

KING'S COLLEGE

WILKES-BARRE, PENNSYLVANIA



KING'S
COLLEGE



Sponsored by

The Congregation of Holy Cross

2013-2014 Catalog

2013-2014 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 changes in elective options 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 by mail 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 1,900 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 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, a common set of classes, is designed to provide students with a common learning experience in the liberal arts and sciences. The diversity of categories required in the Core promotes intellectual exploration in college and beyond. Even though the curriculum requires a certain core of courses to be completed by all students, several categories provide for choice, facilitated by the Academic Advisement program described in this catalog. 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. The Core Curriculum furthermore develops in students the attitudes and habits of mind that characterize a lifelong and liberally-educated learner.

For these reasons, the Core Curriculum is a point of pride at King's College. Barron's Best Buys in College Education praised King's Core Curriculum, with its emphasis on liberal arts and independent thinking, saying "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."

Together, the Core and major programs promote an awareness of the interdependence of disciplines across the curriculum. The Core provides a rich exposure to the various disciplines to encourage, develop, and reinforce explicit "transferable" skills associated with liberal education, while major programs stress content and skills necessary to the discipline. Additionally, appropriate emphasis is given to pre-professional and experiential applications of one's major through internships, study abroad, and/or cooperative 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.

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 that 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) and the Athletic Training and Education Program, accredited by the Commission on Accreditation of Athletic Training Education (CAATE). 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 Association to Advance Collegiate Schools of Business. 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's 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 (NPLN), 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.

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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 a sixth course or 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 **course** 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 catalog. 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 3.50 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. For each official transcript there is a fee of \$10.00. 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 and College Policy on Student Records

King's College students, as provided by statute, may review any official records, files, and data directly related to them that are on file in the administrative offices. The files include identifying data, academic work completed, grades, family background information, disciplinary referrals, references, ratings, or observations. (References, ratings, 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, address requests to: Office of the Registrar, King's College, Wilkes-Barre, PA 18711.

Direct requests to view disciplinary referrals should be directed to the Associate Vice President for Student Affairs and Dean of Students at the same address. The records, files, or data will be made available no later than 45 days from the time the written request is received.

Student records, files, or data will be available to outside individuals or agencies only after King's receives written authorization for release from the student. Exceptions include circumstances involving:

1. Accrediting organizations
2. Student's application for, or receipt of, financial aid
3. Cases of emergency, if the information is necessary to protect the health and safety of the student or other persons
4. Individuals who have obtained court orders or subpoenas
5. Certain government officials carrying out lawful functions

- School officials with legitimate educational interests; a school official is a College employee in an administrative, supervisory, research, or support staff position.

In accordance with the USA Patriot Act, under court order, the College will release educational records to federal law enforcement agents investigating terrorist acts, without the consent of students.

Directory information includes the student's name, address at home, on-campus or off-campus telephone numbers, date and place of birth, campus email address, photo, and major field of study; dates of attendance, degrees, and awards received; and the previous educational institution attended by the student.

Students requesting 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. The "no information release" designation 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 is: 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 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 cents per page for records and \$10.00 for a transcript.

Disciplinary Records

Retention of Records

All reports of alleged student disciplinary guideline offenses are retained in the student file until that file is destroyed (approximately four years after graduation or separation from the College).

Release of Records

No disciplinary information from student records will be released without the student's consent, except to parents or other persons responsible for the student's College tuition. Only those College officials authorized by the Associate Vice President for Student Affairs and Dean of Students Office will be permitted to review student disciplinary records.

The results of all students' judicial process cases are confidential and not to be released to any unauthorized persons. In all cases, authorized persons are required not to divulge the outcome of a case to any other person. Failure to adhere to this policy will result in disciplinary and/or employment action and exclusion from receiving outcomes of disciplinary cases. In accordance with federal statute, all victims of violent incidents or sexual misconduct cases may receive the outcome of their cases. At the discretion of the Associate Vice President for Student Affairs and Dean of Students, the complainant in the case and College officials with a need to know may be informed of the outcome of cases. With the permission of the student, disciplinary record information may be supplied to

third parties including for the purpose of reference or record checks. The College will provide disclosure due to being served an order by a court for student records.

Students are to be aware that reference or background reviews by governmental agencies, applications for teaching certificates or licenses, and applications for graduate, professional school, or employment require the full disclosure of all College records, including College disciplinary records. The presentation of a signed waiver by the student will result in full disclosure of disciplinary records.

Notification of Parent or Guardian

The College releases information contained in student records within the guidelines of the Family Education Rights and Privacy Act. The College encourages students to communicate on a regular basis with their parents or guardians. There are specific instances where the College reserves the option to notify a student's parent or guardian. These instances are in situations where parental or guardian involvement is necessary for the benefit of the student's well-being or educational progress.

King's College may notify parents or guardians if a student:

- Is not able to make a decision regarding contacting his or her parents or a guardian due to physical illness or psychological state
- Is admitted to a hospital or treatment center other than the emergency room
- Is placed on disciplinary probation, suspension, or dismissal after the student's appeal has been exhausted
- Who is underage and is found to have violated the College's alcohol policy for consumption, possession or intoxicated behavior after the student's appeal has been exhausted
- Is being detained by local or state authorities.

The decision to notify a parent or guardian will be at the discretion of the Vice President for Student Affairs or Associate Vice President for Student Affairs.

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 G.P.A. 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. 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.

A student who has been placed on suspension may apply for re-admission to the College at the end of the suspended period, at which time he or she will be issued an academic contract signed by the student and a member of the Academic Advisement office. Failure to fulfill the terms of the Academic contract will result in the student's dismissal from the College without the opportunity of a review by the Academic Standing committee.

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 3.50 in twelve credits of graded courses. If a student is on the Dean's List for five semesters, the student qualifies to be considered for membership in the Aquinas Society.

Attendance at Class and Excessive Absences

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 may be referred by the instructor to the Associate Vice President for Student Affairs and Dean of Students. For first-year students, notification may be made after two consecutive unexcused absences or two unexcused absences over a two-week period. In the case of upper class students, notification may 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

by the instructor if supported by appropriate written documentation. The decision to permit an absence as excused is determined by the instructor. If a student knows that a class must be missed, they should notify the instructor as early as possible, in advance, and make arrangements 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 theatre productions** — Chairperson of the Theatre Department
- **Intercollegiate athletics** — Athletic Director's Office
- **Academic related activity** — Faculty Advisor, or the Associate Vice President for Enrollment and Academic Services
- **Leadership programs** — Associate Vice President for Student Affairs and Dean of Students

Notification of extended absences (three or more consecutive absences) is to be provided to the Associate Vice President for Student Affairs and Dean of Students. 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 instructor 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; 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:

- **First Year Students** — Director of Academic Advisement
- **Upperclass 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 office of the Director of Student Success and Retention. An exit interview is required of all withdrawing students with the Financial Aid Office and the Director of Student Success and Retention. 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 four 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 a grade point average that exceeds 2.0. Completion of the First Year Experience Program (CORE 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's 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 3.50 in all courses for which the student has registered at King's College, *magna cum laude*, for a minimum average of 3.70; and *summa cum laude*, for a minimum average of 3.90.

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

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 Of-

Office at (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. 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 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 from 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's degrees, as well as candidates for certificate programs and for non-degree (special) students.

Admission of Students with Disabilities

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 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. 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, ACG and SMART, 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 Direct Loan program.

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 online 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 view book. It can also be completed online 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 1 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 online 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, students must be accepted for admission by February 1, and an on campus interview is required. The criteria used to determine eligibility include the student's SAT score, class rank, and G.P.A. 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 3.0 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.aspx> 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 <http://www.afrotc.com> 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, in 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 WRKCFM 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, or receive 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 two 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 noti-

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

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.

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

King's college grant and scholarship funds will be reduced by the same percentage adjustment applied to the student's account upon withdrawal.

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 students' 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 2013-2014. The College charges a full-time tuition fee of \$15,155 per semester for a course load of four to five courses ranging from 12 to 17 credits. The standard semester full-time load is five courses (plus labs) ranging from 15 to 17 credits; students permitted to carry more than standard course load will be charged per credit hour part-time tuition rate per **course** (i.e. sixth 3-credit course will be charged \$1590). The tuition fee covers registration, instruction, use of the library, and counseling facilities.

Students carrying fewer than twelve hours of credit are considered part-time and charged \$530 per credit hour instead of the basic full-time tuition rate. Tuition for the Physician Assistant program is \$36,180 per academic year, which covers instruction and training for a full twelve months. Tuition for the clinical year of the Medical Technology program is \$12,625.

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 students	\$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 buildings. Holy Cross & Esseff: accommodations for a double room cost \$2,784 per semester; Luksic double room cost is \$2,795 per semester. A limited number of private rooms are available in Holy Cross & Esseff at \$3,372 per semester and in Luksic at \$3,380 per semester. These

private rooms are assigned based on documented medical need, then, if available, based on academic standing.

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. In order to live in a College owned or operated residential facility, these students who are required to live on campus must be enrolled in, and attend, at least 12 credit hours for the semester. Students who drop below the 12 credit mark at any point in the semester will need written permission from the Director of Residence Life to continue living on campus. Junior and senior students may live off-campus with the permission of the Office of Residence Life. Rooms are furnished with a bed, mattress, chair, desk, dresser, and a closet for each student.

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 graduate. Information regarding the damage deposit is in the student housing contract.

Student housing contracts are issued by the Office of Residence Life. When signing up for a room, the student must return their signed contract, housing registration form, and 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, O'Hara Hall, and John Lane House Apartments

The Alumni Hall, Flood Hall, O'Hara Hall, 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, Flood Hall, O'Hara Hall and double or private rooms in John Lane House. All apartments are furnished and utilities are provided. The cost for each student is \$3,592 per semester in Alumni Hall, \$3,491 per semester in Flood Hall, \$3,720 per semester in O'Hara Hall, and \$3,109 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 \$160 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 physically-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

Upper-class students residing in any of the three College residence halls must participate in one of the following three meal plans: Carte Blanche, 19 meal contract, or 14 meal contract. First-year students must select either the Carte Blanche or 19 meal contract.

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

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

Carte Blanche — \$2,950 per semester

Designed to accommodate hungry students with busy schedules, this meal plan gives you the flexibility to eat a meal any time that Marketplace is open without regard for specific meal periods. You can enjoy pizza, burgers, salads, MTO Deli, and Hometown favorites as often as you like. You can also stop in for a beverage or dessert. The Carte Blanche plan also allows you to treat someone to a meal in Marketplace up to 2 times per semester. If you'd like to try a different campus restaurant, \$200 of flex dollars are included to spend at Connerton's, Leo's on Mane, or Susquehanna Room.

19 Meal Contract — \$2,900 per semester

Enjoy breakfast, lunch, and dinner, Monday through Friday; brunch and dinner on the weekends. The 19 meal plan allows one meal per meal period in Marketplace or use of the dollar equivalency option in Connerton's or Susquehanna Room. You may also choose a meal equivalency at Leo's on Mane. The 19 Meal Plan also allows you to treat someone to a meal in Marketplace up to 2 times per semester.

14 Meal Contract — \$2,650 per semester

A plan for the lighter eater includes a total of 14 meals per week in Marketplace or use of the dollar equivalency option in Connerton's or Susquehanna Room. You may also choose a meal equivalency at Leo's on Mane. A 14 Meal Plan also allows you to treat someone in Marketplace up to 2 times per semester and includes \$150 of flex dollars for treats between or after meal periods.

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

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

10 Meal Contract — \$1,950 per semester

Perfect for off campus or apartment students who don't always want to cook at their apartment. This plan includes a total of 10 meals per week in Marketplace or use the dollar equivalency option in Connerton's or Susquehanna Room. You may also choose a meal equivalency in Leo's on Mane. This Meal Plan also allows you to treat a guest up to 2 times per semester. It includes \$100 in Flex dollars for treats after meal periods end.

Block Plans

Block plans work best for those students with varied schedules. These plans are sold in blocks of 25 and 100 meals. Block meals may be used in Marketplace or for the dollar equivalency option in Connerton's or Susquehanna Room. You may also choose a meal equivalency in Leo's on Mane. They may be used to treat a guest and you may use more than one in a meal period. Block meals will carry over from fall to spring semester only. You also have the option to purchase another block of meals if you run out.

25 Meal Block — \$250 per 25 block

100 Meal Block — \$975 per 100 block

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. 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 while living on campus. Students covered by their parent's medical health insurance 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 31. The insurance premium is paid directly to the insurance company prior to moving into the Residence Halls. The College offers this plan because of the importance of this protection, and as a service to our students and their parents who may not have medical coverage. Information may be obtained from the Student Health Center.

Incidental and Special Fees

Academic Studies Program Fees:

College Entry.....	\$650
First Year, per semester	\$1,350
Second, Third, & Fourth Year, per semester	\$515

Audit fees:

Undergraduate, per credit hour	\$275
Graduate Division, per credit hour.....	\$350
Alumni, per credit hour	\$200

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

Laboratory fees:

Biology, per semester, per course	\$175 to \$200
Chemistry, per semester, per course.....	\$175 to \$200
Communications, per semester, per course.....	\$165
Photography, per semester, per course	\$165
Physics, per semester, per course.....	\$175 to \$200
Sports Medicine	\$150

Miscellaneous Fees:

Application fee (non-refundable).....	\$30
Baccalaureate alumni & spouses tuition, part-time undergraduate courses only, per credit hour	\$340
Books (purchased at the Bookstore at registration) estimate per year	\$1,200
Gateway evaluation fee.....	\$60
Graduation fee (for each degree earned)	\$170
Graduate Program tuition, per credit hour	\$709
Late payment fee, per semester	\$100

Orientation fee:

New Students.....	\$165
Transfer Students	\$80
Student Health Center fee, per visit	\$30
Student Teaching fee	\$240
Theatre, per semester, per course.....	\$135
Transcript of record, per copy.....	\$15
Tutorial fee, per credit*	\$680

**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 a week prior to the start of each semester, and as a condition for registration for all future semesters. Any outstanding balance not paid in full by the start of each semester must be covered by pending federal aid, additional approved-status federal Direct Plus Loan or private loans, and/or a monthly payment plan. Students paying semester charges in monthly installments must have payment plan arrangements completed prior to registration approval.

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 and meal plan charges, along with 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 grades are released, participation at commencement exercises allowed, or degrees are 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 or 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 26 start date)

Withdrawal from the College on or before August 30, 2013	100%
Withdrawal from the College on or before September 13, 2013.....	80%
Withdrawal from the College on or before September 27, 2013.....	65%
Withdrawal from the College on or before October 11, 2013	50%

No refund is made after seven weeks.

Spring Semester: (January 13 start date)

Withdrawal from the College on or before January 17, 2014	100%
Withdrawal from the College on or before January 31, 2014	80%
Withdrawal from the College on or before February 14, 2014	65%
Withdrawal from the College on or before February 28, 2014	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 is 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 Federal Direct loan proceeds may request a refund within three (3) business days after the credit balance occurs, subject to weekly check processing date(s). All other refunds will be processed within five to ten business days after the request date.

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

The Curriculum





Liberal Learning at King's

A Statement of Purpose

King's College prepares its students for purposeful lives with a broadly-based curriculum that actively encourages intellectual, religious, moral, personal, and social development. More specifically, at King's College, students

- Develop proficiency in the following seven competencies: Critical Thinking, Effective Oral Communication, Effective Written Communication, Information Literacy, Moral Reasoning, Quantitative Reasoning, and Technological Competency within the context of a chosen discipline of study.
- Gain a sophisticated base of knowledge in, understanding of, and appreciation for the liberal arts and sciences.
- Develop expertise and specialization in traditional academic and pre-professional major programs of study.
- Examine religious and moral convictions in order to discover appropriate ways of attaining personal fulfillment and a sense of responsibility for improving the quality of life in society at large through active civic engagement and service to the community.

Many factors contribute to the attainment of these goals, including the content of courses in diverse academic 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. Together, the faculty, staff, and administration strive to ensure that these factors combine to the full advantage of the student. Additionally, in recognition of the various strengths and talents of our students, King's College works to provide individualized educational experiences to foster greater growth in every student.

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 in any career. Prepared for and inclined toward lifelong learning, the liberally educated person can engage critically and imaginatively with an ever-changing world.

The Core Curriculum

All students at King's College, regardless of their individual majors, participate in the Core Curriculum. 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; enhance learning through the sharing of viewpoints and ideas; and 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 aspects of human experience are approached from diverse viewpoints represented by a variety of disciplines. This breadth offers students the opportunity to engage with differing methodologies in order to see continuity and connections between academic disciplines and bodies of knowledge.

King's College reinforces the coherence and integrity of knowledge in the structure of the Core Curriculum. The Core divides required courses into 3 parts and 14 categories. 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 goals of the Core Curriculum at King's are as follows:

- Competence in writing, speaking, critical reading and thinking, problem solving using mathematics, and making effective use of library and information resources
- A critical understanding of history, civilization, art, and literature
- A critical understanding of the American experience
- A sophisticated awareness of global issues and a knowledge of foreign cultures
- An understanding of human behavior and social institutions through the application of the social scientific method
- A facility with the scientific method and knowledge of how it is applied to understand the natural world
- Mature, critical, informed beliefs and a facility with ethical reasoning

All of these goals are developed through a series of Core courses in several categories. Each category defines specific, measurable, objectives students can expect to attain within each course in the category.

Assessment of Student Learning at King's College

The primary aim of assessment of student learning at King's College is to maximize the success of our students in achieving carefully articulated goals for student learning. Through our efforts, we seek to provide truthful and accurate answers to the following questions:

- What goals do we have for students with respect to the knowledge, competencies, and skills they should develop or master as a result of their education?
- What intentional steps do we take to achieve these goals?
- How successful are our students in achieving these goals?
- How do we improve student learning when the information obtained through our efforts indicates that students' progress in achieving these goals is not sufficient?

Background and History of Assessment at King's College

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 improvements 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 more effective instruction to work in an integrated learning experience.

King's College has had a strong tradition with respect to assurance of learning. A comprehensive assessment program was put place in 1985 under the leadership of then Vice President for Academic Affairs, Dr. Donald W. Farmer. This much revered model received many accolades from the academic community and helped bring King's College to national prominence. Key elements of this model include competency growth plans, sophomore/junior diagnostic projects, and senior integrated assessments. In short, this model emphasizes careful planning towards student progress in developing transferrable skills for liberal learning, including critical thinking, effective written communication, effective oral communication, technological competency, information literacy, quantitative reasoning, and moral reasoning, and measurement of this student progress at various points throughout each student's career. It also illustrates how the Core Curriculum and major programs work together hand-in-hand in developing these skills throughout the students' years at the College.

