation, natural theology, Christology, miracles, morality, and theology of the end times. Some attention may also be given to non-Christian religions. Readings will come from leading authors in theology, philosophy, biology, astronomy, physics, psychology, and neuroscience. In addition, the course will consider how science and religion inform and are shaped by culture. The course will move beyond the simplistic view that religion and science are always in conflict and will locate conceptual parallels and points of convergence between them. *Cross-listed as CORE 256.*

THEO 341 — Christian Marriage (3)

This class is an exploration of the Christian tradition on the issues of sexuality, gender, marriage and the family. *Cross-listed as CORE 263.*

THEO 345 — Bioethics (3)

This course is a critical examination of developments in medicine and the other applied biological sciences in light of the Christian tradition and especially the Christian way of life. Questions to be discussed might include the effects on human health of industrialism and environmental degradation, food manufacturing and distribution, assisted reproductive technologies, abortion, the care of severely handicapped newborns, human experimentation, and care for persons at the end of life. *Cross-listed as CORE 288.*

THEO 346 — War and Christian Tradition (3)

This course is an examination of the phenomenon of war from political and theological perspectives. In particular, we will consider the long history of Christian attempts to discipline the conduct of warfare, with particular attention to the possible relevance of those efforts to the contemporary context. The course will be organized around four questions: 1) What is war?; 2) What are its causes?; 3) What rules ought to govern the conduct of war?; 4) What does Christianity have to say about war? *Cross-listed as CORE 269.*

THEO 351 — History of Christian Thought (3)

This course is a survey of Christian thought from the post-biblical period to the present. It aims to show the student the ways in which Christian doctrines are in part products of the specific historical circumstances in which they were formulated, revised, and, in some cases, rejected. Among the issues students in this course will explore are: How have Christian doctrines changed over time? How have doctrines been affected by geographic and linguistic differences and by interaction with non-Christian religions? What has been the relationship between doctrine and political power? How have social, cultural and other intellectual forces affected Christian thought? Students will be able to answer these questions through reading and discussing primary sources, and writing exam answers and research papers.

THEO 356 — Protestant Christianity (3)

This course is an introduction to Protestant Christian thought and practice. Both historic and contemporary forms of Protestant thought, organization and activity will be examined. The dialogue between Protestantism and Catholicism will be a featured topic in the study.

THEO 361 — Eastern Christianity (3)

This course studies the history, spirituality, worship and distinctive customs of the Eastern Christian churches. Recent ecumenical developments are discussed. This course offers insight into the richness and variety of Christian faith.

THEO 371 — Jewish Thought and life (3)

This course investigates the beliefs and practices that constitute the historic Jewish faith: e.g., God, Torah, Israel. Modern trends, including the orthodox, Conservative and Reformed movements are studied, as well as the Jewish festivals and institutions. The course will attend in particular to the ongoing dialogue between Judaism and Christianity.

THEO 447 — Belief and Unbelief (3)

This course addresses the serious option facing modern people: to believe in God or not. It addresses a number of questions: Can we know if God exists? What is the difference

between “the God of the philosophers” and the God of Abraham, Isaac, and Jacob? Is it reasonable to believe in God? Is belief the product of psychological factors in the individual? What is the relationship between God and morality? Does believing benefit the person in any way? Students will both study answers given by major philosophers, theologians, and novelists and develop their own answers. *Cross-listed as CORE 254.*

THEO 450 — Research Seminar in Theology (3)

This directed independent study for Theology majors is to be undertaken in the second semester of the junior year or the fall semester of the senior year. Students will learn the basic methods of theological research and writing while examining a topic to be determined in consultation with faculty.

THEO 451/452/453 — Seminars in Biblical Studies (3-6)

These seminars are topical studies of current biblical scholarship attending to particular books or portions of scripture. The specific topic is announced at pre-registration.