More recently, King's has sought to simplify its approach to assessment of student learning, while maintaining the best features of this model, including a focus on planning, reflection on how each major program and the Core Curriculum contribute to institutional goals for student learning, and capstone assessments in each major program that measure student progress in achieving learning goals. This simplification has been undertaken in order to help enhance our focus on the improvement of student learning.

The Current Program for Assessment of Student Learning at King's College

Each major program and Core area is responsible for maintaining a vibrant assessment program with the following essential elements:

1. **Clearly Articulated Goals for Student Learning**

Each major program and Core area has expressed its goals for student learning. These goals combine to contribute clearly to the institutional goals for student learning.

2. **Objectives — The Steps Leading to the Achievement of Goals**

One cannot expect to accomplish a goal without acting intentionally towards its achievement. With this in mind, major programs and Core areas identify as objectives the activities undertaken by students that reasonably lead to the achievement of goals for student learning.

3. **Assessment of Student Achievement of Goals**

Assessments for measuring students' progress in achieving each goal may include exams, papers, presentations, and other assignments. Major programs include a capstone course, seminar, or project which ties together learning goals, and they may also include sophomore or junior projects or seminars which assess students' progress in some of the most significant learning goals of the program. Such as-

assessments can also diagnose where individual students can improve during the remaining portion of their studies.

4. **Collection and Analysis of Data**

Upon conducting assessment relative to each goal, major programs and Core areas collect and analyze the data. Data reported should be objective and truthful, and where necessary, rubrics are developed that explain clearly the criteria used to evaluate assessments. Analysis should indicate satisfactory or unsatisfactory progress in the achievement of each goal, and thus lead to identification of best practices or areas in which student learning can be improved.

5. **Improvement of Student Learning**

Where data collected indicate unsatisfactory progress in the achievement of goals for student learning, major programs and Core areas identify tangible actions that can be taken to improve student learning. The helpfulness of these modifications is then evaluated through future assessments.

It should be noted that while this model provides clear guidelines for how each Core area and major program carries out assessment, it leaves great flexibility to faculty, departments, and programs in determining and implementing the best practices for evaluating their students' achievement. There are also many programs at King's College that are externally accredited, such as programs in the William G. McGowan School of Business (Association to Advance Collegiate Schools of Business), Education (National Council for Accreditation of Teacher Education), and Athletic Training Education Program (Commission on Accreditation of Athletic Training Education). In such cases, external agencies often have their own requirements regarding assessment, and so these programs may modify the College model to conduct assessment of student learning in ways that align with those requirements.

Assessment Reports and Activities

Beginning in 2012, the College holds Assurance of Learning Day each May. While departments and Core Area Responsibility Teams (CARTs) conduct assessment, evaluate results, and seek improvement continuously throughout the year, this day serves to bring added focus and reflection to those efforts. On this day, departments and CARTs review their assessment plans, review data collected during the previous year, and examine how the information that they have collected can be used to improve student learning.

Department Chairs, Program Directors, and Core Area Responsibility Team Leaders are then responsible for submitting assessment reports to the Office of Academic Affairs no later than August 1 of each year. These reports include:

- Any changes made to the overall assessment plan.
- Data collected during the most recent academic year.
- Analysis of the data collected.
- Plans for the improvement of student learning that result from analysis of the data collected.

In addition, Core areas are reviewed periodically by the Curriculum and Teaching Committee. In these thorough reviews, which are designed to carefully examine the quality of education offered in our Core Curriculum, information and data on assessment of student learning are carefully evaluated by representative faculty from across the College.

All major programs that are not externally accredited also participate periodically in a rigorous academic review, which includes external evaluation. Examination of assessment plans is a critical component and should lead to substantive recommendations for the improvement of student 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 balance of the credit hours required for graduation is 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 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
- CORE 147 Spanish: Heritage Speakers

LITERATURE (3 Credits)

One of the following:

- CORE 161 Introduction to Literature
- 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 171A Acting for Non-Theatre Majors
- CORE 171X Theatre Experience
- CORE 172J Jazz Dance
- CORE 172M Movement/Theatrical Dance
- CORE 174 M Music Appreciations
- CORE 174U Understanding Music
- CORE 175C Contemporary Music
- CORE 175G Guitar Performance
- CORE 176A Art Appreciation
- CORE 177D Drawing
- CORE 177S Sculpture
- CORE 177P Art of Photography
- CORE 178 Imaginative Writing
- CORE 179F Introduction to 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 (3 Credits)

- CORE 280 Introduction to Philosophy

One of the following:

- CORE 281 Introduction to Logic
- CORE 282 Philosophical Themes

CORE 283	Popular Culture and Philosophy
CORE 284	Environmental Ethics
CORE 285	Eastern Philosophy
CORE 286	Ethics and the Good Life
CORE 287	Business Ethics
CORE 288	Bioethics
CORE 289	Social and Political Philosophy

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 and 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 workshops, 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 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 score 60% or above 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 learning to speak publicly, however. It encompasses understanding and training in 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 simultane-

ously 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, CORE115HNRS 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, and 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 course 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 contributions 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 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 our 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*, *Health Care and Its Disparities*, and *Immigration Reform*.

CORE 181 — American Civilization to 1914 (3 credits)

The study of American Civilization is celebration as well as 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. Examples include *Rebels and Renegades: The American Individual in Literature*, *Home-Making: The Structures and Constructions of American Identity 1620-1917*, and *Literature of the American South Since 1865*.

CORE 185 — Women in American Society (3 credits)

An analysis of women’s historical and contemporary place 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 impact of gender on social institutions including government, the 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, and 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 are 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 College'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 hometowns, 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, 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 are evaluated especially from the perspective of environmental consequences, consumer issues, labor concerns, privatization vs. nationalization, as well as political interests of nation-states. Study includes international business as 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; and environmental issues of pollution, desertification, and climate change. For each issue, students learn about its major social, cultural, economic, political, and historical dynamics through 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)

This course seeks 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)

This course seeks 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 147. 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, Latin American, or Polish)

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)

(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)

(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 expands 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

SPAN 147 — Spanish: Heritage Speakers (3 credits)

This course is designed specifically for native or heritage speakers of Spanish with oral proficiency but little or no formal training in the language. The primary purpose of the

course is to develop reading and writing skills, although all of the four language skills (listening, speaking, reading, and writing) are incorporated via classroom instruction and cultural and community activities. Cross-listed as SPAN 147.

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 161 — Introduction to Literature (3 credits)

An examination of major literary works that provide a unique perspective on human experience and society. Emphasis is placed on developing close reading and interpretation skills through the analysis of literary texts. Special attention will be given to relations between thematic content and formal properties, and readings must include key works of poetry, drama, fiction, and creative nonfiction from a range of historical moments and cultural contexts.

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 Arts are important constituents of human culture. Art refers to a diverse range of human activities, creations, and expressions that are appealing to the senses or emotions of a human individual. The study of the seven lively arts—architecture, painting, sculpture, dance, drama, music, and literature — plays a vital role in a liberal arts education

and can provide ways in which a student can gain an understanding and appreciation of the intrinsic values of the arts.

Understanding the arts provides students with a basis for understanding some of the basic principles that unite individuals. The study of the arts can provide a powerful motivational tool to those who are successful and can provide the impetus to succeed in other academic areas. In addition, course offerings in the arts 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.

CORE 171A — Acting for Non-Theatre Majors (3 credits)

This course serves as an in-depth introduction to the craft of acting for the non-actor. This course will lead to an experience that will deepen the students' understanding of basic creative techniques. 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. Improvisation and classroom exercises will provide a foundation in acting techniques. 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.

CORE 171X — Theatre Experience (3 credits)

The aesthetics of theatre will be explored and 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. This course introduces the student to the various aspects of theatre arts. Through textbook readings, videos, class discussions, and viewing/critiquing live performances, students develop a basic theatre vocabulary and appreciation for this most collaborative of art forms. Theatre and its function will be investigated in depth while allowing the student to see and experience different perspectives. The student will learn how to mingle with an art form and experience the skills necessary for performance.

CORE 172J — Jazz Dance (3 credits)

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 intermediate level.

CORE 172M — Movement/Theatrical Dance (3 credits)

This introductory course in movement dance incorporates lecture/demonstration and dance exercises designed to explore the movement dynamics appropriate for a dramatic presentation. Special emphasis will be given to the different styles of dance techniques of some of the great Broadway choreographers in American history.

CORE 174M — Music Appreciation (3 credits)

This course will serve as an introduction to the various genres, styles, periods, composers, and materials of music. Readings, music listening, and written assignments provide students with opportunities to develop their abilities to interpret diverse forms of musical expression.

CORE 174U — Understanding Music (3 credits)

Students will be introduced to the basics of note reading and the fundamentals of music theory. Ability to read music and previous musical knowledge is not a prerequisite. Evolution of musical composition will be studied to provide a better understanding of the ultimate mixture of consonance and dissonance found in music today.

CORE 175C — Contemporary Music (3 credits)

An introduction to the musical elements of popular music. This course explores the nature of rhythm, meter, syncopation, form, instrumentation, vocal, and instrumental style and a historical survey of rock, pop, and soul musics, tracing their development from roots in blues, jazz, gospel, and country music to the music of today. No previous musical knowledge or experience is assumed.

CORE 175G — Guitar Performance (3 credits)

This introductory course in guitar performance will strive to improve students' skills in music performance. Students will be able to begin playing the guitar or continue previous instruction throughout the semester. Each student will be required to perform in a recital during the semester of study.

CORE 176A — Art Appreciation (3 credits)

This course will explore the development of art in modern society from its roots to the present day. Important works from the visual arts will be studied and placed into historical context in order to understand both their meaning as individual works of art and their expression of societal values and philosophies. Students will explore ways in which contemporary culture is influenced by the images and architecture of the ancient world.

CORE 177D — Drawing (3 credits)

This introductory course is concerned with the fundamentals of drawing in order to develop creative capacities and gain a broader understanding and appreciation of intellectual-cultural activity. The course is designed to guide the student to develop skills in drawing from life and the imagination and in pictorial composition. Students will discover means of expressing mood, emotion, abstract concepts and movement, as well as developing personal style.

CORE 177S — Sculpture (3 credits)

Seeks to initiate a process by which students may begin to find meaningful relationships between figure and subject by carefully weighing their approach with emotional and conceptual content to form a language of sculpture. An introductory art class that focuses on the elements of art and design principles, specifically as they relate to art produced in a three dimensional media, such as clay, plaster, wire, and found objects.

CORE 177P — Art of Photography (3 credits)

Introduces the basic skills and concepts involved in black and white photography. These include film exposure, processing, printing and print finishing, and issues of composition, as well as development of a vocabulary with which to discuss images. Format is divided between lecture/critique and darkroom lab hours. This course is appropriate for the beginning photography student. Note: Student must also register for one of the two lab periods: 177PL

CORE 178I — Imaginative Writing (3 credits)

This introductory writing course will ask 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.

CORE 179F — Introduction to Film Studies (3 credits)

A critical introduction of major concepts of film through study of selected films and/or film genres. This course will introduce the student to some major concepts in film studies and film language (editing, cinematography, sound, special effects, etc.) Course will culminate in an understanding of the many ways films produce meaning through critical interpretations and deep analysis.

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 that 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)

A study of the fundamentals of science within an environmental approach. 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)

A study of 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 placed 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 — Forensic Biology (3 credits)

A study of the diverse fields of forensic biology and the education, training, and specialization involved in doing actual forensic science. Topics include, but are not limited to: sample collection, documentation of evidence, forensic anthropology, serology, DNA analysis, and factors affecting decomposition. Students may be required to complete several laboratory or field based projects. 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 and 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 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. 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, and 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 one's own. This course emphasizes formal logic, particularly categorical and propositional logic. 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 — Popular Culture and Philosophy (3 credits)

This course explores fundamental questions of human existence through the lens of popular culture. While a good deal of popular culture is undoubtedly shallow and ephemeral, some is substantive and enduring. Popular but high-quality films (e.g., *Star Wars* and *The Matrix*), television series (e.g., *House*), and books (e.g., *Harry Potter* and *The Lord of the Rings*) often raise big questions in compelling ways. Although particular topics and readings in this course will vary from semester to semester, likely topics include: the limits of human knowledge, the nature of reality, the possibility of free will, ethical decision making, individual liberty versus state authority, the meaning of life, and life after death. Prerequisite: CORE 280

CORE 284 — Environmental Ethics (3 credits)

An exploration of ethical issues and theories relating to the natural environment. The topics addressed include: biodiversity, population, pollution, energy, human attitudes toward nature, and animal rights. 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 their 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

CORE 289 — Social and Political Philosophy (3 credits)

This course introduces students to the major issues and thinkers in social and political philosophy. Topics include social and economic justice, freedom, individual rights, equality, the proper role of government, social contract theory, the ethics of war, physician-assisted suicide, the death penalty, free speech, affirmative action, social marginalization, and global justice. Prerequisite: CORE 280.

Systematic Theology (3 credits)

Systematic and 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

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:

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 students with learning disabilities 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 is 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 is available.

Achievement Plus Program

Mrs. Donna Dickinson, Director

Achievement Plus is a structured program of tutoring, financial assistance, counseling, and academic advisement, designed to assist highly motivated students who show the potential to succeed in college. Individuals 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 Achievement Plus a valuable resource.

In order to provide students with a solid foundation for their college experience, Achievement Plus 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 while peer mentors work with students to help them navigate the college system.

Study skills and personal development workshops, tutoring, personal, career and financial counseling, academic advisement, and a textbook lending library are available to all Achievement Plus participants. Faculty and staff mentors are matched with selected first-year students to act as a valuable resource, helping students succeed and adjust to college. Two special sections of CARP 211, a one-credit career planning course, are scheduled for first-year students. A job shadowing component with King's alumni is part of the sophomore experience.

Financial assistance for full-time students in the form of a King's College grant, up to \$1,200 per year, is also available to active Achievement Plus students. Grant amounts are determined by the Achievement Plus Director and the Office of Financial Aid.

Students who feel they might be eligible for the program are encouraged to contact our office at (570) 208-6078 or visit us in room 618 of the Administration Building.

Office of Career Planning

Mr. Christopher C. Sutzko, Director

The Office of Career Planning's mission is to promote lifetime career satisfaction by educating and empowering students to develop self-awareness, academic management, and professional development skills. The Career Planning Office supports students' career aspirations through collaboration with academic departments, student services, and community partners.

Students learn the process of career decision-making, which can be applied throughout their work lives. Meeting the needs of each individual student is the focus of the program. Career counseling services assist students in developing educational and career goals. Topics often addressed include:

- Selecting an academic major while identifying career options.
- Choosing a "marketable" minor to complement the academic major and build upon the student's interests.
- Gaining information about career fields using technology to refine career direction, research careers, and conduct effective job searches.

- 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.

The Office of Career Planning has four major core services. They include Career Development Across the Curriculum, the Professional Development Seminar Series, the Internship Program, and the On-Campus Recruitment Program.

Career Development Across The Curriculum

As an essential part of the developmental aspect of career planning, three one-credit courses have been designed to assist students with 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 at 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 informational 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 Skills 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, defining a personal self-brand, 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.*

Professional Development Seminar Series

The Professional Development Seminar Series focuses on enhancing students' knowledge and skills in career-related topics through a series of workshops and educational activities that will prepare students to make informed career related decisions. In preparing each semester's events, the Office of Career Planning taps into the knowledge and expertise of companies and community members, including alumni. Samples of Programs include: Dress for Success, Mock Interview Days, Etiquette Dinner, Rules of the Road for Financial Planning, etc.

Office of Career Planning Internship Program

The Office of Career Planning Internship Program 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 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 150 students complete internships 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.

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 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 Office of Career Planning 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 meeting with the Office of Career Planning. Because some majors require a higher G.P.A. and/or additional prerequisites for participation, it is important to check with the Office of Career Planning to verify specific major requirements.

Application Procedures

Students interested in exploring the Internship Program begin the application process by attending an intern information session or meeting with the Office of Career Planning 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. Once the student accepts an internship offer, the Office of Career Planning formally registers the student for the appropriate amount of internship credits and identifies a faculty coordinator.

Attendance at the internship orientation session is required prior to beginning the experience. 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 awards a final grade based upon the employer assessment, record and reflection log, conferences with the faculty coordinator, and a final project.

Sponsoring Organizations

Internship 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.

On-Campus Recruitment Program

The On-Campus Recruitment Program provides opportunities for students and employers to connect through customized corporate recruiting events, including resume

referrals, on-campus interviews, company tours, and networking opportunities. Employers include national accounting firms, several Fortune 100 and Fortune 500 companies, as well as numerous smaller organizations that provide excellent career opportunities locally, regionally, and nationally. Students must meet with the Employer Relations Coordinator to enroll in the program and review their professional obligations required to participate.

Center for Academic Advisement

Mr. John Kratz, Director

Academic advisement is an integral part of the educational mission of King's College. As such, the members of the Academic Advisement Office strive to assist first year students and transfer students in making sound choices. To accomplish this goal, advisors provide accurate and timely information concerning academic options and available resources. Advisors also support students in exploring their career paths and educational goals by selecting appropriate courses to satisfy requirements of the Core curriculum and their major program. To ensure first-year students receive the monitoring essential to a meaningful and successful college experience, they are required to meet with their advisors at least twice each semester. During these routinely scheduled meetings, advisors assess students' adjustment to college, assist them in planning an academic program consistent with their abilities and interests, and monitor their progress towards established career goals. In addition, students are encouraged to contact their advisors to discuss any questions or concerns that may arise any time during the school year. First-year and transfer students who have not selected a major spend time with their advisors discussing the various major programs offered by the College and the resources available to assist them in their decision making. A close working relationship between students and their advisors ensures students will make careful course selections that will afford them the opportunity to sample different areas of study in preparation for making a more informed choice.

The Academic Advisement Office continues to work with upperclassmen in processing changes of major/advisor forms, Add/Drop forms, and course withdrawal forms. The Academic Advisement Office 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. to 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.

College Entry Program

Mrs. Donna Dickinson, Coordinator

The College Entry Program prepares students for the challenges of college life. Each summer students with a variety of interests and majors take advantage of this program to experience college life, to accelerate their academic progress, and to develop learning skills for academic success.

Incoming freshmen may enroll in three to seven credits of Core courses during the summer before their freshman year. Course offerings, application forms, and additional information may be obtained by contacting Mrs. Donna Dickinson at the Achievement Plus Office located in room 618 of the Administration Building or by calling (570) 208-6078.

Study Abroad

Mrs. Mollie Farmer, Director

The opportunity to study or intern 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 international 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, La Trobe University, Southern Cross University, Saint Louis University – Madrid, The Alliance for Global Education, Spanish Studies Abroad, Lancaster University (AACSB), University of Manchester (AACSB), University College Dublin (AACSB), University of Limerick, The School for Field Studies, The Grenoble School of Management (AACSB), and Universite Stendhal, 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, Argentina, Bhutan, China, Costa Rica, England, France, India, Ireland, Kenya, Panama, Puerto Rico, Spain, Tanzania, Turks and Caicos Islands, and New Zealand.

King's also offers international internships through partnership programs in Argentina, China, England, Ireland, and Spain. These internships offer placements 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. Programs offering field-based practicum or research components are often of particular interest to students in education, the health sciences, and environmental studies. Short-term summer programs abroad, developed and led by King's College faculty, provide students an opportunity to participate in a credit-bearing study tour with a group of faculty and peers. Many additional high quality approved programs, offered in both foreign languages and English, are available worldwide 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 options from which to choose when selecting the program which best fulfills their individual needs and the requirements of their academic 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 North Franklin Street. The phone number is (570) 208-5986.

Special Programs





Special Academic Programs

Academic Programs

Graduate Study

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
- M.Ed. in Curriculum and Instruction,
 - with a concentration in English as a Second Language (ESL)
 - with a concentration in PK-4 Elementary Education
 - with a concentration in Mathematics Education
 - with a concentration in Science Education
 - with a concentration in Social Studies
 - with a concentration in Excellence in Teaching
- 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: Excellence in Teaching
- 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. Cristofer Scarboro, 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 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. Recent Divine Wisdom Lecturers have included Jim Sciutto (ABC News Senior Foreign Correspondent), Paul A. Cantor (eminent Shakespeare scholar from the University of Virginia), and Michael Brannigan (Endowed Chair in Ethics and Moral Values at the College of Saint Rose). The Honors Council also coordinates service projects, movie nights, and cultural excursions.

Students who complete the Honors Program 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

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	Literature from Ancient to Early Modern
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 (3 CREDITS)

CORE 17x

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.) Students beginning in 145 Conversation and Composition are only required to complete one semester of a language.

MATH

(Choose one of the following)

MATH 127 Logic and Axiomatics (3 credits)
OR

MATH 129 Analytic Geometry and Calculus I (4 credits)

*or another Math course with the approval of the Honors Program Director

SCIENCE

(4 CREDITS)

(Choose one of the following)

BIOL 111 General Biology with lab
CHEM 113 General Chemistry with lab
PHYS 111 General Physics with lab
HNRS 270 Natural Science Perspectives
OR

Another course with the approval of the Honors Program Director

SOCIAL SCIENCE

(3 CREDITS)

(Choose one of the following)

- 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 trip or project)

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, 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 — Literature from Ancient to Early Modern

This is the first of the two-part, chronologically arranged, literature component of the Honors Program requirements. 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, Dante Alighieri, Shakespeare, and Milton.

HNRS 204 — Modern and Contemporary Literature

This is the second half of the Literature component of the Honors Program. 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 Perspectives

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*

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' Royal Warrior Battalion. The primary objective of the Reserve Officer Training Program

is to develop leadership capabilities in all students and to train future officers for the active Army, US Army Reserve, Army National Guard, and leaders for the country.

The King's College Company and the Royal Warrior ROTC Battalion continually ranks in the top 10% of all ROTC programs nationwide and was ranked third in the Eastern United States in 2011. The Battalion has recently celebrated sixty 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 without 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 Army ROTC 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 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. New to ROTC are language and cultural immersion programs offering incentives for language classes taken on campus as well as funded study abroad and summer foreign exchange internships to thirty countries. 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 courses normally taken during the freshman and sophomore years consisting of MIL 211/212, MIL221/222 and MIL 251/252. The advanced courses normally taken during the junior and senior years consist 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

\$1,200 per year for books in addition to the monthly stipend. Special five year scholarships may be available for qualifying Physician Assistant majors. 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, and medical and dental benefits, as well as 30 days paid vacation per year.

For more information on the Army ROTC program at King's College contact the Army ROTC Department at (570) 208-5900 ext. 5305 or ext. 5301.

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 Monday, Wednesday, and Friday mornings. Classes are held at the King's College Scandlon Fitness Center or other facilities in the Wilkes-Barre area and are one hour each.

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

Military Science 211 and 212 courses introduce Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership and officership. The courses help students develop a basic knowledge and understanding of Army leader attributes and core leader competencies and understand the role of R.O.T.C. and its purpose in the Army. In addition to classroom instruction all students enrolled in Military Science 211/212 will participate in Army Physical Training three days a week, Military Leadership Labs once a week, and a Battalion Level Field Training Exercise each semester. Classes are one hour and meet once each week.

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

The Military Science and Leadership 221 and 222 courses will highlight dimensions of terrain analysis, patrolling, and operation orders. Additional learning objectives of this course are to explore leadership in the operational environment incorporating tactical strategies, and team development. Cadets will continue to explore theoretical foundations of the Army leadership framework and investigate adaptive leadership in the context of military operations. This course is designed to provide the student with a glimpse of future subjects and to provide the student with enough information to make an informed decision on their interest level for this course. In addition to classroom instruction all students enrolled in Military Science 221/222 will participate in Army Physical Training three days a week, Military Leadership Labs once a week, and a Battalion Level Field Training Exercise each semester. Classes are two hours and meet once each week.

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

The Military Science 231 and 232 courses challenge Cadets to study, practice, and evaluate leadership skills as they are presented with the demands of preparing for the R.O.T.C. Leader Development and Assessment Course (LDAC). Students are presented with challenging scenarios related to small-unit tactical operations in order to develop self-awareness and critical-thinking skills. Cadets are expected to apply effective oral and written communications skills to operations. Cadets receive systematic and specific feed-

back from peers and instructors on their leadership values, attributes, skills and actions. In addition to classroom instruction all students enrolled in Military Science 231/232 will participate in Army Physical Training four days a week, Military Leadership Labs once a week, and a Battalion Level Field Training Exercise each semester. Classes are two hours each week. Prerequisite: Advanced placement credit.

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

Military Science and Leadership 241 and 242 are designed to develop a student’s proficiency in leading, planning, executing, and assessing complex operations, as well as functioning as a member of a staff and providing leadership-performance feedback to subordinates. These courses provide students with situational opportunities to assess risk, analyze Military History, make ethical decisions and provide mentoring to fellow Military Science students. Students are expected to analyze and evaluate their own leadership skills, as well as those of fellow cadets in order to further develop those leadership abilities. In addition to classroom instruction all students enrolled in Military Science 401/402 will participate in Army Physical Training four days a week, Military Leadership Labs once a week, and a Battalion Level Field Training Exercise each semester. Additionally, all MS 401 Cadets will take part in a Military Staff Ride to a National Battlefield as part of the course and their professional development. Classes are two hours each week.

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

Every Cadet enrolled in a Military Science course will normally enroll in and attend a weekly two-hour Leadership Lab conducted each Wednesday or Thursday afternoon. Leadership Labs are designed to allow Cadets to practice the skills and leadership traits they have received in the classroom in a tactical and hands-on setting. Cadets will be trained and tested on a wide-range of Military skills at Leadership Labs throughout the semester. Cadets will receive training and instruction in areas such as Drill & Ceremony, First Aid, Small Unit Tactics/Patrolling, Land Navigation, Weapons assembly and disassembly and much more. Leadership Labs are designed to prepare Cadets to be proficient in skills that they will be expected to demonstrate during the Leadership Develop and Assessment Course held between the MS III and MS IV year. This class meets at various locations in the Wilkes-Barre/Scranton area for two hours each week; it is highly encouraged for students in the basic course and is required for students in the advanced course.

Recommended 4-Year Course Curriculum

Army ROTC classes are normally taken over four years with eight total semesters (four basic and four advanced). A recommended schedule for both the Basic and Advanced Courses would be as follows:

BASIC COURSE

First Semester	Credits	Second Semester	Credits
MIL 100 Physical Fitness Training	1	MIL 100 Physical Fitness Training	1
MIL 211 Concepts of Leadership I	1	MIL 212 Concepts of Leadership II	1
MIL 251 Leadership Laboratory	0	MIL 252 Leadership Laboratory	0
	2		2
Third Semester	Credits	Fourth Semester	Credits
MIL 100 Physical Fitness Training	1	MIL 100 Physical Fitness Training	1
MIL 221 Dynamics of Leadership I	2	MIL 222 Dynamics of Leadership II	2
MIL 251 Leadership Laboratory	0	MIL 252 Leadership Laboratory	0
	3		3

Variations in the above schedule are possible. Sophomores with no ROTC or prior military experience can enroll in both the freshman and sophomore courses for the same semester.

ADVANCED COURSE

(Requires Basic Course or placement credit)

First Semester	Credits	Second Semester	Credits
MIL 100 Physical Fitness Training	1	MIL 100 Physical Fitness Training	1
MIL 231 Basic Military Leadership I	2	MIL 232 Basic Military Leadership II	1
MIL 251 Leadership Laboratory	0	MIL 252 Leadership Laboratory	0
	3		2
Third Semester	Credits	Fourth Semester	Credits
MIL 100 Physical Fitness Training	1	MIL 100 Physical Fitness Training	1
MIL 241 Advanced Leadership I	2	MIL 242 Advanced Leadership II	1
MIL 251 Leadership Laboratory	0	MIL 252 Leadership Laboratory	0
	3		2

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 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 \$1,200 per year for books and a monthly stipend ranging from \$3,000 to \$5,000 per year for each year the scholarship is awarded. For additional information, call the King's College Army ROTC Department at (570) 208-5900 ext. 5305/5301 or call 1-800-USA-ROTC. You can also visit the United States Army Cadet Command (ROTC) Four Years High School Scholarship information and application at: <http://m.goarmy.com/rotc.m.html> 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 Bachelor's or Master's 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 afrotc.wilkes.edu.

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 visits to 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. Students 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	5-Week Field Training	Credits
AS 240 4-week	3	AS 250 5-week	3

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	Credits	Sixth Semester	Credits
AS 301 Air Force Leadership Studies I	3	AS 302 Air Force Leadership Studies II	3
AS 303 Leadership Laboratory	<u>0</u>	AS 304 Leadership Laboratory	<u>0</u>
	3		3
Seventh Semester	Credits	Eighth Semester	Credits
AS 401 National Security Affairs/ Active Duty Preparation I	3	AS 402 National Security Affairs/ Active Duty Preparation I	3
AS 403 Leadership Laboratory	<u>0</u>	AS 404 Leadership Laboratory	<u>0</u>
	3		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 to 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. Students 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

Students 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 and the Shoval Center

In concert with the great world religious traditions, King's College invites all of its members to care for one's soul and to care for one's neighbor. As a Catholic institution founded by the Congregation of Holy Cross, King's affirms that love of God and love of neighbor, as espoused by Jesus, cannot be separated and that faith, as taught by Blessed Basil Moreau, "must move into our hands."

Campus Ministry welcomes students of all faiths and those searching for a religious tradition, who desire to develop and nurture their spiritual lives, to participate in its many opportunities for reflection, service, and worship. Catholic faith informs every aspect of Campus Ministry, especially its spirit of hospitality, inclusion, and respect for members of other religious traditions and all people of good will.

Sunday worship forms the heart of the College's liturgical life. King's students serve as lectors, altar servers, extraordinary ministers of Holy Communion, hospitality ministers, and cantors. Campus Ministry provides training and ongoing spiritual formation for these ministries. Weekday masses are celebrated in the Chapel of Christ the King and in Holy Cross Hall. The sacrament of reconciliation is available at scheduled times each week or anytime by appointment. Worship at the College also includes: Taize Prayer, Interfaith Prayer, Evening Prayer, Eucharistic Adoration, and the Stations of the Cross. Campus Ministry also assists students in finding houses of worship in their own religious tradition.

Campus Ministry works closely with students to develop and implement spiritual formation opportunities to meet students' needs. The Campus Ministry Advisory Council, made up of student leaders, helps to brainstorm new ideas. Students serve as retreat team leaders and facilitators; students lead Campus Renew, a small group faith sharing program for college students; class officers develop spiritual programming opportunities for their classmates; the R.C.I.A. program welcomes students into deeper life and fellowship within the church; and the College's councils of the Knights of Columbus and Columbiettes sponsor faith sharing and service opportunities.

The Campus Ministers are available to accompany students in their spiritual journeys by listening and sharing their own experience of faith. Campus Ministry is a place where students' gifts are shared, leadership is fostered, and faith is nurtured.

The Shoval Center for Service and Community Engagement provides opportunities for all members of the King's community to care for their neighbor and to reflect on the implications of service for personal and spiritual growth and for the establishment of a more just and compassionate society. The Center sponsors Hunger for Justice Week,

programs that raises student consciousness about the plight of the poor and marginalized, the Scholars in Service to Pennsylvania scholarship, and numerous opportunities for volunteer service. It works with faculty to develop specialized service learning courses.

The Center spearheads the College's SERVE (Students Engaged in Reflective Volunteer Experiences) program. All first year students participate in CitySERVE, a day-long service immersion in our local community during orientation, and continue by offering volunteer service throughout the first semester as part of the First Year Experience Seminar. WinterSERVE, SpringSERVE and SummerSERVE provide students with opportunities for more extended periods of service and reflection.

The Shoal Center is a place where students discover, deepen and develop their passion for service to their neighbor. Together Campus Ministry and the Shoal Center are committed to working with students for the education of the mind and heart of every member of our community.

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 Tournaments

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 and is the National Health Preprofessional Honor Society dedicated to the encouragement and recognition of excellence in preprofessional health scholarship and service. The Society welcomes all students engaged in the pursuit of a professional healthcare career. The Pennsylvania Lambda Chapter, King's College, was established in 1989 and is one of 12 such active AED chapters in the Commonwealth. An overall grade-point average of 3.4 (4.00 scale), a cumulative average of 3.4 in the sciences are the criteria for membership after 5 semesters of course-work in a health preprofessional curriculum, and significant service to the College and community. Membership affords an opportunity to develop initiative, leadership, and self education through participation in the activities of the Chapter and Society.

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 Dean of Graduate Programs and the directors of the individual graduate programs.

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 3.2 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 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 (1) achieved Dean's List status for at least three semesters at King's College or another college from which they have transferred, (2) received a grade of "A-" or better in any two Philosophy courses, and (3) been nominated by at least two faculty members. Membership is extended to faculty members whose scholarly achievement attests to their love of philosophy and interest in speculative inquiry.

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 have demonstrated academic excellence while facing competing interests of family, community, and work. The national organization was founded in 1946. The King's Alpha Omega Chapter was established in 1974.

Aquinas Society, founded 1953, 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 3.5 (4.0 scale) who have attained the Dean's List for at least five 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 Achievement Plus 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 Achievement Plus 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 thirteen 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 National Honor Society 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 minimum cumulative grade-point-average of 3.5 or a 3.5 G.P.A. in finance and related coursework. Students 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.

Lambda Pi Eta, the national honor society for communication studies, was founded in 1985 to recognize, foster, and reward outstanding scholastic achievement in communication studies. Lambda Pi Eta became the official honor society of the National Communications Association (NCA) in July 1995. Psi Epsilon is the King's College Chapter and was founded in November 2008. Membership is open to mass communications students who are in good standing, who have completed sixty credits with an overall G.P.A. of 3.0 (4.0 scale), and who have a G.P.A. of 3.25 after completing 12 credits in mass communications courses, ranking in the top 35% of their class.

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 the 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 majors who have attained an overall cumulative grade point

average of 3.25 (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 completed at least 18 credit hours in Economics and achieving a minimum 3.25 cumulative G.P.A. and a 3.00 G.P.A. in their Economics-related courses. 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.

Phi 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 higher 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 international honor society for students in psychology. The 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, Alpha Epsilon Beta, which was founded in 1995, must be junior or senior majors or minors with a minimum G.P.A. in English of 3.4 (4.0 scale), a cumulative minimum G.P.A. of 3.0, 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
- Chemistry (Engineering)
- *Clinical Laboratory Science (Medical Technology)
- *Computer Science
- Computer Science (Engineering)
- General Science
- Environmental Science
- Neuroscience
- *Physician Assistant
- Physics
- Physics (Aerospace Engineering)
- Physics (Civil Engineering)
- Physics (Electrical Engineering)
- Physics (Mechanical Engineering)

Social Sciences

- Psychology

Technology

- Computers & Information Systems

Business Administration

- *Accounting
- Management
- 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
- Minor in Management
- Minor in Resources Management
- Computers & Information Systems

Associate of Arts

- Criminal Justice
- Leadership & Global Dynamics

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

The William G. McGowan School of Business

Dr. Barry H. Williams, Dean

The William G. McGowan School of Business offers students a program of study leading to a Bachelor of Science in Business Administration (B.S.B.A.) degree. Within the program of study students may select from the following majors: Accounting, Management, Marketing, Finance, Human Resources Management, and International Business. Every student is required to take the following curriculum in addition to his or her major courses within the program of study leading to the Bachelor of Science in Business Administration degree.

THE WILLIAM G. MCGOWAN SCHOOL OF BUSINESS FOUNDATION COURSES

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (B.S.B.A)

The William G. McGowan School of Business requires students to complete a common curriculum that it calls the Business Foundation. These courses are required for the Bachelor of Science in Business Administration (B.S.B.A.) degree.

REQUIRED CORE COURSES

(15 CREDITS)

The following courses will be used to fulfill CORE requirements:

CIS 110	Introduction to Computer Applications for Business
CORE 153	Principles of Economics — Macro
CORE 180	Social Science in an American Context
CORE 193/IB 241	Globalization
MATH 123	Finite Math

BUSINESS FOUNDATIONS

(38 CREDITS)

The following courses will also be included:

ECON 112	Principles of Economics: Micro
ECON 221	Quantitative Methods for Business and Economics
MSB 100	Introduction to Business (1 credit)
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 250	Business Communication and Mentoring
MSB 287	Business Ethics
MSB 305	Organizational Behavior
MSB 320	Financial Management
MSB 330	Business Law I
MSB 400	Professional Seminar (1 credit)
MSB 480	Strategic Management

Students shall not earn credit for more than 15 hours in any designated course, or combination of courses within the William G. McGowan School of Business Foundation Courses and/or the major courses, in Accounting, Management, Marketing, Finance, Human Resources Management, and International Business without being declared as either a major or minor student of one of those majors, or being granted permission by the Dean of The William G. McGowan School of Business.

Associate of Science in Business Administration (A.S.B.A.)