THEO 470 — Moral Theology Seminar (3)

This seminar is a topical study of some area of moral theology and/or certain moral questions, with particular emphasis on their relationship to public and professional life. Specific topics will be announced at pre-registration. *Cross-listed as PHIL 470.*

THEO 489/490/491 — Seminars in Systematic Theology (3)

These seminars are detailed studies of the scriptural, patristic, and conciliar sources of particular Christian doctrines such as Christology, Trinitarian theology, and the theology of grace. Specific topics will be announced at pre-registration.

THEO 499 — Theology Internship (3-6)

A one or two semester supervised experience in an area related to church activities and ministries. Placement can be in youth ministry, religious education, social justice and other similar experiences. Supervisory sessions and topic meetings will be arranged.

Women's Studies Minor

Dr. Robin Field, Program Director

An interdisciplinary program, the minor in Women's Studies offers courses in several fields. In addition, with the support of Student Affairs staff, students have the opportunity to apply classroom learning through participation in co-curricular activities and programs. Women's Studies prepares students — both women and men — to make valuable contributions to society throughout their lives. Part of this preparation involves heightening awareness of and respect for the contributions and perspectives of diverse sectors of society. Although Women's Studies is designed to be a minor concentration, it is possible for interested students to self-design a major in Women's Studies.

Education Requirements

MINOR REQUIREMENTS

(6 COURSES — 18 CREDITS)

CORE 155 Women in American Society (3)

Fifteen (15) credits WMST electives

Course Descriptions

WMST 140 — Islamic Culture (3)

Recognizing the need to avoid prejudice, provincialism, and cultural and linguistic chauvinism, this course explains the complexities of the Islamic world, clarifies many misconceptions, and examines the tremendous contributions of Muslims in the sciences, literature, and other areas of life. It also examines the position of women in Islam and in modern Muslim societies, and corrects the many misconceptions about Muslim women that are prevalent in the United States. *Cross-listed as CORE 140.*

WMST 155 — Women in American Society (3)

An analysis of women's historical and contemporary situation in American society. An examination of the approaches and research findings of the social sciences using gender as a category of analysis intersecting with class, race, and ethnicity. The relationship between gender and social institutions as well as interrelationships of gender-defined institutions—government, economy, religion, family, and education, will be explored. *Cross-listed as CORE 155.*

WMST 162 — Voices of Hispanic Women Writers (3)

Examines the social, economic, and cultural circumstances surrounding the literary contributions of women from Spanish-speaking countries. Combines feminist theory and literary criticism with close analysis of texts. Readings will be in English. *Cross-listed as CORE 162.*

WMST 164 — Fairytales, Storytelling, and Culture (3)

Explores variants of fairy tales from different countries and cultures. Examines why these stories exist in different forms at different times and places and what they tell us about the beliefs of the cultures that created them. *Cross-listed as CORE 164.*

WMST 164 — Popular Culture (3)

Focuses on the signs of our times and reading images in popular culture, while analyzing writings about this field of study. Discussions will primarily focus on the media, in the forms of advertisements, television, music, sports, and leisure activities, while evaluating the role the media has on gender role development. *Cross-listed as CORE 164.*

WMST 164 — Women's Voices in Literature (3)

Explores both women's writing and feminist criticism. Following the development of Anglo-American criticism, considers a diversity of women's voices as they explore subject areas frequently charted by women who have endeavored to "write a woman's life." *Cross-listed as CORE 164.*

WMST 179W — Women in Film (3)

In this class, we will watch and discuss films important both to the portrayal of women onscreen and to the development of women as writers and directors. These portrayals, some positive, some negative, some more complicated than one word can express, can influence the ways in which we see ourselves and the ways in which we understand issues such as gender, power, and sex. In a more general way, this class will explore how students go about "reading" a film. Through study of selected films and readings, lectures, class discussion, and written assignments, you will learn to recognize and analyze film language (editing, cinematography, sound, special effects, etc.) and will be introduced to some major concepts in film studies. By the end of the course, students will have an understanding of the many ways films produce meaning and should be able to demonstrate your command of these basic skills to critically interpret those meanings through deep analysis. Films will include: *Thelma and Louise* (1991), *Norma Rae* (1979), *A League of Their Own* (1993), *Elizabeth* (1998), *The Color Purple* (1985), *An Angel at My Table* (1989), *Lion In Winter* (1968), *Boys Don't Cry* (2000). *Cross-listed as CORE 179W.*