Students enrolled in the Associate of Science in Business Administration (A.S.B.A.) course of study are required to complete a common body of courses from within the Bachelor of Science in Business Administration (B.S.B.A.) program along with electives taken from within the various majors offered by the School of Business and CORE courses from the King's College core curriculum. The courses required for the A.S.B.A. include 21 credits from within the College's Core curriculum and the following additional courses:

REQUIRED CORE COURSES

(9 CREDITS)

The following courses will be used to fulfill other CORE requirements:

CIS 110	Introduction to Computer Applications for Business
CORE 153	Principles of Economics — Macro
CORE 193/IB 241	Globalization

BUSINESS FOUNDATIONS

(22 CREDITS)

The following courses will also be included:

ECON 112	Principles of Economics: Micro
MSB 100	Introduction to Business (1 credit)
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 250	Business Communications and Mentoring
MSB 287	Business Ethics

SCHOOL OF BUSINESS ELECTIVES

(9 CREDITS)

Students are permitted to select from the major programs three courses for which they have met the prerequisite requirements.

Students enrolled in the Associate of Science in Business Administration track will be required to complete at least fifty percent of the business courses which are used within the Associate of Science track within the William G. McGowan School of Business.

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 100 — Introduction to Business (1)

The purpose of this course is to introduce students interested in pursuing academic majors in business to the William G. McGowan School of Business' majors in conjunction with the Angelo P. DeCesaris '53 Executive in Residence initiative, which seeks to assist students in making informed and proactive career decisions. The Angelo P. DeCesaris '53 Executive in Residence initiative in the School of Business seeks to develop business students' knowledge of the professional competencies of business and community and to have students apply these competencies in supporting the common good. The student and career development process presented in this course will allow students to understand and make choices and career plans based on an assessment of their interests, skills, and values as well as up-to-date information and mentoring about occupations and trends in the job market for students in the majors of the School of Business.

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 resources 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.

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.

MSB 250 — Business Communication and Mentoring (3)

This course will help students to become more effective writers and presenters in the business workplace. The focus of this course is on the essentials of style, organization, and professionalism in the development of fundamental business correspondence, reports, and presentations. An interactive software program will be used to examine and refine writing abilities. Students will be required to produce documents and present information which reflect the appropriate and effective use of technology. Career exploration and mentoring components will be woven throughout the curriculum. Prerequisites: MSB 100, CORE 110 and CORE 115.

MSB 287 — Business Ethics (3)

Examination of the vocation and moral context of business; critical reflection, through engagement with the philosophical and Catholic traditions, on how to make a living *and* live well; and extended consideration of issues and problems that arise in contemporary business settings. 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 400 — Professional Seminar (1)

The course provides students the opportunity to draw upon and enhance their professional knowledge learned and applied throughout their coursework and allow them to reflect upon this body of knowledge. This course will also permit the students to combine their prior professional knowledge, career planning, and mentoring experiences to formulate a final action plan for a lifelong commitment to learning, career, and socially responsible behavior. Prerequisites: MSB 100, MSB 250, CARP 412 and senior status.

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, except MSB 400, and senior status.

Accounting

Dr. Marian Boscia, Chairperson

Students selecting a major in Accounting will be awarded a Bachelor of Science in Business Administration (B.S.B.A.) degree under the program of study offered by the William G. McGowan School of Business. A minor in Accounting is also available as a part of the William G. McGowan School of Business program of study.

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

The curriculum in accounting provides the technical preparation for students who want to qualify as Certified Public Accountants (CPAs), Certified Management Accountants (CMAs) or Certified Internal Auditors (CIAs). Changes to the state requirements for attaining the designation of a Certified Public Accountant (CPA) in New Jersey, New York, Pennsylvania, and most other states require applicants to attain 150 credit hours of education in order to receive a CPA license to practice in those states. King's College has designed a cost effective program of study designed to assist the student in attaining the necessary 150 credit hours of education in their four years of undergraduate study at King's College. Under this program, Accounting students may elect to take 18 credits per semester during their junior and senior years. Students pursuing these additional 3 credit hours per semester during the third and fourth years of study will have attained 135 credit hours of education; these additional credits are included in the students' regular tuition and can be taken without any overload fee. Students pursuing these additional credits may do so in any number of ways including selecting a minor from all the available programs within the William G. McGowan School of Business or the College of Arts and Sciences. Students who wish to attain the 150 credit hours of education within the four years of their education at King's will take

15 credits of summer semester classes in addition to the 135 credits attained during their eight semesters at King's. Summer semester classes require an overload fee.

To continue in the King's College Accounting Program (i.e., enroll in ACCT 240 — Intermediate Accounting I), a student must have earned a minimum 2.0 G.P.A. in ACCT 115 — Introduction to Financial Accounting II. 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

REQUIRED CORE COURSES

(15 CREDITS)

CIS 110	Introduction to Computer Applications for Business
CORE 153	Principles of Economics: Macro
CORE 180	Social Science in an American Context
CORE 193/IB 241	Globalization
MATH 123	Finite Math

BUSINESS FOUNDATIONS

(38 CREDITS)

ECON 112	Principles of Economics: Micro
ECON 221	Quantitative Methods for Business and Economics
MSB 100	Introduction to Business (1 credit)
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 250	Business Communication and Mentoring
MSB 287	Business Ethics
MSB 305	Organizational Behavior
MSB 320	Financial Management
MSB 330	Business Law I
MSB 400	Professional Seminar (1 credit)
MSB 480	Strategic Management

MAJOR REQUIREMENTS

(29 CREDITS)

ACCT 115	Introduction to Financial Accounting II
ACCT 115L	Financial Accounting II Lab (1 credit)
ACCT 240	Intermediate Accounting I
ACCT 250	Intermediate Accounting II
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)

ELECTIVES

(6 CREDITS)

Students may choose from any elective course offered/accepted by the College, including non-business courses.

MINOR REQUIREMENTS

(6 COURSES — 16 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 115 Introduction to Financial Accounting II

ACCT 115L Financial Accounting II Lab

ACCT 240 Intermediate Accounting I

ACCT 250 Intermediate Accounting II

ACCT 340 Advanced Managerial Accounting

ACCT 420 Tax Accounting

Students shall not earn credit for more than 15 hours in any designated course, or combination of courses within the William G. McGowan School of Business Foundation Courses and/or the major courses, in Accounting, Management, Marketing, Finance, Human Resources Management, and International Business without being declared as either a major or minor student of one of those majors, or being granted permission by the Dean of The William G. McGowan School of Business.

All McGowan School of Business (MSB) courses numbered 300 and above, and all Accounting courses beyond ACCT 115, must be completed at King's College for King's to award the Bachelor of Science in Business Administration (B.S.B.A.) with major in Accounting degree or minor sequence in Accounting or for the fulfillment of any required course in any other degree or minor 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.

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.

ACCT 115 — Introduction to Financial Accounting II (3)

Further develop the accounting cycle; recording, summarizing, interpreting financial data for partnerships and corporations, including cash flows, long-term liabilities, plant assets, and payroll accounting. Course also presents the conceptual framework of accounting, accounting environment, information systems, and the presentation of formal financial statements. Prerequisite: MSB 110. Students must also register for ACCT 115L - Financial Accounting II Lab.

ACCT 115L — Financial Accounting II Lab (1)

This course requires students to complete the accounting cycle and prepare solutions to

accounting problems utilizing computer applications. A practice set and general ledger and/or spreadsheet computerized accounting are required. One hour lab per week in addition to the class time required in ACCT 115.

ACCT 210 — Fraud Examination I: Forensic and Investigative Accounting (3)

Topics include discussion of criminal statutes related to financial crimes, techniques used in solving financial crimes, interviewing, rules of evidence, sources of information, forensic accounting procedures, and current issues in financial investigations. Practical exercises involving interviewing techniques and an indirect method of proof used in resolving a financial crime will be included to facilitate the understanding of the topics discussed. Prerequisite: MSB 110.

ACCT 211 — Fraud Examination II: Forensic and Investigative Accounting (3)

Topics include discussion of laws related to financial crimes, techniques used in solving financial crimes, a review of interviewing, rules of evidence, sources of information, forensic accounting procedures, including a discussion of electronic crimes and the cybercriminal. Also included are special techniques used in litigation support including the computation of monetary damages and business valuations. A practical exercise involving business valuations will be included to facilitate the understanding of the topics discussed. Prerequisite: MBS 110.

ACCT 240 — 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. 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. Prerequisites: ACCT 115 and MSB 120 (*A student must have earned a minimum 2.0 G.P.A. in each course.*)

ACCT 250 — Intermediate Accounting II (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 240.

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 250.

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. Prerequisites: 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, accountants' legal responsibilities, internal control, and the auditor's reports, utilizing the computer to audit, auditing computerized systems, and statistical sampling. Prerequisites: ACCT 240 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 250.

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 and 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. *Junior or senior status required.*

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, Department Chairperson's approval required in writing prior to the work experience. Open to Accounting majors only. Junior or senior status with a minimum G.P.A. of 2.50 is required. Internship credits cannot substitute for major course requirements.*

Athletic Training Education Program

Mr. Jeremy Simington, Program Director

The King's College Athletic Training Education Program (ATEP) provides students with individualized, learning-centered athletic training education in the liberal arts tradition, which enables them to become confident, skilled, and principled Certified Athletic Trainers. Certified Athletic Trainers are recognized by the American Medical Association as allied health professionals who specialize in the prevention, assessment, treatment, and rehabilitation of injuries and illnesses. The ATEP is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). 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 certification 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

Following graduation, the Athletic Training Student may choose to pursue graduate studies in a variety of programs or may choose from numerous career settings including, but not limited to:

- Schools (K-12, colleges, and universities)
- Amateur, professional, and Olympic sports
- Clinics and hospitals
- Physician offices
- Research organizations
- Fitness centers
- Government and military organizations
- Commercial and industrial workplaces
- Public safety (police, fire)
- Community facilities (parks, recreation centers)
- Medical sales

Pre-Professional Phase

This component of the curriculum is designed to provide the Athletic Training Student with the Core Curriculum of the College as well as 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 their 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, 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 reasonable 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 (MD or DO), 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: professional certifications such as American Red Cross CPR/AED for Professional Rescuers and Health Care Providers 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 consultation with the Program Director: any course that has the ATEP prefix, BIOL 219, BIOL 219L, BIOL 220, BIOL 220L, CHEM 107, CHEM 107L, PHYS 108, PHYS 108L, 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 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 100- and 200-level Athletic Training Education Program (ATEP) courses and required science courses (refer to the Pre-Professional Phase course listing).
2. A minimum cumulative grade point average of 2.75.
3. A minimum Athletic Training major grade point average of 2.75 (includes all ATEP courses, required science courses, and CORE 154 [if taken]).
4. A minimum grade of "C" in all 100- and 200-level ATEP courses and in all required science courses.
5. Current American Red Cross CPR/AED for Professional Rescuers and Health Care Providers certification and First Aid certification. (These will be earned in ATEP 165).
6. The Athletic Training Student must apply and be admitted to the Professional Phase of the program. Application is typically 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 and it is the objective of the Committee to admit only qualified Athletic Training Students. The Committee evaluates the following selection criteria:
 - A. Application Form and Essay — 15% of selection criteria
 - B. Grade Point Averages — 40% of selection criteria (*This is a combination of the candidate's Athletic Training major G.P.A and cumulative G.P.A.*)
 - C. Pre-Professional Phase Clinical Experiences — 15% of selection criteria (*This is the average of grades received in ATEP 202 and ATEP 203 [clinical courses].*)
 - D. Faculty Evaluation of the Student — 5% of selection criteria (*This is an evaluation of the candidate's classroom performance by a faculty member outside of the Department of Sports Medicine.*)

- E. Entrance Exam Score — 10% of selection criteria (*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.*)
- F. Entrance Interview — 15% of selection criteria (*This is a formal interview that takes place in April. The Program Director will notify the candidate of the date, time, and location.*)
- G. The applicant earns points based on each component of the selection criteria and must earn a minimum combined score of 75 (out of 100) to be eligible for full admittance.

Following the spring semester, each candidate will receive notification from the Program Director regarding their acceptance status. 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 annually. Athletic Training Students who are not accepted may, if they choose, attempt to rectify any deficiencies and reapply to the Professional Phase the following year.

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: Evaluation and Diagnosis in Athletic Training; Therapeutic Modalities, Therapeutic Exercise; Pathology and Athletic Performance, Pharmacology in Athletic Training; Nutrition and the Athlete; Research Methods and Design in Athletic Training; 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 patients.

Graduation Requirements

1. Completion of all courses in the Athletic Training Education Program (ATEP) curriculum.
2. A minimum grade of “C” in all ATEP courses.
3. A minimum cumulative grade point average of 2.50.
4. A minimum Athletic Training major grade point average of 2.50.
5. Current American Red Cross CPR/AED for Professional Rescuers and Health Care Providers certification and First Aid certification.
6. A minimum of fourteen Professional Activity Points must be earned, documented and approved by the Program Director.

Pre-Professional Phase Courses

BIOL 219	Anatomy and Physiology I
BIOL 219L	Anatomy and Physiology I Lab
BIOL 220	Anatomy and Physiology II
BIOL 220L	Anatomy and Physiology II Lab
CHEM 107	General, Organic and Biochemistry
CHEM 107L	General, Organic and Biochemistry Lab
PHYS 108	Applied Biophysics

PHYS 108L	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 and Care of Athletic Injuries I
ATEP 231	Prevention and 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	Evaluation and Diagnosis in Athletic Training I
ATEP 306	Evaluation and Diagnosis in Athletic Training II
ATEP 310	Therapeutic Modalities
ATEP 310L	Therapeutic Modalities Lab
ATEP 311	Therapeutic Exercise
ATEP 311L	Therapeutic Exercise Lab
ATEP 325	Nutrition and the Athlete
ATEP 402	Athletic Training Clinical V
ATEP 403	Athletic Training Clinical VI
ATEP 410	Pathology and Athletic Performance
ATEP 422	Organization and Administration of Athletic Training
ATEP 435	Pharmacology in Athletic Training
ATEP 460	Current Trends and Topics in Athletic Training
ATEP 480	Research Methods and Design in Athletic Training

Education Requirements

MAJOR REQUIREMENTS

(34 COURSES — 84 CREDITS)

BIOL 219	Anatomy and Physiology I (3)
BIOL 219L	Anatomy and Physiology I Lab (1)
BIOL 220	Anatomy and Physiology II (3)
BIOL 220L	Anatomy and Physiology II Lab (1)
CHEM 107	General, Organic, and Biochemistry (3)
CHEM 107L	General, Organic, and Biochemistry Lab (1)
PHYS 108	Applied Biophysics (3)
PHYS 108L	Applied Biophysics Lab (1)
CORE 154	Psychological Foundations (3)
ATEP 101	Introduction to Athletic Training (3)
ATEP 165	Emergency Care of Athletic Injuries (3)
ATEP 202	Athletic Training Clinical I (2)
ATEP 203	Athletic Training Clinical II (2)

ATEP 230	Prevention and Care of Athletic Injuries I (3)
ATEP 231	Prevention and 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	Evaluation and Diagnosis in Athletic Training I (3)
ATEP 306	Evaluation and Diagnosis in Athletic Training II (3)
ATEP 310	Therapeutic Modalities (3)
ATEP 310L	Therapeutic Modalities Lab (1)
ATEP 311	Therapeutic Exercise (3)
ATEP 311L	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 and Athletic Performance (3)
ATEP 422	Organization and Administration of Athletic Training (3)
ATEP 435	Pharmacology in Athletic Training (3)
ATEP 460	Current Trends and Topics in Athletic Training (3)
ATEP 480	Research Methods and Design in Athletic Training (3)

Curriculum Sequence

ATHLETIC TRAINING EDUCATION PROGRAM

First Year

ATEP 101	3	ATEP 165.....	3
PHYS 108.....	3	CHEM 107.....	3
PHYS 108L.....	1	CHEM 107L.....	1
CORE 090 FYE	1	CORE Course.....	3
CORE Course.....	3	CORE Course.....	3
CORE Course.....	3	CORE Course.....	3
CORE Course.....	3		16
	17		

Second Year

ATEP 202	2	ATEP 203.....	2
ATEP 230	3	ATEP 231.....	3
ATEP 280	3	ATEP 245.....	3
BIOL 219.....	3	ATEP 290.....	3
BIOL 219L	1	BIOL 220.....	3
CORE Course.....	3	BIOL 220L.....	1
CORE Course.....	3	CORE Course.....	3
	18		18

ATHLETIC TRAINING EDUCATION PROGRAM*Third Year*

ATEP 302	2	ATEP 303.....	2
ATEP 305	3	ATEP 306.....	3
ATEP 310	3	ATEP 311.....	3
ATEP 310L.....	1	ATEP 311L	1
CORE Course.....	3	ATEP 325.....	3
CORE Course.....	3	CORE Course	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 Course	3
CORE Course.....	3	CORE Course	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 (3)

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 and patients. 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 patients 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 patients 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 — Evaluation and Diagnosis in Athletic Training 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 — Evaluation and Diagnosis in Athletic Training 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 patient 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 patient as well as intervention with the drug and alcohol abusing patient. 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 patient 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 patients, with a focus on athletes. 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 patients, with a focus on athletes. 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 — Research Methods and Design in Athletic Training (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. Garrett Barr, Chairperson

The Biology Major curriculum is designed to prepare students with a foundation in all aspects of modern biological studies. To this end, students will not only learn the major concepts and tenets of biology, but also apply the scientific method paradigm by actively engaging in the processes of collecting, analyzing, interpreting, and evaluating data. All Biology Majors will be responsible for designing and conducting biological research through all of its stages including researching the pertinent scientific literature, creating an appropriate experimental design, and performing the proposed project. Students will present their research in oral and/or poster form. Upon completion of the curriculum, students possess the skills required for postgraduate educational programs and/or employment in areas using biological principles and techniques.

The following curricula for Biology Majors are designed to prepare students for careers in professional and graduate fields. However, certain specialized fields may require more extensive preparation. The Biology curricula allow for the opportunity to complete significant coursework in several related fields including secondary education, chemistry, neuroscience, and environmental science.

Biology majors wishing to complete the major sequence requirements during the summer and who are unable to take the courses at King's during the 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

(19 COURSES — 64 CREDITS)

BIOL 113	Evolution and Diversity with Lab (4)	
BIOL 210	Organisms and Their Ecosystems with Lab (4)	
BIOL 213	Cell and Molecular Biology with Lab (4)	
BIOL 370	Seminar (Sophomore/Junior Diagnostic Project) (2)	
BIOL 490	Biological Research (Senior integrated Assessment) (4)	
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)	
MATH 125	Calculus (4)	
MATH 128	Introduction to Statistics and Data Analysis (4)	
PHYS 111	General Physics I with Lab (4)	
PHYS 112	General Physics II with Lab (4)	= 50 credits

In addition to the Major Sequence requirements, a Biology Major must complete a minimum of four upper-level Biology courses (minimum of two with lab). Biology majors have the option to choose one of the following emphases. A student who selects an emphasis must choose four courses (minimum of two with a lab) from within one of the following lists, including the required courses () for the emphasis.*

PRE-HEALTH EMPHASIS

- *BIOL 355 Comparative Anatomy
- *BIOL 447 Physiology
- BIOL 314 Microbiology
- BIOL 323 Genetics
- BIOL 324 Biochemistry
- BIOL 326 Immunology
- BIOL 336 Cell Biology
- BIOL 350 Embryology
- BIOL 380 Neuroendocrinology
- BIOL 416 Parasitology
- BIOL 456 Molecular Neurobiology

MOLECULAR BIOLOGY EMPHASIS

- *BIOL 323 Genetics
- *BIOL 450 DNA Science
- BIOL 314 Microbiology
- BIOL 324 Biochemistry
- BIOL 326 Immunology
- BIOL 330 Introduction to Bioinformatics
- BIOL 336 Cell Biology
- BIOL 453 Systems Biology
- BIOL 456 Molecular Neurobiology

ECOLOGY EMPHASIS

- *BIOL 430 Ecology
- BIOL 310 Computer Modeling
- BIOL 314 Microbiology
- BIOL 349 Animal Behavior
- BIOL 416 Parasitology
- BIOL 420 Botany
- BIOL 401 Variable Topics in Environmental Science
- ENST 410 Ecological & Environmental Sampling & Analysis = **64 credits TOTAL**

MINOR SEQUENCE REQUIREMENTS — BIOLOGY

(6 COURSES)

- BIOL 113 Evolution and Diversity with Lab (4)
- BIOL 210 Organisms and Their Ecosystems with Lab (4)
- BIOL 213 Cell and Molecular Biology with Lab (4)

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

Course Descriptions

BIOL 113 — Evolution and Diversity (4)

This course will start with the basics of Mendelian inheritance. A brief introduction to inheritance, sexual lifecycles, mitosis and meiosis, will lay the foundation for students to fully understand evolution of populations through natural selection and adaptation, the origin of species, and the history of life on Earth. Evolution will continue as a major theme throughout coverage of the diversity of life, focusing on shared and derived traits within taxa and highlighting relationships between form and function. 3 lecture, 1 problem and 3 laboratory hours.

BIOL 210 — Organisms and Their Ecosystems (4)

The correlation between form and function will be emphasized at the organismal through ecosystem levels of biological organization. The purpose of this course is two-fold: (1) to study the biophysical relationship between organisms within their ecosystem and (2) to study the biochemical relationship between systems within a given organism. Balance and homeostasis between organisms within an ecosystem share similarities with balance and homeostasis between organ systems within a particular organism. This course will be equally divided into three units: Ecology, Plant Form and Function, and Animal Form and Function. 3 lecture and 3 laboratory hours.

BIOL 213 — Cell and Molecular Biology (4)

This course will provide students with a foundation in cellular and molecular biology. Topics will include chemical principles, metabolism, cell architecture, patterns of inheritance, cellular reproduction, molecular genetics, and a reintroduction to evolution, particularly how it relates to and is supported by the central dogma of biology. While the scope of this course is broad, it will have a concentrated focus on metabolic and genetic principles. 3 lecture and 3 laboratory hours.

BIOL 219 — Anatomy and Physiology I (4)

This is the first semester of a two-semester sequence dealing with the structure and function of the human body and mechanisms for maintaining homeostasis. Topics include cytology, histology, and integumentary, skeletal, muscular and nervous systems. Prerequisites: Chem 107 or Chem 113. 3 lecture and 3 laboratory hours. *Intended primarily for Athletic Training Education Majors.*

BIOL 220 — Anatomy and Physiology II (4)

A continuation of Biol 219 involving the study of structure and function of the human body, this course deals with the endocrine, cardiovascular, lymphatic, respiratory, digestive and urogenital systems. Special emphasis is given to the concepts of metabolism, fluid and electrolyte balance, and development and heredity. Prerequisite: Biol 219. 3 lecture and 3 laboratory hours. *Intended primarily for Athletic Training Education Majors.*

BIOL 221 — Anatomy and Physiology I for Medical Studies (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. Emphasis is given to case study problems with clinical applications relevant to students pursuing careers in

the medical field. Prerequisites: BIOL 113, 210 and 213, CHEM 241, and CHEM 242. 3 lecture and 3 laboratory hours. *Intended primarily for Physician Assistant Majors.*

BIOL 222 — Anatomy and Physiology II for Medical Studies (4)

A continuation of BIOL 221. Topics include the endocrine, cardiovascular, respiratory, digestive, urinary and reproductive systems. Emphasis is given to case study problems with clinical applications relevant to students pursuing careers in the medical field. Prerequisite: BIOL 221. 3 lecture and 3 laboratory hours. *Intended primarily for Physician Assistant Majors.*

BIOL 224 — Biochemistry for Medical Studies (3 or 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 213, CHEM 241, or permission of instructor. 3 lecture hours. 3 lab hours for Clinical Laboratory Science majors. *Intended primarily for Physician Assistant and Clinical Laboratory Science majors.*

BIOL 229 — Modern Techniques in Biological Sciences (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 ongoing faculty research project. The student will work in the research laboratory of a designated faculty member. Prerequisite: Permission of the research mentor. 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. Primarily offered online during a summer session.*

BIOL 314 — Microbiology (3 or 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 323 — Genetics (3 or 4)

An introduction to heredity. A balanced presentation is made in the fields of classical, molecular, and population genetics. Topics include: Mendelian inheritance, Molecular Genetics, Population Genetics, Quantitative Genetics, Phylogenetics, and Evolution. Laboratory investigations span a variety of organisms and techniques used in modern Genetics applications. Prerequisites: BIOL 213 and CHEM 114, or permission of the instructor. 3 lecture and 3 laboratory hours.

BIOL 324 — Biochemistry (3 or 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 213 and CHEM 241, or permission of instructor. 3 lecture and 3 laboratory hours.

BIOL 326 — Immunology (3 or 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 210 and 213. 3 lecture and 3 laboratory hours.

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 213 (BIOL 323 recommended), or permission of the instructor. 3 lecture hours.

BIOL 336 — Cell Biology (3 or 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 non-cellular 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. Prerequisites: BIOL 213 (BIOL 324 recommended), 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.* 3 lecture hours.

BIOL 349 — Animal Behavior (3 or 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.* 3 lecture and 3 laboratory hours.

BIOL 350 — Vertebrate Embryology (3 or 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. Prerequisites: BIOL 210, 213, 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. Prerequisites: BIOL 113 and 210, CHEM 242, or permission of the instructor. 3 lecture and 3 laboratory hours.

BIOL 370 — Junior 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 113, 210, 213 and CHEM 242, or permission of the instructor. 2 lecture/seminar hours.

BIOL 380 — Neuroendocrinology (3)

This course will use the stress response to study the anatomy, physiology, and pathology of the neuroendocrine system. This course will cover topics such as endocrine signaling, homeostasis versus allostasis, the anatomy and physiology of the endocrine system, hormones regulating basic biological functions, neuronal control of endocrine function, acute versus chronic stress, and diseases resulting from chronic stress. Prerequisites: BIOL 210 and 213. 3 lecture hours.

BIOL 401A-N — Special Topics in Environmental Science (3 or 4)

Selected topics in environmental sciences. Courses A, C, and G are primarily lecture format. Courses D, E, F, and K contain a significant lab and/or field component; courses H, I and M are immersion courses at remote sites, and courses B and M have an online format. Topics include A) Conservation Biology (3), B) Wildlife Natural History (4), C) Wildlife Ecology and Management (3), D) Ecotoxicology (4), and E) Wildlife Techniques (4), F) Water Quality Analysis (4), G) Tropical Ecology (3), H) Chesapeake Bay Ecology (4), I) Adirondack Park Ecology (4), J) *purposely blank*, K) Wetland Ecology & Delineation (3), M) Environmental Health (3), N) Tropical Ecosystems: Peru (3). Prerequisites: BIOL 113 and 210, or permission of the instructor. 3 or 4 lecture/lab hours. *Cross-listed as ENST 401; see the Environmental Studies/Science section of the catalog for individual course descriptions.*

BIOL 416 — Parasitology (3 or 4)

A parasite is any organism that uses another organism to its benefit. Organisms in every Kingdom have evolved to use this strategy. The most lethal human diseases in the world are caused by parasitic organisms. The lecture portion of this course will address the basic biology, life cycles, and epidemiology of parasites. The laboratory portion of the exercise will demonstrate how to identify parasitic infections in different stages of their life cycles as well as two multi-week modules on the roles of genotype and environment on parasitism. Prerequisites: BIOL 113, 210 and 213, or permission of the instructor. 3 lecture and 3 laboratory hours.

BIOL 420 — Botany (3 or 4)

An overview of the field of vascular plant biology, this course focuses on plant diversity, form and function, and ecology. Topics include reproduction, growth and development, resource acquisition and translocation, evolutionary relationships, identification, symbioses and, herbivory. Prerequisites: BIOL 113 and 210, or permission of the instructor. 3 lecture and 3 laboratory hours.

BIOL 430 — Ecology (3 or 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 113 and 210, or permission of the instructor. 3 lecture and 3 optional laboratory hours.

BIOL 447 — Physiology (3 or 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 210 and 213, CHEM 242, or permission of the instructor. 3 lecture and 3 laboratory hours.

BIOL 450 — Molecular Genetics: DNA Science (3 or 4)

Genetic structure and regulation of gene expression in prokaryotic and eukaryotic organisms; recombinant DNA technology; mutation/suppression; transcription/translation; and 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 213 (BIOL 323 recommended) and CHEM 242, 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. Prerequisites: BIOL 213 (BIOL 324 recommended), and CHEM 242. 3 lecture and 3 laboratory hours.

BIOL 456 — Molecular Neuroscience (4)

This course focuses on the cellular and molecular mechanisms of neurodegenerative diseases. Topics covered in this course include: neuronal signaling, mechanisms of cell survival, differentiation and proliferation, mechanisms of neuronal injury, current *in vitro* models of neurodegenerative diseases, and treatment strategies for these diseases. Techniques learned in this course will include tissue culture of primary neurons and neuronal cell lines, developing *in vitro* models of disease, cell death and protection assays, molecular techniques in protein biology, and microscopy. Prerequisites: BIOL 210 and 213. NEUR 211 recommended. 3 lecture and 3 laboratory hours.

BIOL 490 — Biological Research I (4)

This course is the Biology department's Senior Integrated Assessment course. This course allows students to implement the research project developed in the Junior Seminar course (370). 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 poster presentation of a scientific report. Biology 490 is the required capstone course for all Biology Majors. Prerequisites: BIOL 113, 210, 213, and 370. 2 lecture and 2 three-hour laboratory sessions.

BIOL 491 — Biological Research II (2, 3 or 4)

For students who want to continue original, independent research. Prerequisites: BIOL 490. *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.*

Chemistry

Dr. Brian Williams, 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 College'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; or 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.

Chemistry majors wishing to complete major sequence requirements at another institution must complete them at a four-year institution and have permission from the Department Chairperson.

Education Requirements

MAJOR REQUIREMENTS

(64 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 129	Analytic Geometry and Calculus I (4)
MATH 130	Analytic Geometry and Calculus II (4)
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)

*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 that includes MATH 129 and 130.*

Students who wish to be eligible for certification by the American Chemical Society must include the following:

CHEM 353 Biochemistry (3)

Note that BIOL 324 may substitute for CHEM 353 and CHEM 396-397, 496-497

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)

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 129	Analytic Geometry and Calculus I (4)
MATH 130	Analytic Geometry and Calculus II (4)
PHYS 111/L	General Physics I (4)
PHYS 112/L	General Physics II (4)

One of the following sets:

- CHEM 252/L, 359, 471 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

(6 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: CHEM 113 is a prerequisite for CHEM 114 and CHEM 114L. 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 Chairperson 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 is a prerequisite for CHEM 241, which is a prerequisite for CHEM 242. 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 (4) (or BIOL 324/L (4))

An introduction to the major classes of biomolecules, enzymology, metabolism, and bioenergetics. Prerequisites: CHEM 242. 3 lecture and 3 laboratory 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; MATH 238 or permission of instructor. 3 lecture and 4 laboratory hours for 2 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 Chairperson 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.*

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 Chairperson 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 Chairperson 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, and 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 be recognized as having a special competence in this area.

Clinical Laboratory Science/ Medical Technology

Mary Sanders, 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.

Program Planner

MAJOR SEQUENCE REQUIREMENTS

	Fall Semester	Spring Semester
<i>Freshman</i>	Evolution & Diversity (BIOL 113 & 113L) General Chemistry I (CHEM 113 & 113L) Intro. to Statistics & Data Analysis (MATH 128)	Organisms & Their Ecosystems (BIOL 210 & 210L) General Chemistry II (CHEM 114 & 114L) Calculus** (MATH 125)
<i>Sophomore</i>	Organic Chemistry I (CHEM 241 & 241L) Immunology (BIOL 326 & 326L) Cell & Molecular Biology (BIOL 213 & 213L)	Organic Chemistry II (CHEM 242 & 242L) Biochemistry (BIOL 224 & 224L)

	Fall Semester	Spring Semester
<i>Junior</i>	Molecular Genetics: DNA Science** (BIOL 450 & 450 L) Analytical Chemistry** (CHEM 243 & 243L)	Medical Microbiology (BIOL 314 & 314L)
<i>Senior</i>	Hospital-based Clinical Rotation (30-36 credits) which is approved by the American Society of Clinical Pathologists (ASCP), consisting of: Clinical Chemistry, Hematology, Immunology, Microbiology, Phlebotomy, Transfusion Medicine, Renal Analysis.	

***Strongly recommended. At least 2 CORE courses should be completed during summers to allow for recommended course completions. A student must complete the Core and all required sequences at King's (90 credits in three years) before being eligible to enter the Hospital-based internship (fourth year).*

SENIOR YEAR: (INTERNSHIP)

Students eligible for the fourth year, by virtue of having completed the preceding courses satisfactorily, may apply for admission to an ASCP 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 thrombocytes, 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 has 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 the 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 and Procedures (3)
CIS 116	Fundamentals of Programming I (3)
CIS 117	Fundamentals of 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 355	Applied Geographic Information Systems (3)
CIS 356	Database Management Systems (3)
CIS 385	Data Communications I (3)
CIS 386	Data Communications II (3)
CIS 470	Object Oriented Programming (3)
CIS 472	Project Management (3)
CIS 487	Network Security (3)
MATH 123	Finite Math (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	Fundamentals of Programming I (3)
CIS 117	Fundamentals of 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	Data Communications I (3)

MINOR SEQUENCE REQUIREMENTS

CIS 110	Introduction to Business Information Systems (3)
CIS 119	Microcomputer Principles (3)
CIS 351	Systems Analysis, Design and Implementation I
CIS 472	IT Project Management

Two of the following:

Any 200 or higher CIS or CS level course

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 Business Information Systems (3)

This course is designed to familiarize students with the terminology, computer applications, and concepts related to technologies used in business information systems. Students will gain a better understanding of how technology empowers business and can create transaction through strategic competitive advantages and efficiencies. Students will be introduced to business applications and learn how these applications support the business mission. This curriculum addresses the six general knowledge and skills areas detailed in the AACSB standards.

CIS 116 — Fundamentals of Programming I (3)

This course begins a two class sequence that introduces students to problem solving and program design. Topics include types and expressions, control structures, libraries, functions, parameter passing, array processing, and file I/O. *Offered fall semesters. Cross-listed as CS116.*

CIS 117 — Fundamentals of Programming II (3)

This course is the second of a two-class sequence that introduces students to problem solving and program design. It begins where CS 116 left off and covers more advanced topics of programming including problem solving and fundamental algorithms for various applications in science and business. *Offered spring semesters. Cross-listed as CS 117.* Prerequisites: CIS 116 or CS 116.

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. CIS 116 or permission of Department Chairperson.

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 and client-server considerations, as well as development platforms, programming options and languages. Prerequisite: CIS 244 or permission of Department Chairperson.

CIS 255 — Geographic Information Systems (3)

This course is an introductory course to GIS and it will be the prerequisite for CIS 355. This course is a lecture and laboratory approach to understanding and utilizing GIS software applications. Emphasis is on effective data management, analytic tools, and project design.

CIS 351 — Systems Analysis, Design, and Implementation I (3)

An introduction to the “top down” process of systems analysis based upon the four lifecycle phases of information systems. Emphasis is on introducing information systems development, the analysis of information requirements, and starting the systems design phase. Prerequisites: CIS 244 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 355 — Applied Geographic Information Systems (3)

This course transforms GIS skills gained in CIS255 to applied scenarios. Areas of analysis include: urban planning, environmental risk, demographic change, business location analysis, and crime patterns. Students will build a technical knowledge of GIS software as well as interact with local professionals to identify spatial problems and to design/model geospatial solutions. The course will be an integrated approach to learning with both lecture for concepts and practice with scenarios. Prerequisite: CIS 255 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 CS 385.

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, perfor-

mance management, and network auditing. Closed to students who have taken or who are currently taking CS 386. 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: CS 232.

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.

CIS 472 — IT 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, CS, and business 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

Dr. Daniel Ghezzi, Chairperson

Dr. Maria Jump, Program Director

Often thought of as those vocational areas that deal with computers, computer science is the study of computers and computer systems, their designs, and their uses for computation, data processing, and system control. As computers have evolved and expanded into all aspects of daily life and work, computer scientists have driven developments in data processing, graphical user interface designs, networking techniques, and web strategies by creating new programs or by improving existing ones. A computer scientist focuses on understanding the properties of computer systems and the algorithms used to implement software in areas as diverse as human-computer interaction, medical diagnosis, the 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 Department of Math and Computer Science offers a Bachelor of Science degree in Computer Science that is designed to develop the analytical ability and computer expertise which are vital in the fields of science, technology, industry, and business. 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 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 information technology.