WMST 180H — Health Care in United States and its Disparities (3)

This course is designed to provide an overview of the health care system in the United States and its disparities; it will offer a historical analysis of its structure, operation and financing. While students will be introduced to the accomplishments of the health care system in the United States, they will also learn that it has also been less than equitable. Understanding the American health care system and its disparities involves a critical analysis of historical, political, economic, social, cultural, and environmental conditions that have produced the system and its inequities for racial and ethnic minorities in the United States. Students will learn of morbidity and mortality differences for racial and ethnic minorities, and that these are tied to the socioeconomic status. Students will learn that people who are poorer and have less education (who are more likely to be among racial/ethnic minorities) are more likely to suffer from disease, to experience loss of functioning, to be cognitively and physically impaired and to experience higher mortality rates. *Cross-listed as CORE 180H.*

WMST 190P — Global Health Issues and Problems

This course will present an overview of issues and problems in global health from the perspective of many different disciplines. Subjects include the recent history of global health; health care systems and their financing; international organizations and funders of global health; the political ecology of infectious diseases; environmental health and safe water; demography of health and mortality; measures of disease burden and priorities in

health; AIDS/HIV and its prevention; and women's reproductive health and HIV/AIDS. Although the course will explore the multiple ramifications of disease — social, physical, economic, political, ethical — in both developed and underdeveloped countries, particular attention will be made on AIDS/HIV epidemic, exploring its cultural, social, economic, ethical, historical, epidemiological, political, psychological, sexual, public health and policy dimensions. Students in this course will learn the consequences of this unprecedented epidemic, since HIV/AIDS is the leading infectious cause of adult death worldwide. *Cross-listed as CORE 190P.*

WMST 196 — World Religions (3)

According to the CIA World Factbook, women do indeed comprise roughly half of the world's population. Women also live longer than men. Yet their literacy rate is lower by almost 10%. In addition, the United Nations Population Fund reports that one out of three women, world-wide, have been beaten, abused, or coerced in some manner. Roughly 2 million girls between the ages of 5 and 15 are introduced into the sex market every year. In the United States alone, reported rapes encompass 16% of the total female population. Violence against women is so pronounced that the 1993 World conference on Human rights gave priority to the problem. Yet religious tolerance.org tells us that almost 90% of the world's population identifies themselves as belonging to a particular religious faith. This seems odd, because no faith condones the massive mistreatment of women. Or does it? Do people simply ignore their religion while mistreating others, or is there something in the various religions themselves that support the mistreatment of women? The course has two goals. The first and most important goal is to introduce students to the richness and complexity of human religious traditions. The course will look at 5 main traditions: Hinduism, Buddhism, Judaism, Christianity, and Islam. It will examine each tradition, focusing on its history and on its doctrine. The second goal is to examine the contemporary issues that arise from each religion. For each world religion we cover (5 in total), the student will be responsible for writing a 4 page paper that (a) summarizes either the history or doctrine of the religion and then (b) explores (and argues regarding) a contemporary issue of that religion (approx. 2 pages for each section). Those who take the course as a "woman's studies" course will be required to focus the latter half of each of their papers on a contemporary issue relevant to the women of the religion at issue. *Cross-listed as CORE 196.*

WMST 259 — Women Mystics in Historical & Theological Perspective (3)

Focuses on the lives and writings of 7 women mystics: Hildegard of Bingen, Clare of Assisi, Mechthild of Magdeburg, Julian of Norwich, Catherine of Siena, Teresa of Avila, and Therese of Lisieux. Each will be examined in terms of her cultural and historical context, her biography, and her theology. *Cross-listed as CORE 259.*