Education Requirements

MAJOR SEQUENCE REQUIREMENTS

(18 COURSES — 60 CREDITS)

MATH 127	Logic & Axiomatics (3)
MATH 129	Analytical Geometry and Calculus I (4)
MATH 130	Analytical Geometry and Calculus II (4)
MATH 235	Discrete Mathematics (3)
CS 116	Fundamentals of Programming I (3)
CS 117	Fundamentals of Programming II (3)
CS 232	Data Structures (4)
CS 233	Advanced Data Structures (4)
CS 256	Database Management (4)
CS 270	Computer Organization (4)
CS 480	Software Engineering (3)

At least one of the following:

CS 481	Applied Software Engineering (3)
CS 499	CS Internship (3)

At least six (6) following with no more than two (2) CIS counting:

CIS 385	Data Communications I (3)
CIS 386	Data Communications II (3)
CIS 487	Network Security (3)
CS 305	Compiler Design (3)
CS 315	Programming Paradigms (3)
CS 328	Theory of Algorithms (3)
CS 336	Theory of Computation (3)
CS 364	Operating Systems (3)
CS 420	Advanced Topics in Programming (3)
CS 448	Artificial Intelligence (3)

Or any CS course 300 or higher.

The following electives are recommended for Computer Science majors:

CIS 106	IT Methods and Procedures (3)
MATH 126	Introduction to Statistics (3)
MATH 237	Mathematics for the Physical Sciences I (3)
PHYS 111	General Physics I (4)

COMPUTER SCIENCE MINOR

(6 COURSES — 18 CREDITS)

CS 115	Introduction to Computing (3)
CS 116	Fundamentals of Programming I (3)
CS 117	Fundamentals of Programming II (3)
CS 232	Data Structures (<i>lab optional</i>) (3)

Six (6) credits CS/Math Electives 200-level or above, with at least 3 credits of which are CS, as approved by department chairperson or program director.

Course Descriptions

CS 115 — Introduction to Computing (3)

This course is an introduction to the broad and dynamic field of computing for non-majors. While addressing the differences between Computer Science and Computer Information Systems, the class covers topics including how a computer functions, how data is encoded, architectures, operating systems, high-level programming, information systems, applications, limitations of computing, and ethical questions in computing.

Offered spring semesters.

CS 116, 117 — Fundamentals of Programming I & II (3, 3)

This is a two-class sequence that introduces students to problem solving and program design. Topics include problem solving, types and expressions, control structures, libraries, functions, parameter passing and array processing while presenting fundamental algorithms for various applications in science and business. *Cross-listed as CIS 116, 117.*

CS 232 — Data Structures (4)

This course is an introduction to how data is stored in the computer. It introduces and examines the implementation of a variety of data structures including lists, stacks, queues and trees. Additionally, this class covers fundamental algorithm analysis and design that is critical to application development in science and business. 3 lecture and 2 laboratory hours where laboratory hours are not required for minor. *Offered fall semesters.* Prerequisites: CS 117 or CIS 117, or consent of the instructor.

CS 233 — Advanced Data Structures (4)

This course begins where CS 232 left off and takes a look at more complex data structures including balanced trees, dictionaries, and graphs. Additionally, this class will cover advanced programming techniques such as efficient sorting and graph algorithms, file I/O, and storage management. 3 lecture and 2 laboratory hours where laboratory hours are not required for minor. *Offered spring semesters.* Prerequisites: CS 232 or consent of the instructor.

CS 256 — Database Management Systems (4)

A study of the design, maintenance, and use of databases. Topics include relational modeling, normalization, query languages, and programming APIs for database access. Students will design their own database and write a database-driven application that uses it. 3 lecture and 2 laboratory hours. *Offered every other year. Lecture portion cross-listed as CIS 356.* Prerequisite: CS 117/CIS 117 or consent of the instructor.

CS 270 — Computer Organization (4)

This course is a study of the relationship between hardware and software. It includes an introduction to assembly language and the design of digital logic circuits. Additionally, this class covers the organization of central processor including instruction sets, register transfer operations, control microprogramming, data representation, and arithmetic algorithms. 3 lecture and 2 laboratory hours. Prerequisites: CS 232 or consent of the instructor. *Offered spring semesters.*

CS 305 — Compiler Design (3)

This course covers formal description of languages, lexical analysis, syntax analysis, syntax-directed translation, runtime system management, code generation, code optimization, and compiler-building tools. *Offered every other year.* Prerequisites: CS 233 or consent of the instructor.

CS 315 — Programming Paradigms (3)

This courses introduces the design and implementation issues of contemporary programming languages. Topics covered include programming paradigms, the syntax and semantics of programming language constructs, and formal languages. Several different languages are introduced and examined to illustrate these topics. *Offered every other year.* Prerequisites: CS 233.

CS 328 — Theory of Algorithms (3)

This course is an introduction to the techniques for designing efficient computer algorithms, proving their correctness, and analyzing their running times. General topics include asymptotics, solving summations and recurrences, algorithm design techniques (such as divide-and-conquer, dynamic programming, and greedy algorithms), analysis of data structures, sorting, searching and selection, and an introduction to NP-completeness. *Offered every other year.* Prerequisites: CS 233 and MATH 235, or consent of the instructor.

CS 336 — Theory of Computation (3)

This course is a study of the theoretical underpinnings of computing devices. Topics include classes of formal languages (regular, context-free, and recursively enumerable), systems for generating strings in those languages (regular expressions, context-free grammars), and machines for recognizing these languages (finite-state automata, pushdown automata, Turing machines). Questions of computability (what problems are computer

incapable of solving?) and complexity (what problems can computers solve only with great effort?) will be addressed. *Offered every other year.* Prerequisites: MATH 235.

CS 364 — Operating Systems (3)

This course presents an introduction to the major concepts of modern operating systems. Topics include operating system structure, process and thread management, inter-process communication and synchronization, scheduling, memory management, input/output operations, and file systems. *Offered every other year.* Prerequisites: CS 270 or consent of the instructor.

CS 420 — Advanced Topics in Programming (3)

An advanced look at significant concepts underlying modern programming languages including expressions, advanced topics on inheritance, pointers, garbage collection, explicit memory management, and parallelism from a prospective of implementation issues. *Offered every other year.* Prerequisites: CS 233 or consent of the instructor.

CS 448 — Artificial Intelligence (3)

This course is an overview of the main topics and issues in Artificial Intelligence (AI). This course studies the philosophy and history of the field and presents a view of AI that is centered around the notion of an agent acting on an environment. Topics include searching, planning, ontologies, uncertain reasoning, and learning as problems faced by our agents. Overview of more specialized files such as natural language processing and robotics will be covered as time permits. *Offered every other year.* Prerequisites: CS 233 or consent of the instructor.

CS 480 — Software Engineering (3)

This course starts a two-semester capstone course incorporating the senior integrated assessment. Topics include project planning; system requirements; structured software design; testing for verification and validation; and security and privacy considerations. Implementation of a capstone project is required. *Open to senior-level Computer Science majors upon approval of the Program Director.*

CS 481 — Applied Software Engineering (3)

This course continues the implementation of the capstone project started in CS 480. Project presentation is required. *Open to senior-level Computer Science majors upon approval of the Program Director.*

CS 490 — Topics in Computer Science (3)

The course will be a detailed study of a current topic in Computer Science chosen by instructor expertise and student interest. It may be repeated for credit, as topics will be different from one semester to the next. *Offered as resources permit.* Prerequisites: Consent of the instructor.

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 Chairperson or 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 J. 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 366 — 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 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 transfer-

ring 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 489-492/494-496 — 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 497-498 — 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 Economics 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

(13 COURSES — 39-40 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)
MATH 123	Finite Math (3) OR
MATH 129	Calculus I (4)
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, index numbers, and quality control. Prerequisite: ECON 221. *Spring semesters only.*

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. *Fall semesters only.*

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 fall semesters: offered 2013-2014.*

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. *Fall semesters only. Cross-listed as GEOG/IB/INST/LAST 356.*

ECON 358 — International Economics (3)

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. *Spring semesters only. Cross-listed as IB 358.*

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.

ECON 361 — Environmental and Ecological Economics (3)

Applications of microeconomic principles to environmental problems and decision-making in the public and private sectors; cost-benefit analysis; standards and incentive policy approaches, marginal damage function, contingent valuation, emissions trading programs, green markets. Consideration of ecological and ethical perspectives. Pre-requisite: ECON 112 or CORE 153. *Alternate spring semesters: offered 2013-2014.*

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 fall semesters: offered 2014-2015.*

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 spring semesters: offered 2014-2015.*

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. Prerequisite: ECON 112. *Alternate spring semesters: offered 2014-2015.*

ECON 493 — Women, Poverty, and the Environment (3)

Contributions and experiences of women as economic actors and some common difficulties facing women in fulfilling their economic obligations in various parts of the world. Conditions and causes of global poverty. Effect of current economic structures on the environment as well as economic approaches to environmental issues. *Cross-listed as INST/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 elective Economics 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., 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 Thomas J. O'Hara Hall 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;
- 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, Science, Social Studies, and Excellence in Teaching. 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, Physics, and Spanish. The department also offers special education to those students who wish to be dual certified (either P-8 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 PAPA 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 ap-

proval 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, Physics, 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.

All students seeking certification must meet the Commonwealth of Pennsylvania's requirements at the time of certification. Currently these requirements include six credits in mathematics (numbered 100 or above at King's) and six credits in English (3 in writing and 3 in literature).

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 a minimum of 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) WITH SPECIAL EDUCATION (P-8) PROFESSIONAL EDUCATION REQUIREMENTS

(60 CREDITS)

CORE 154	Psychological Foundations (3)
EDUC 202	Educational Philosophy, Ethics, Issues and Trends (3)
EDUC 215	PK-4 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)
EDUC 230	PK-4 Multicultural, Linguistic and Instruction Methods (3)
EDUC 231	Technology Module I (1)
EDUC/SPED 260	Early Literacy Foundations (PK-1) (3)
EDUC/SPED 270	Introduction to Special Education (3)
EDUC/SPED 305	Assessment I (3)
EDUC/SPED 306	PK-8 Assessment II (3)
EDUC 331	Technology Module II (1)
EDUC 351	Creative Arts in the Classroom (3)
EDUC 360	Literacy Foundations for Primary Grades 2-4 (3)
EDUC/SPED 370	Specifically Designed Instruction (3)
EDUC/SPED 390	Differentiated Reading for the Developing Child (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)
EDUC 424	Family Involvement and Communication (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 (3.5-7) and EDUC 457 (3.5-7) if pursuing Special Education certification
EDUC 438	Student Teaching Seminar (1-2)
EDUC 440	Inclusive Education (3)

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, Physics, 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 (numbered 100 or above at King's) and six credits in English.

SECONDARY EDUCATION REQUIREMENTS

EDUC 202	Educational Philosophy, Ethics, Issues and Trends (3)
EDUC 231	Technology Module I (1)
EDUC 235	Secondary Development, Cognition and Learning I (3)
EDUC 240	Secondary Multicultural, Linguistic, Educational Methods (3)
EDUC 305	Assessment I (3)
EDUC 331	Technology Module II (1)
EDUC 350	Classroom Management (3)
EDUC 366	Methods for Teaching Diverse Secondary Students (3)
EDUC/SPED 270	Introduction to Special Education

*Special Methods of Teaching (These courses are only offered in the fall semester) (3)
(Determined by certification sought)*

- 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

PROFESSIONAL SEMESTER REQUIREMENTS

EDUC 467	Observation and Student Teaching (7)
EDUC 468	Student Teaching Seminar (1-2)
EDUC 440	Inclusive Education (3)

SPECIAL EDUCATION (7-12)

In addition to the above, students seeking SPECIAL EDUCATION Certification 7-12 must take:

EDUC/SPED 216	Development, Cognition, and Learning II (3)
EDUC/SPED 307	Secondary 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)

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. *Current Clearances needed.*

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. *Current Clearances needed.*

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 231 — Technology Module I (1)

This course is designed to make educators aware of how technology can be used to enhance the teaching and learning process and addresses topics such as current skills in the use of education technology. 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 and meeting the needs of English Language Learners. The main themes of the course are: Create, Collaborate, Teach, Engage, Extend, Empower, and Personal Use. This course will prepare pre-service teachers to meet the *ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers*.

EDUC 233 — Principles and Organization of Athletic Coaching (3)

This course is designed to introduce students to the basic skills needed to enter the coaching profession. It will focus on philosophy and ethics, safety and injury prevention, physical conditioning, growth and development, teaching and communication, sports skills and tactics, organization and administration, and evaluation.

EDUC 235 — Secondary Development, Cognition, and Learning (3)

This course is designed to introduce teacher candidates to important concepts, principles, and theories concerning the physical, cognitive, affective, and social development of middle childhood and middle adolescent youths between the years of ages 8 to 18. The biological and societal influence on these factors will also be examined. This course will assist candidates in applying research and theory to enhance teaching and learning in middle school and secondary level classrooms. (*Generally offered only in the fall semester.*) *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: EDUC 215. *Current Clearances needed.*

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.) Current Clearances needed.*

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.) Current Clearances needed.*

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.) Current Clearances needed.*

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: EDUC 215 or EDUC 235. *Current Clearances needed.*

EDUC/SPED 306 — PK-6 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 307 — Secondary 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. Provides information and experience with formal and informal assessment devices and procedures, their usages and appropriateness for the student enrolled in grades 7 to 12. Discussion on the process of gathering information about the learner prior to instruction concerning appropriate for instructional tasks, sensory channels, interest areas and social skills. Prerequisites: EDUC 305: Assessment I.

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 331 — Technology Module II (1)

Continuation of Technology Module I. Pre-requisite: EDUC 231.

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 pre-service 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 PAPAs and appropriate grade point average. Must hold valid current Act 34, Act 151 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 from 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. *Current Clearances needed.*

EDUC 420 — Social Studies Methods PK-4 (3)

Students will learn to develop, implement, assess, and modify curricula 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, PAPAs passed. *Current Clearances needed.*

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, PAPAs passed. *Current Clearances needed. Normally taken the semester before student teaching. Should be taken concurrently with EDUC 422 and EDUC 423.*

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, PAPAs passed. *Current Clearances needed. Normally taken the semester before student teaching. Should be taken concurrently with EDUC 421 and EDUC 423.*

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, PAPAs passed. *Current Clearances needed. Normally taken the semester before student teaching. Should be taken concurrently with EDUC 421 and EDUC 422.*

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, and 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) (3.5-10)

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 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 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 447 — Special Education Culminating Field Experience (4)

Observation and study of special education classroom teaching are combined with actual 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 and previous certification in Pennsylvania.

EDUC 457 — Observation and Student Teaching (PK-8) (3.5-10)

Observation and study of special education 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 and either EDUC 437 or EDUC 467.

EDUC 467 — Observation and Student Teaching (Secondary Education) (3.5-10)

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.*

Curriculum Sequences

PK-4/Special Education

BY THE END OF YOUR SECOND YEAR, YOU SHOULD HAVE COMPLETED:

EDUC 202	Educational Philosophy, Ethics, Issues and Trends (3)
EDUC/SPED 230	215 Development, Cognition and Learning I (3)
EDUC 230	Elementary Multicultural, Linguistic and Instruction Methods (3)
EDUC/SPED 216	Development, Cognition, and Learning II (3)
EDUC/SPED 260	Early Literacy Foundations (PK-1) (3)
EDUC 220	The Education of Young Children: Theories, Practices and Policies (3)
EDUC/SPED 270	Introduction to Special Education

BY THE END OF YOUR THIRD YEAR, YOU SHOULD HAVE COMPLETED:

EDUC/SPED 305	Assessment I (3)
EDUC/SPED 370	Specifically Designed Instruction (3)
EDUC 351	Creative Arts in the Classroom (3)
EDUC/SPED 390	Differentiated Reading for the Developing Child (3)
EDUC/SPED 306	PK-6 Assessment II (3)
EDUC 360	Literacy Foundations for Primary Grades 2-4 (3)

PRIOR TO STUDENT TEACHING, YOU SHOULD HAVE COMPLETED:

EDUC 420	Social Studies Methods PK-4(3)
EDUC 421	Math Methods PK-4 (3)
EDUC 422	Science Methods (3)
EDUC/SPED 423	Literacy Across the Curriculum: The Reading-Writing Connection (3)
EDUC 424	Family Involvement and Communication

STUDENT TEACHING SEMESTER:

EDUC/SPED 440	Inclusive Education (3)
EDUC 457	Observation and Student Teaching (7)
EDUC 458	Student Teaching Seminar (1-2)

Secondary Education**Second Year:**

EDUC 202	Education Philosophy, Ethics, Issues and Trends(3)
EDUC 240	Secondary Multicultural, Linguistic and Instruction Methods (3)
EDUC/SPED 215	Development, Cognition and Learning I (3)
EDUC/SPED 270	Introduction to Special Education (3)

Third Year:

EDUC 366	Secondary Methods for Teaching Diverse Students (3)
EDUC 350	Secondary Classroom Management (3)
EDUC 305	Assessment I (3)

SPECIAL METHODS OF TEACHING:

EDUC 303 Secondary Social Studies Methods (3), ENGL 399 Methods of Teaching English(3), MATH 220/EDUC 320 Secondary Math Methods (3), EDUC 302 Secondary Science Methods, or EDUC 340 Secondary Foreign Language Methods

Fourth Year:

EDUC/SPED 440	Inclusive Education (3)
EDUC 467	Observation and Student Teaching (7)
EDUC 468	Student Teaching Seminar (1-2)

Additionally, all candidates must complete six credits of college level mathematics (numbered 100 or above) and six credits of college level English.

For specific content requirements, please see each individual content area major.

Engineering

Dr. Paul Lamore, Program Director

King's College offers the 3+2 Engineering Dual Degree Program in collaboration with the University of Notre Dame. Students will spend three years at King's College taking mathematics, science, pre-engineering and liberal arts courses, and then transfer to Notre Dame for two years to complete engineering courses in their chosen field. Upon successful completion of the program, students will receive both a B.S. from King's College (in Physics, Chemistry, or Computer Science) and a B.S. in Engineering from Notre Dame (in Aerospace, Chemical, Civil, Computer, Electrical, or Mechanical Engineering).

Students must earn at least 60 credits from Notre Dame to receive the Notre Dame degree, and must earn at least 60 credits from King's to receive the King's degree. Since some of the courses taken at Notre Dame will fulfill King's degree requirements, students will be conferred their degree from King's upon successful completion of the program at Notre Dame.