WMST 263 — Christian Marriage: Gender issues (3)

Examines the impact of cultural assumptions about gender roles on Christian understandings of marriage through history. Also focuses on the changing roles of and relationships between men and women in contemporary society and Christian communities. *Cross-listed as CORE 263.*

WMST 273 — Contemporary topics in Biology: Women in Science (3)

Considers the factors and/or decisions that influence women and men to enter and maintain careers in science. Includes a review of the history of women in science as well as

discussion of prominent women scientists and their work. Introduces students to a variety of scientific concepts, topics, and the process of science. *Cross-listed as CORE 273.*

WMST 294 — Leadership for the 21st Century (1)

Designed to help prepare students to be effective leaders for positive social change in local, national, and international affairs. A new paradigm of values-based leadership development provides the framework. Students will be encouraged to apply classroom learning to actual on-going leadership opportunities in organizations of which they are members. *Class closed to first-year students. Cross-listed as PS 294.*

WMST 336 — Women's Voices in Christian theology (3)

Explores the Christian tradition by reading texts written by women. Notes both the similarities and differences in both topic choice and treatment of topics when theology is done by women instead of by men. Most attention will be paid to language and imagery used of Jesus and God. Will treat both ancient and contemporary texts. *Cross-listed as THEO 336 and CORE 259.*

WMST 351 — Sociology of the Family (3)

Examines families, marriages, and intimate relationships from a sociological point of view. It emphasizes how "family" has changed over time, how family forms vary across cultures, and ways in which families are affected by the inequalities of gender, race/ ethnicity, and class. topics include dating and intimacy; parenting and child-care; divisions of power and labor in families; current issues such as sexual orientation, divorce, stepfamilies, teen childbirth, and family violence; and policies and programs that respond to these issues. *Cross-listed as SOC 351.*

WMST 353 — Neoclassical Literature (3)

examines the "Long eighteenth century" (1660 to 1820), a turbulent period in English history, through drama, poetry, essays, and one novel with a particular emphasis on representations of gender, sexuality, empire, and nationality. *Cross-listed as ENGL 353.*

WMST 355 — Victorian Narratives — Rewriting Roles & Work

Deals extensively with differing roles and views of women in the 19th century through the study of various genres of narrative: essays, novels and longer poems. Some will be authored by women; others are offered by men who present unorthodox views of women. *Cross-listed as ENGL 355.*

WMST 359 — Psychology of Gender (3)

Consideration of the development of gender-based psychology theory by addressing both male and female issues. Topics will include gender stereotypes in the media, advertising, and literature; the changing roles of men and women in contemporary society; personal relationships from both the male and female perspective. Prerequisite: CORE 154. *Cross-listed as PSYC 359.*

WMST 370 — Gender and Work (3)

Examines the relationship between gender and work in the modern world, in U.S., also beyond. Addresses questions of gender difference and inequality. Students will critically analyze the relationship between gender and work under a variety of conditions, and will examine their own work experiences and plans in relation to course topics. *Cross-listed as SOC 370.*

WMST 373 — Women in Western Civilization (3)

Surveys the historical and cultural roles of women from the beginnings of humanity through classical, medieval, and early modern European history up to the beginning of the 20th century. Topics include theories of women's history, legal rights and their influence on political participations, economic contributions, gender roles in family and community institutions, cultural constructions, and religious vocations. *Cross-listed as HIST 373.*

WMST 382 — Shakespeare: Blood, Lust and Marriage (3)

Looks at early and late comedies, a Senecan tragedy, the sonnets, and some of Shakespeare's "problem" plays, to discover what Shakespeare reveals about love, marriage, and relationships. *Cross-listed as ENGL 382.*

WMST 395 — Contemporary Ethnic American Women's Fiction

Focuses upon short stories and novels written by ethnic American women after 1970. Considers how the texts are influenced by race and prejudice, gender and sexuality identity, class status, and generational affiliation. *Cross-listed as ENGL 395.*

WMST 431 — Women and Politics (3)

Analyzes the social and political changes that have influenced the involvement of women in the American political process. The role of women in government and policy-making and the impact of public policy on women are explored from historical, political, and constitutional perspectives. *Cross-listed as PS 431.*

WMST 444 — The Witch Hunts 1400-1800 (3)

Considers how Europeans defined and treated their alleged witches, within the context of other economic, social, and cultural relationships. Examines new technologies and methods of rule in the rise of the modern state, and the roles of class and gender in focusing hostility on certain people, especially women. *Cross-listed as HIST 444.*

WMST 491 — Special topics: Women in the Criminal Justice System (3)

Offers an in-depth look at women as victims, offenders, and professionals. Discusses various types of female-specific victimization such as rape, spousal violence, and pornography. Also examines research and theories that present female offenders according to their type of criminal behavior. *Cross-listed as CJ 491.*

WMST 492 — Women in Management (3)

The possibilities for, and the roles of, women in management. An exploration of the status of women in management, barriers to women in such positions, reasons for inequality in salary and benefits and ways to overcome sex discrimination. *Cross-listed as HNRS 492.*

WMST 493 — Economics of Women, Poverty, and the Environment (3)

Offers economic approaches to addressing environmental problems and the effect of economic structures on the environment, through introductions to Feminist economics and environmental economics, also examines the relationship among gender, poverty, and the environment. *Cross-listed as ECON 493.*

WMST 494 — Women in Sport (3)

Examines the emergence of women playing sport, and the attitudes and societal norms that developed during those time periods. Also considers how the changing role of higher education played a role in the growth of women's athletics, starting with the establishment of women's colleges.

WMST 497 — Independent Research in Women's Studies (1-3)

Advanced research project under the supervision of a faculty member on the Women's Studies program staff. A student wishing to enroll in this course should submit a brief written proposal outlining the nature and purpose of the study. *Registration requires the approval of the faculty member mentoring the study and the program director.*

WMST 499 — Internship in Women's Studies (3)

A one semester supervised field experience in an area related to Women's Studies or issues. Placement opportunities include government offices, social service agencies, and other non-profit organizations. Registration for the internship is coordinated through the center for experiential Learning. With special permission, courses not normally listed as "Women's Studies" courses can be adapted to count toward the Women's Studies minor. To be adapted, a course must lend itself to the content and methods of women's and gender studies. The instructor must govern and approve the adaptations. For example, core 282 creative Vision of Alfred Hitchcock can be adapted to count toward the Women's Studies minor. The student must agree in advance to complete any extra work necessitated by the course modification. Approval of the Women's Studies director must be obtained prior to course enrollment. If you have questions about this process or the suitability of any particular course for modification and inclusion in the minor, please see the director.

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*Christi Regis Award for twenty years or more of service.

**Certified Athletic Trainer



Correspondence Directory

Address Inquiries as Follows:

Academic Matters.....	Vice President for Academic Affairs
Admissions/Scholarships	Director of Admissions
Alumni Matters.....	Director of Alumni Relations
Athletic Programs.....	Director of Athletics
Business Matters.....	Vice President for Business Affairs
Calendar of Events	Director of Student Activities
Continuing Education	Director of Center for Lifelong Learning
Development/Contributions/Bequests	Vice President for Development
Employment, Off-Campus/Students/Alumni.....	Director of Career Planning & Placement
Employment, On-Campus.....	Director of Financial Aid
Financial Aid/Scholarships/Loans	Director of Financial Aid
Housing.....	Director of Residence Life
Part-time Studies	Director of Center for Lifelong Learning
Payment of Fees.....	Bursar
Policy and Management	The President
Public Relations/News Bureau/ & Publications/Marketing.....	Director of Public Relations and Marketing
Records/Transcripts/Catalog.....	Registrar
Student Organizations and Activities.....	Associate Vice President for Student Affairs
Summer Academic Programs.....	Director of Center for Lifelong Learning
Transfer and Special Student	Director of Admissions & Director of Center for Lifelong Learning

Visitors are always welcome to King's College. Administrative Offices are generally open from 8:30 a.m. to 4:30 p.m., Monday through Friday. Wilkes-Barre is conveniently reached by plane, bus, or automobile.