King's students in the 3+2 program will transfer to The University of Notre Dame in one of six engineering tracks — Aerospace, Chemical, Civil, Computer, Electrical, or Mechanical Engineering — and will receive a B.S. from King's in the disciplines specified below:

B.S. Physics from King's:

Aerospace Engineering track
 Mechanical Engineering track
 Civil Engineering track

B.S. Chemistry from King's:

Electrical Engineering track
 Chemical Engineering track

B.S. Computer Science from King's:

Computer Engineering Track

The 3+2 Engineering program at King's takes an interdisciplinary approach to exposing students to the transferable skills of liberal learning valued in a King's College education. The knowledge, skills, and dispositions students acquire by virtue of the CORE liberal arts curriculum at King's will enhance their ability to be successful contributors within their chosen engineering field. During the three years at King's, students take a variety of liberal arts courses that develop skills in written and oral communication, moral reasoning, and critical thinking. Employers value the liberal arts/engineering combination since students possess not only technical skills, but also the ability to write proposals, make presentations, and broadly understand engineering systems and the role of technology in our changing society.

The program includes a First-Year Engineering Seminar and a second year course, Introduction to Engineering Systems and Design, where the different engineering disciplines and career options are explored to help students choose the track that is right for them. Students will have the opportunity to pursue research within their chosen field of study, participate in service learning, and create e-portfolios showcasing their accomplishments.

The 3+2 Engineering Program is especially advantageous for students who desire more personal attention and mentoring, which they may not necessarily receive at larger universities. Both CORE and science class sizes at King's are small enough for students to get individual attention and assistance in becoming more independent, while at the same time developing skills to be able to function in a collaborative environment.

Faculty in the 3+2 program will incorporate high impact practices into their courses to enhance student learning, engagement, and outcomes. Students will be reviewed on a regular basis to monitor academic progress, be advised on engineering tracks and course selections, and be provided tutoring and mentoring. Students will also be made aware of summer study and research opportunities at the University of Notre Dame.

All of Notre Dame's programs are accredited by the Accreditation Board for Engineering and Technology (ABET), and many of the programs offer specific concentrations within the major:

- Aerospace Engineering: Bioengineering, Design and Manufacturing, Solid Mechanics, Thermal and Fluid Sciences, Materials, Control and Mechanical Systems, Computational Engineering
- Civil Engineering: Structural, Environmental
- Computer Engineering: Bioinformatics and Computational Biology, Media Computing, IT Leadership, Cloud Computing
- Electrical Engineering: Communications, Semiconductors and nanotechnology, Energy, Multimedia, Biosystems
- Mechanical Engineering: Aerospace, Bioengineering, Design and Manufacturing, Solid Mechanics, Thermal and Fluid Sciences, Materials, Control and Mechanical Systems, Computational Engineering

How King's Students Will Be Accepted into the Notre Dame Program

Students applying for transfer admission to the University of Notre Dame should apply to Notre Dame in the **fall of their 3rd year**. They must have satisfied King's College academic guidelines, as well as the following criteria:

- Cumulative grade-point average of at least 3.3 on a 4.0 scale; those with grade-points between a 3.0 and 3.3 will be considered if they have a strong recommendation from the program director and the relevant department chair as to why the student should be admitted with a grade-point average lower than 3.3;
- A grade of at least "C" in all courses;
- At least 60 semester credit-hours of work that can be transferred to satisfy Notre Dame engineering degree requirements;
- Recommendation for admission by the program director and the relevant department chair at King's and the Assistant Dean of Academic Affairs, College of Engineering at the University of Notre Dame.
- Academic standing within the engineering program will be reviewed each semester by the Program Director. Admission to the University of Notre Dame requires a minimum G.P.A. of 3.30 after five semesters of college study at King's College. Students will be reviewed to monitor academic progress, provide tutoring and mentoring, make students aware of opportunities to study at University of Notre Dame, maintain interest and enthusiasm in their course of study, and to discuss academic alternatives for those who may fail to maintain the required G.P.A. or prescribed course of study.

THE MINIMUM PROGRESSION REQUIREMENTS INCLUDE:

Year	Fall Semester		Spring Semester	
	Overall G.P.A.	Pre-Eng G.P.A.	Overall G.P.A.	Pre-Eng G.P.A.
1	3.10	3.00	3.20	3.10
2	3.25	3.10	3.25	3.10
3	3.30	3.20	3.30	3.20

Note: No course grade may be lower than a “C” for the course to transfer to Notre Dame.

Education Requirements

ENGINEERING FOUNDATION

(COURSES TAKEN BY ALL PRE-ENGINEERING STUDENTS)

(11 COURSES — 40-41 CREDITS)

CS 116	Fundamentals of Programming I (3)
ENGR 150	Engineering Seminar (2)
ENGR 250	Introduction to Engineering Systems and Design with Lab (4)
CHEM 113	General Chemistry I with Lab (4)
CHEM 114	General Chemistry II with Lab (4)
PHYS 111	General Physics I with Lab (4)
PHYS 112	General Physics II with Lab (4)
MATH 129	Calculus I (4)
MATH 130	Calculus II (4)
MATH 231	Calculus III (4)
MATH 237	Applied Linear Algebra (3) OR
MATH 250	Linear Algebra (4)

REQUIRED COURSES FOR B.S. PHYSICS, WITH AEROSPACE, MECHANICAL, CIVIL AND ELECTRICAL ENGINEERING TRACKS

(21 CREDITS)

MATH 238	Differential Equations (3)
PHYS 231	Modern Physics w/Lab (4)
PHYS 330	Classical Mechanics (3)
PHYS 371	Electricity and Magnetism I (3)
PHYS 350	Thermodynamics (3)
PHYS 440	Quantum Mechanics (3)
PHYS 490	Senior Physics Seminar (2)

REQUIRED COURSES FOR AEROSPACE AND MECHANICAL ENGINEERING TRACKS

(9 CREDITS)

PHYS 241	Statics (3)
PHYS 242	Mechanics of Solids (3)

(1) AME Course (3000 or 4000 level) taken at the University of Notre Dame to satisfy the Physics Elective Requirement

REQUIRED COURSES FOR CIVIL ENGINEERING TRACK

(12 CREDITS)

MATH 361 Probability and Statistics (3)

PHYS 241 Statics (3)

PHYS 242 Mechanics of Solids (3)

(1) CE Course (3000 or 4000 level) taken at the University of Notre Dame to satisfy the Physics Elective Requirement

REQUIRED COURSES FOR ELECTRICAL ENGINEERING TRACK

(15 CREDITS)

CS 270 Computer Organization (4)

PHYS 233 Electronics I with Lab (4)

PHYS 234 Electronics II with Lab (4)

(1) EE Course (3000 or 4000 level) taken at the University of Notre Dame to satisfy the Physics Elective Requirement

REQUIRED COURSES FOR B.S. IN CHEMISTRY WITH CHEMICAL ENGINEERING TRACK

(34 CREDITS)

MATH 238 Differential Equations (3)

CHEM 241 Organic Chemistry I with Lab (4)

CHEM 242 Organic Chemistry II with Lab (4)

CHEM 243 Analytical Chemistry with Lab (5)

CHEM 244 Instrumental Analysis with Lab (5)

CHEM 357 Physical Chemistry I with Lab (5)

CHEM 358 Physical Chemistry II with Lab (5)

CHEM 40443 Inorganic Chemistry (3) — taken at the University of Notre Dame as an Advanced Science Elective

REQUIRED COURSES FOR B.S. IN COMPUTER SCIENCE WITH COMPUTER ENGINEERING TRACK

(61 CREDITS)

CS 117 Fundamentals of Programming II (3)

CS 232 Data Structures (4)

CS 233 Advanced Data Structures (4)

CS 270 Computer Organization (4)

CS 315 Programming Paradigms (3)

MATH 127 Logics and Axiomatics (3)

MATH 235 Discrete Mathematics (3)

MATH 361 Probability & Statistics (3)

PHYS 233 Electronics I with Lab (4)

PHYS 234 Electronics II with Lab (4)

CSE 30321 Computer Architecture I (4)

— taken at the University of Notre Dame

CSE 30322 Computer Architecture II (4)

— taken at the University of Notre Dame

CSE 30341 Operating Systems Principles (3)

— taken at the University of Notre Dame

CSE 40232 Software Engineering (3) — taken at the University of Notre Dame

(4) CSE Electives (3 credits each) — taken at the University of Notre Dame

KING'S COLLEGE CORE CURRICULUM

(43 CREDITS)

Students will fulfill the majority of their CORE Curriculum requirements at King's, with some programs of study requiring some CORE courses being taken at Notre Dame. Quantitative Reasoning and Natural Science requirements are fulfilled by mathematics and science courses required in the 3+2 program of study.

Course Descriptions

ENGR 150 — Engineering Seminar (2)

An introduction to the various engineering disciplines and careers designed specifically for students in the 3+2 Engineering Program. The course will be project-centered and will require students to collaboratively solve problems, design systems, and manage projects. 2 recitation hours.

ENGR 250 — Introduction to Engineering Systems and Design (4)

An introduction to project management designed specifically for students in the 3+2 Engineering Program. The course will utilize project-based learning to introduce students to project management, product management, engineering economics, cost accounting, and technical writing. Prerequisite: PHYS 150 or permission of the instructor. 3 lecture hours and 3 project hours.

English

Dr. Neal Bukeavich, Chairperson

The English Department engages its students in the study of literature, language, and cultural texts. Such study provides students with opportunities to develop critical thinking, speaking, and writing skills — skills that are simultaneously creative and systematic, personal and social, important for individual development and necessary in professional life. Course offerings cover great works of the literary canon as well as recently recognized texts by a diverse range of Western and non-Western writers. English faculty examine these texts with students while promoting a heightened appreciation for language, literature, and writing.

With faculty members as expert guides, students will develop thoroughly sophisticated methods of close reading, researching, and writing. Majors will be expected to learn how to read purposefully, develop and answer questions about textual meaning, formulate and express — orally and in writing — persuasive interpretations of literary works, and write for a variety of audiences with clarity and insight. Courses will challenge students to apply these English skills to explore ethical, philosophical, and historical questions about ourselves and the world we inhabit. Upon successful completion of English coursework, students will be prepared to communicate thoughtfully and effectively about a range of subjects, to assess the textual strengths and limitations of various media, and to live successful and purposeful lives in the new “knowledge society.”

Students in English can choose between two majors: the Bachelor of Arts in English or the Bachelor of Arts in Professional Writing. The Bachelor of Arts in English emphasizes the analysis of literary and cultural texts in a range of historical and aesthetic contexts. Classroom activities and course projects require students to read texts from a range of perspectives, to deliver persuasive and professional-informed interpretations orally and in writing, and to conduct methodological research using the technological tools of the discipline. Students in the English major may also participate in the Secondary Education Certification Program, which will prepare students for a career in English education.

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 on which professional writers (and their employers) depend. Students in the Professional Writing major can choose to participate in a creative writing track, which provides them the same theoretical background but which also affords more opportunities to develop imaginative writing skills in workshop settings and to graduate with a robust creative writing portfolio.

Students who successfully complete a degree in English or Professional Writing from King’s College are well prepared to apply their skills in a variety of industries and fields. Many graduates now practice law or are high school or university educators; some work for advertising firms, newspapers, and publishing companies; some work in federal, state, and local government environments; and others hold leadership positions 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 regard less of their major. Advanced Writing (ENGL 241) is a prerequisite for all advanced writing courses, and the Foundations Seminar (ENGL 200) is required for all majors and should be completed prior to enrolling in 300- and 400-level literature courses.

Students majoring in English or Professional Writing have considerable flexibility in choosing courses, though selections should be made in consultation with a departmental advisor and in the light of the individual student's interests and career goals. Depending on their interests, time, and career plans, students in these programs can pursue a second major or minor in other fields of study.

Education Requirements

MAJOR REQUIREMENTS

In addition to the Core requirements (which include Effective Writing and Literature), 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 foundational courses: Foundations Seminar (ENGL 200) and Advanced Writing (ENGL 241). 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)

FOUNDATIONAL COURSES

- ENGL 200 Foundations Seminar: The History of Literature in English (3)
(Prerequisite: CORE 161-4)
- 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 British Literature Since 1900 (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 Theory (3)

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)

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 326L The English Language Grammar Lab (1)
- 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)

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 foreign languages.

ENGLISH MINOR — CONCENTRATION IN LITERATURE

(6 COURSES — 18 CREDITS)

FOUNDATIONAL COURSES

ENGL 200 Foundations Seminar: The History of Literature in English (3)
(Prerequisite: CORE 161-4)

ENGL 241 Advanced Writing (3) (Prerequisite: CORE 110)

Four Courses — One from Each of the Following four categories:

Literary Periods and Criticism (ENGL 351-365, 370)

Literary Genres (ENGL 371-375, 392)

Major Author (ENGL 381, 382)

OR

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)

The Professional Writing major is designed to prepare students for a range of careers in the “words delivery” field. However, selected students may focus on creative writing by choosing Creative Writing courses whenever possible and, in consultation with the Chairperson, by taking Creative Writing Portfolio (ENGL 333) in lieu of completing the required Internship (ENGL 499).

FOUNDATIONAL COURSES

ENGL 200 Foundations Seminar: The History of Literature in English (3)
(Prerequisite: CORE 161-4)

ENGL 241 Advanced Writing (3) (Prerequisite: CORE 110)

ENGL 222 Introduction to Professional Writing (3)

OR

ENGL 225 Introduction to Creative Writing (3)

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) (in consultation with the Chairperson)

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 326L The English Language Grammar Lab (1)
 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 365 Cognition

LITERATURE

*Three courses — one from each of the following three categories:**

LITERARY PERIODS (ENGL 351-365)

- 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 British Literature Since 1900 (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)

LITERARY GENRES OR MAJOR AUTHORS (ENGL 371-375, 381,382)

- 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)

THEORY, SPECIAL TOPICS, COMPARATIVE/MULTICULTURAL, OR SENIOR SEMINAR (ENGL 370, 392, 395, 491)

- ENGL 370 Literary Theory (3)
 ENGL 392 Special Topics in Literature (3)
 ENGL 395 Comparative/Multicultural Literature (3)
 ENGL 491 Senior Seminar in Literature (3)

*No more than one course from any one category

PROFESSIONAL WRITING MINOR

FOUNDATIONAL COURSES

(6 COURSES — 18 CREDITS)

ENGL 241 Advanced Writing (3) (Prerequisite: CORE 110)

ENGL 222 Introduction to Professional Writing (3)

OR

ENGL 225 Introduction to Creative Writing (3)

LITERATURE COURSE

One of the following:

ENGL 351-365, 370-375, 381, 382, 392, 395

WRITING ELECTIVES

Three 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 333 Creative Writing Portfolio (3) (in consultation with the Chairperson)

ENGL 334 Translation/Adaptation/Parody (3)

ENGL 335 Freelance Writing (3)

ENGL 336 Essay Writing (3)

ENGL 441 Advanced Technical Writing (3)

ENGLISH MAJOR—SECONDARY EDUCATION CERTIFICATION

(13 COURSES — 40 CREDITS)

In addition to the following thirteen courses, students must take Methods of Teaching English in the Secondary Schools (ENGL 399). This course is listed on the planners for English-Secondary Education.

FOUNDATIONAL COURSES

ENGL 200 Foundations Seminar: The History of Literature in English (3)
(Prerequisite: CORE 161-64)

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 British Literature Since 1900 (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 Theory (3)

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)

MAJOR LITERARY FIGURES

- ENGL 382 Shakespeare (3)

COMPARATIVE/MULTICULTURAL LITERATURE

- ENGL 395 Comparative/Multicultural Literature (3)

ENGLISH LANGUAGE

- ENGL 326 The English Language (3)
 ENGL 326L The English Language Grammar Lab (1)

LANGUAGE AND WRITING

- ENGL 328 Teaching Writing: Theory and Practice (3)

SENIOR SEMINAR

- ENGL 491 Senior Seminar in Literature (3)

THEATRE/MEDIA EXPERIENCE

Participation is expected in three College theatre productions (acting, direction, or technical staff) or one of the College media (*The Scop*, *The Crown*, or *Regis*).

Course Descriptions

English courses may be chosen as electives by any student, regardless of major. Students who major in either English or Professional Writing should complete CORE 100, CORE 110, CORE 161-4, ENGL 200, and ENGL 241 before enrolling in other English courses.

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 161-4.

ENGL 222 — Introduction to Professional Writing (3)

To introduce students to the scope of writing as a profession, this course will explore the types and conventions of writing done in several different fields such as public relations, science and technology, and law. It 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.

ENGL 320 — Creative Writing Workshop: Poetry (3)

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 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 326L — The English Language Grammar Lab (1)

An advanced workshop in the study of English grammar from both traditional and modern perspectives, focusing on the analysis of phrase, clause, and sentence structure. Students will develop skills for teaching grammar in the high schools. The workshop is taught in conjunction with English 326: The English Language and is required of candidates for teaching certification in English.

ENGL 327 — Special Topics in Writing (3)

Intended to cover a wide variety of writing topics, this course has a dual focus: special types of writing required in disciplines such as medicine, law, and science; and issues of relevance and importance to writers (e.g. 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. Elements discussed include responsibility, sensitivity, ethics, fairness, and skill. At least one-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 course provides an overview of rhetorical theory, including contributors such as Aristotle, Cicero, St. Augustine, Erasmus, John Locke, I. A. Richards, Gertrude Buck, Kenneth Burke, Wayne C. Booth, and Andrea Lunsford. The course seeks to develop in students a lifelong interest in rhetoric and an understanding of how it contributes to the foundations of Western thought and higher education. Attention is also given to applications of rhetorical theory. We will discuss how rhetoric can help us to shape identities, interpret texts, and communicate effectively. Prerequisite: ENGL 241.

ENGL 332 — Document Design (3)

This course emphasizes principles of visual rhetoric and explores how elements of layout and design contribute to, enhance, and 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 creative writing goals, strengths, and achievements. Creative Writing majors intending to use this course to satisfy the Internship requirement (ENGL 499) must have a demonstrable record of creative writing achievement and need

to consult with, and obtain permission from, the Chairperson. 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). A governing assumption of the course will be that the essay genre is loosely defined and , particularly 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 will examine and discuss complexities of negotiating rhetorical situations, competing ideologies, and other elements that factor into modes of human communication. The course provides English majors opportunities 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 various types of informal and formal reports used in 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.

ENGL 351 — Medieval Literature (3)

A study of literature produced in the British Isles and on the Continent from the fifth century A.D. to 1500. Principle 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), including 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 1830s to the turn of the century. The course will focus on the era's preoccupation with various forms of "change" (religious, social, scientific, technological and political, etc.) 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 — British Literature Since 1900 (3)

This course explores key British writers in the 20th & 21st centuries. Texts will be examined in various literary, social, and political contexts, including modernism, Freudianism, imperialism, 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. Attention will be given to how writers reflect and engage Puritan, colonial, and democratic traditions. Consideration of the relationship between individuality and American identity will also be given. Readings will include major works by Hawthorne, Melville, Emerson, Thoreau, Fuller, Whitman, Poe, and Dickinson.