The Administration Building of King's College is located at:
133 North River Street, Wilkes-Barre, Pennsylvania.

POST OFFICE ADDRESS:

King's College, 133 North River Street, Wilkes-Barre, PA 18711-0801

TELEPHONE: (570) 208-5900

or online at <http://www.kings.edu>

Academic Calendar

Fall Semester 2009

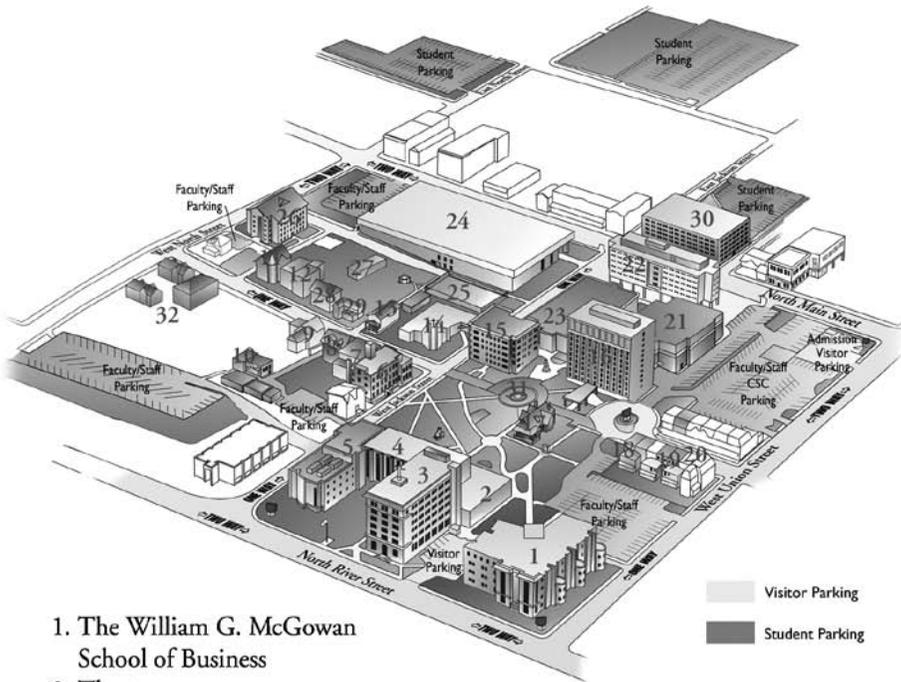
Thursday, August 27	Residence halls open for new First Year resident students Orientation begins for all new First Year students
Friday, August 28	Orientation continues for all new First Year students
Saturday, August 29.....	Orientation continues for all new First Year students Residence halls open for resident upperclass students 1st Accelerated Saturday Session classes begin
Sunday, August 30.....	Final Registration day for all Day students Orientation day for all incoming Transfer students
Monday, August 31	All Day/Evening classes begin
Tuesday, September 1	Convocation Mass of the Holy Spirit
Friday, September 4.....	Last day for course ADD
Monday, September 7	Labor Day — No classes
Monday, September 14	Last day for course DROP
Saturday, October 3.....	Homecoming
Wednesday, October 14.....	Residence halls close at 9:00 p.m.
Thursday/Friday, October 15/16.....	Fall Recess — No Day Classes
Saturday, October 17.....	Final exams for 1st Accelerated Saturday Session
Monday, October 19	All day classes resume Last day of Refund for Withdrawal from the College
Wednesday, October 21.....	Mid-semester grades due in Registrar's Office
Saturday, October 24.....	2nd Accelerated Saturday Session classes begin
Monday-Wednesday, October 26-November 4.....	Advisement
Friday, October 30	Last day for authorized course Withdrawal (no refund)
Friday-Sunday, October 30- November 1	Friends & Family Weekend
Monday-Sunday, November 2/13.....	Registration for Spring 2010
Sunday, November 22	Patron's Day (Feast of Christ the King)
Tuesday, November 24	Follow THURSDAY class schedule No Tuesday Evening Classes Thanksgiving Recess begins after last class Residence halls close at 6:00 p.m.
Wednesday-Sunday, November 25/29	Thanksgiving Recess
Sunday, November 29	Residence halls open at 12 noon
Monday, November 30.....	All classes resume
Friday, December 11	Last day of classes
Monday-Friday, December 14/18.....	Final Examinations — Day & Evening classes Residence halls close at 6:00 p.m.
Saturday, December 19	2nd Accelerated Saturday Session final exams

Spring Semester 2010

Friday, January 15	Faculty Development Day
Saturday, January 16.....	Residence halls open for incoming new students Saturday Session classes begin
Sunday, January 17.....	New student Orientation begins Informational Session for new Transfer students Final Registration day for all Day students
Monday, January 18	All Day & Evening classes begin
Friday, January 22	Last day for course ADD
Friday, January 29	Last day for course DROP
Friday, March 5.....	Winter Recess begins after last class Residence halls close at 6:00 p.m. Last day of refund for Withdrawal from College
Saturday, March 6.....	1st Accelerated Saturday Session final exams
Monday-Friday, March 8/12	Winter Recess — No Day or Evening classes
Saturday, March 13	2nd Accelerated Saturday Session classes begin
Monday, March 15.....	All classes resume — Day & Evening
Wednesday, March 17	Mid-semester grades due in Registrar's Office
Monday-Wednesday, March 22/31.....	Advisement
Friday, March 26.....	Last day for authorized course withdrawal (no refund)
Wednesday, March 31	Easter Recess begins after last evening class Residence Halls close at 9:00 p.m.
Thursday-Monday, April 1/5.....	Easter Recess — No classes
Tuesday, April 6.....	All Day classes resume
Wednesday-Friday, April 8/16	Registration for Fall 2010 Day Classes
Sunday, April 25.....	Honors Convocation
Tuesday, May 4	Day Classes follow THURSDAY class schedule
Wednesday, May 5	Last meeting of day of classes Day Classes follow FRIDAY class schedule
Thursday, May 6	Last meeting of evening classes Friday
Friday, May 7-14.....	Final Examinations Residence halls close at 6:00 p.m.
Saturday, May 8	2nd Accelerated Saturday Session final exams
Friday, May 21	Commencement rehearsal for graduates at 1:30 p.m.
Saturday, May 22	Baccalaureate Mass
Sunday, May 23	Commencement

KING'S COLLEGE

WILKES-BARRE, PENNSYLVANIA



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|---|--|
| <ol style="list-style-type: none"> 1. The William G. McGowan School of Business 2. Theater 3. Administration Building 4. Mulligan Physical Science Center 5. Charles E. & Mary Parente Life Sciences Center 6. Luksic Hall 7. John J. Lane House 8. Kilburn House 9. Benaglia Hall 10. Environmental Studies 11. Holy Cross Community 12. Holy Cross Community/ Student Housing 13. Sherrer House 14. J. Carroll McCormick Campus Ministry Center (Chapel) 15. Hafey-Marian Hall 16. Holy Cross Hall 17. Hessel Hall | <ol style="list-style-type: none"> 18. Admissions Visitors Center 19. Alumni Relations 20. Experiential Learning 21. Sheehy-Farmer Campus Center 22. Esseff Hall 23. D. Leonard Corgan Library 24. Scandlon Physical Education Center 25. Basketball Court 26. Flood Hall 27. Maintenance 28. Human Resources 29. Study Abroad 30. Alumni Hall 31. Monarch Court 32. Moreau Court |
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