ENGL 363 — American Realists (3)

This course examines literary texts that dramatize, reflect, and engage changing social and economic realities at the turn from the 19th century into the 20th century. Special attention will be devoted to literary “realism” and to matters of narrative, work, region, science, religion, gender, and language. Readings will include texts by Twain, Howells, James, Chopin, Gilman, Crane, Norris, Dreiser, Adams, and Wharton.

ENGL 364 — American Modern Writers (3)

Studies major U.S. figures of the “Modernist” movement—Cather, Frost, Stevens, Williams, Pound, Eliot, Moore, Hemingway, O’Neill, Fitzgerald, Faulkner, Hughes, Baldwin—for their experiments with narrative technique (disjointed narratives, stream of consciousness, etc.) and their interests in matters of culture, tradition, urban life, and societal collapse and renewal.

ENGL 365 — American Contemporary Writers (3)

Considers how post modern writers explore the ‘exhaustion’ and ‘replenishment’ of literary form and engage philosophical questions about the limitations of language, access to reality, the death of the author, the instability of meaning, and the American quest for identity. Writers to be examined may include Pynchon, Mailer, Williams, Kennedy, Shepard, Walker, Morrison, Ellison, Barthelme, Gaddis, Beattie, Tyler, and Kingston.

ENGL 370 — Literary Theory (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 will learn about major theoretical movements and orientations, including the New Criticism, structuralism, deconstruction, Marxism, feminism, psychoanalysis, race and postcolonial studies, and cultural studies. Emphasis will be placed on applying particular theoretical orientations to specific literary and cultural texts.

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.

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 British and American novel from the 18th century to the present. Selected novels 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)

This course studies a specific genre, theme, issue, or literary movement. Topics, which may vary each year, include Heroes East and West, Islands in Literature, Anglo-American Literature, and Literature and Mythology of Ancient Greece and Rome. Depending on the topic, this course may satisfy various literature requirements (Major Author, Literary Period, etc.), pending approval from Department chairperson.

ENGL 395 — Comparative/Multicultural Literature (3)

Courses offered under this heading allow students to examine writers outside mainstream British or American canons. Offerings in this category include African American Literature, Comparative Literature, Cultural Diversity in Literature, Jewish Literature and Film, Native American Literature, and Contemporary Ethnic American Women Writers.

ENGL 399 — Methods of Teaching English in the Secondary Schools (3)

This course is designed to acquaint students with contemporary and successful methods of teaching literature, writing, and grammar in the secondary schools. Students will learn how to plan and teach lessons using lecture, plenary 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 in Literature (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. *Course is restricted to senior English majors by invitation only.*

ENGL 499 — English Internship (3-6)

In consultation with English faculty and the Office of Career Planning, students can participate in internships, typically worth three to 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 maybe awarded, pending approval from the department Chairperson. Generally, any student in the Professional Writing major will participate in a 3-credit internship that gives him or her practice and experience with professional or technical writing. Through these internships, students will have opportunities to write reports, proposals, documentation and instruction sets, grant applications, and digital media texts, along with other materials as approved by faculty advisors.

Environmental Studies/Science

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 environmental issues and problems. 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 you with the knowledge base to confront these challenges.

Our curricula emphasize a holistic approach from many different 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 and the arts. 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 at remote sites that are focused on ecosystems such as the Adirondack Park, Chesapeake Bay, and the tropical forests of Peru.

The Environmental Program offers students a choice of two environmental majors. The Bachelor of Arts degree in Environmental Studies will prepare students for careers that include resource management and consulting, environmental advocacy, environmental policy and education, and environmental law. The Bachelor of Science degree in Environmental Science will prepare students for science careers encompassing environmental research and technology, ecological and environmental consulting, the conservation of natural resources, and environmental health and toxicology. Both majors will prepare students interested in continuing their education through graduate or professional studies. Additionally, a minor in Environmental Studies is available that is complementary to many other majors at King’s. Sufficient opportunities exist within both majors so that courses can be tailored to meet a student’s interests and career path. Majors also have the option of pursuing concentrations in Environmental Policy and Wildlife Conservation.

Education Requirements

MAJOR REQUIREMENTS

B.A. ENVIRONMENTAL STUDIES

(13 COURSES — 42 CREDITS *denotes cross-listing as CORE courses)

ENST 200	Earth Science (3)
ENST 201*	Environmental Science I (4; cross-listed as CORE 270)
ENST 202*	Environmental Science II (4; cross-listed as CORE 274)
ENST 255	Introduction to Geographical Information Systems (3)
ENST 360	Environmental Law (3)
ENST 314	Environmental Sociology (3)
ENST 370	Environmental Seminar (3)
ENST 410	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 seven of the following major electives** to match their individual career goals (at least two must be from the ENST 401 series):

BIOL 314	Microbiology (4)
BIOL 349	Animal Behavior (4)
BIOL 430	Ecology (4)
CORE 164	Environmental Literature (3; counts also as a CORE requirement)
CORE 284	Environmental Ethics (3; counts also 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; cross-listed as CORE 177E)
ENST 367	Environmental Psychology (3)
ENST 310	Computer Modeling in Biology and Environmental Science (3)
ENST 401A	Conservation Biology (3)
ENST 401B	Wildlife Natural History (4)
ENST 401C	Wildlife Ecology & Management (3)
ENST 401D	Ecotoxicology (4)
ENST 401E	Wildlife Techniques (4)
ENST 401F	Water Quality Analysis (4)
ENST 401G	Tropical Ecology (3)
ENST 401H	Chesapeake Bay Ecology (4)
ENST 401I	Adirondack Park Ecology (4)w
ENST 401J	Environmental Management (3)
ENST 401K	Wetland Ecology and Delineation (3)
ENST 401L	Laboratory Section Designation
ENST 401M	Environmental Health (3)
ENST 401N	Tropical Ecosystems: Peru (3)
PS 232	Public Administration (3)
PS 352	Policy Analysis (3)
SOC 212	Social Problems (3)
SOC 310	Cultural Anthropology (3)
WMST 190P	Global Health Issues and Problems (3)

MINOR REQUIREMENTS ENVIRONMENTAL STUDIES

(6 COURSES — 20 CREDITS)

ENST 201*	Environmental Science I (4)
ENST 202*	Environmental Science II (4)

Four additional courses from the major elective courses listed above for the B.A.

B.S. ENVIRONMENTAL SCIENCE

(14 COURSES — 53 CREDITS)

ENST 201*	Environmental Science I (4; cross-listed as CORE 270)
ENST 202*	Environmental Science II (4; cross-listed as CORE 274)
ENST 370	Environmental Seminar (3)
ENST 410	Environmental Sampling and Analysis (3)
BIOL 113	Evolution and Diversity (4)
BIOL 210	Organisms and Their Ecosystems (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 major electives** to match their individual career goals (at least two must be from the ENST 401 series):

BIOL 314	Microbiology (4)
BIOL 233	Cell and Molecular Biology (4)
BIOL 349	Animal Behavior (4)
BIOL 430	Ecology (4)
CHEM 243	Analytical Chemistry (5)
CHEM 244	Instrumental Analysis (5)
ENST 200	Earth Science (3)
ENST 255	Introduction to Geographical Information Systems (3)
ENST 310	Computer Modeling in Biology and Environmental Science (3)
ENST 401A	Conservation Biology (3)
ENST 401B	Wildlife Natural History (4)
ENST 401C	Wildlife Ecology & Management (3)
ENST 401D	Ecotoxicology (4)
ENST 401E	Wildlife Techniques (4)
ENST 401F	Water Quality Analysis (4)
ENST 401G	Tropical Ecology (3)
ENST 401H	Chesapeake Bay Ecology(4)
ENST 401I	Adirondack Park Ecology (4)
ENST 401J	Environmental Management (3)
ENST 401K	Wetland Ecology and Delineation (3)
ENST 401L	<i>Laboratory Section Designation</i>
ENST 401M	Environmental Health (3)
ENST 401N	Tropical Ecosystems: Peru (3)
ENST 452	Environmental Policy (3)
SOC 312	Dynamics of Population (3)

CONCENTRATIONS

(4 COURSES FOR EACH CONCENTRATION)

ENVIRONMENTAL POLICY

ENST 260	Environmental Law (3; required)
ENST 452	Environmental Policy (3; required)
PS 232	Public Administration (3)
PS 231	American Intergovernmental Relations (3)
PS 333	State Politics (3)
PS 351	Municipal Administration (3)
PS 352	Politics of Policymaking (3)
PS 425	Political Behavior (3)
ECON 356	Economic Development and International Geography (3)
ECON 493	Women, Poverty, and the Environment (3)
ENST 314	Environmental Sociology (3)

WILDLIFE CONSERVATION

ENST 401B	Wildlife Natural History (4; required)
ENST 401C	Wildlife Ecology & Management (3; required)
ENST 401E	Wildlife Techniques (4)
ENST 401A	Conservation Biology (3)
ENST 401D	Ecotoxicology (4)
BIOL 349	Animal Behavior (4)
BIOL 430	Ecology (4)

Course Descriptions

ENST 200 — Earth Science (3)

This course provides an introduction to the formation and function of the earth. Emphasis is given to basic geology, meteorology, and climatology associated with our planet. 3 lecture hours.

ENST 201 — Environmental Science I (4)

This is the first in a series of two introductory environmental courses that introduces students to the 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; lecture portion cross-listed as Core 270E.

ENST 202 — Environmental Science II (4)

This is the second in the series of introductory environmental courses with a focus on natural resource use. Topics will include energy, global warming, water resources, toxic wastes, ozone depletion, and renewable and non-renewable resources. 3 lecture and 3 laboratory hours; lecture portion cross-listed as Core 274.

ENST 255 — Introduction to Geographical Information Systems (3)

This course is 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 355.*

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 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 societies' members have viewed their role in the ecosystems, and the manner in which human activities have 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."

ENST 350 — Environmental Art (3)

This course is 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. *Cross-listed as Core 177.*

ENST 360 — 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 367 — Environmental Psychology (3)

Every decision made concerning human interaction with the environment is a function of the human mind and behavior. This course applies the principles of psychology to understand why humans make the choices that they do about the environment. Specific topics to be considered include cultural thought patterns, behavioral norms, the relationships between behaviors, attitudes and worldviews, the effects of neurotoxins, the processing of environmental information, and the comparison of the effects of healthy and unhealthy environments.

ENST 370 — Environmental Seminar (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-N — Selected Topic Environmental Courses (3-4)

These are upper-level environmental courses that deal with selected topics in environmental science/studies. Courses A, C, G, and J are primarily lecture format. Courses D, E, F, and K contain a significant lab and/or field component; courses H, I and N are immersion courses, and courses B and M have an online format. Courses include:

- A) **Conservation Biology (3)** — An introduction to the loss, restoration, and maintenance of the Earth's biological diversity.
- B) **Wildlife Natural History (4)** — An overview of the natural histories of mammals, birds, amphibians and reptiles, and fishes, including their identifications by sight and sound.
- C) **Wildlife Ecology and Management (3)** — The study of the interrelationships between wildlife and their environments with an emphasis on human management of wildlife resources.
- D) **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.
- E) **Wildlife Techniques (4)** — A field course designed to expose students to basic research techniques and methods used in the study of wildlife.
- F) **Water Quality Analysis (4)** — 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 this "forever wild" 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.
- L) *Laboratory Section Designation*
- M) **Environmental Health (3)** — A course designed to explore the many connections between human health and the environment. Specific topics include epidemiology, health risks, environmental disease, toxicology and public health strategies.
- N) **Tropical Ecosystems: Peru (3)** — Students spend two weeks with King's faculty studying the history, geography, culture, economy, and ecology of the Peruvian tropics. This course complements ENST 401G Tropical Ecology.

Environmental majors are required to take ENST 201 and 202 with labs 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 — 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 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 PS 452.*

ENST 490 — Independent Study in Environmental Issues (3-4)

This course can be completed with any faculty member involved in Environmental Studies/Science, 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.

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 492 — Environmental Research Practicum (3-6)

Students having completed ENST 491 can take this practicum to continue their research experience with faculty supervision. This course is designed primarily for students interested in pursuing careers as researchers.

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. *A minimum G.P.A of 2.50 is required for an internship.*

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 Environmental Ethics (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. Marian Boscia, Chairperson

Students selecting a major in Finance will be awarded a Bachelor of Science in Business Administration (B.S.B.A.) degree under the program of study offered by the William G. McGowan School of Business. A minor in Finance is also available as a part of the William G. McGowan School of Business program of study.

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 places 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 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.

Education Requirements

REQUIRED CORE COURSES

(15 CREDITS)

CIS 110	Introduction to Computer Applications for Business
CORE 153	Principles of Economics: Macro
CORE 180	Social Science in an American Context
CORE 193/IB 241	Globalization
MATH 123	Finite Math

BUSINESS FOUNDATIONS

(38 CREDITS)

ECON 112	Principles of Economics: Micro
ECON 221	Quantitative Methods for Business and Economics
MSB 100	Introduction to Business (1 credit)
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 250	Business Communication and Mentoring
MSB 287	Business Ethics
MSB 305	Organizational Behavior
MSB 320	Financial Management
MSB 330	Business Law I
MSB 400	Professional Seminar (1 credit)
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

(12 CREDITS)

Students may choose from any elective courses offered/accepted by the College including non-business courses.

MINOR REQUIREMENTS

(6 COURSES — 18 CREDITS)

MSB 110	Introduction to Financial Accounting
MSB 120	Introduction to Management Accounting and Planning
MSB 320	Financial Management

Plus 9 credits from the following:

FIN 351	Advanced Financial Management
FIN 355	Investments
FIN 378	International Finance
FIN 421	Portfolio Management
FIN 451	Cases in Financial Management

Students shall not earn credit for more than 15 hours in any designated course, or combination of courses within the William G. McGowan School of Business Foundation Courses and/or the major courses, in Accounting, Management, Marketing, Finance, Human Resources Management, and International Business without being declared as either a major or minor student of one of those majors, or being granted permission by the Dean of The William G. McGowan School of Business.

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 Bachelor of Science in Business Administration (B.S.B.A.) with major in Finance degree or minor sequence in Finance or for the fulfillment of any required course in other degree or minor 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.

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. Prerequisite: 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, Department Chairperson's approval required in writing prior to the work experience. Open to Finance majors only. Junior or senior status with a minimum G.P.A. of 2.50 is required. Internship credits cannot substitute for major course requirements.*

Foreign Languages

Dr. Neal Bukeavich, 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, who take two courses of the same language (6 credits) and who receive a grade of "C" or higher in these courses, may receive six additional elective credits (for a total of 12 credits), in recognition of their previous language study. All awards of 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 proficiency in the language studied and to provide a broad understanding of the culture. This preparation provides background for a wide range of careers in areas such as accounting, criminal justice, communications, comparative literature, education, foreign service, government, health services, international business and commerce, law, and marketing. In addition, foreign language serves as a gateway to study abroad, and many graduate schools require college-level foreign language study for entrance and graduation.

Majors will plan their program in consultation with their academic advisor in the Department of Foreign Languages. Minors are also available in French and Spanish. 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.

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 proficiency in the language and acquire a first-hand knowledge of another culture. Students may choose from programs with which King's has an affiliation or from numerous other accredited programs, 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.

In addition to the major programs in French and Spanish, the Department of Foreign Languages offers beginning courses in French, German, Italian, and Spanish, intermediate courses in French, German, Italian, and Spanish, and conversation and composition courses in French, German and Spanish, and a course for heritage speakers of Spanish.

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:

- *CORE 145 French Conversation and Composition I (3)
- *CORE 146 French Conversation and Composition II (3)
- *FREN 231 Advanced Grammar and Composition (3)
- *FREN 233 Advanced Conversation and Phonetics (3)
- FREN 235 Introduction to Reading Literature in French (3)
- FREN 241 French Language Media (3)
- FREN 251 Business French (3)
- FREN 331 French Civilization I (3)
- FREN 332 French Civilization II (3)
- FREN 341 Survey of French Literature I (3)
- FREN 342 Survey of French Literature II (3)
- *FREN 480 French Capstone: French Language, Literature, and Culture (3)
- FREN 491 Selected Topics in French Studies (3)

**Required course*

Spanish

Eight courses from the following:

- *CORE 145 Spanish Conversation and Composition I (3)
- *CORE 146 Spanish Conversation and Composition II (3)
- CORE 147 Spanish: Spanish Heritage Speakers (3)
- *SPAN 231 Advanced Grammar and Composition (3)
- *SPAN 233 Advanced Conversation and Phonetics (3)
- *SPAN 235 Introduction to Reading Literature in Spanish (3)
- SPAN 241 Spanish Language Media (3)
- SPAN 251 Business Spanish (3)
- SPAN 331 Spanish Peninsular Civilization (3)
- SPAN 335 Latin American Civilization (3)
- SPAN 341 Survey of Spanish Peninsular Literature (3)
- SPAN 345 Survey of Latin American Literature (3)
- *SPAN 480 Spanish Capstone: Spanish Language, Literature and Culture (3)
- SPAN 491 Selected Topics in Spanish and Spanish American Studies (3)

**Required course*

Students majoring in Spanish must take one course with a focus on Latin America and one course with a focus on Spain.

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

Both French and Spanish majors fulfilling requirements for teacher certification in French or Spanish must complete ENGL 326: The English Language and fulfill the requirements specified by the Education Department for Secondary Education certification. This includes 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 receive a rating of Advanced-Low or above on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI). Certification in French and Spanish is valid for K-12. Both French and Spanish certification programs are approved by NCATE (National Council for Accreditation of Teacher Education).

Course Descriptions

French

CORE 141F — 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.

CORE 142F — 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 141F or equivalent.

CORE 143F — 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 142F or equivalent.

CORE 144F — 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 143F or equivalent.

CORE 145F — 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 144F or equivalent.

CORE 146F — 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 life-

style, values, and attitudes of French-speaking peoples and heightens awareness of cultural differences. Prerequisite: CORE 145F or equivalent.

FREN 231 — Advanced Grammar and Composition (3)

Refinement of grammatical principles through traditional exercises and through composition activities designed to develop an ability to address a variety of audiences in both formal and informal contexts.

FREN 233 — Advanced Conversation and Phonetics (3)

Development of phonetic accuracy in speaking and conversation techniques in order to enhance vocabulary, use idiomatic expression, aid in comprehension of native speech at normal speed, and respond to a variety of situations beyond those of simple daily activities.

FREN 235 — Introduction to Reading Literature in French (3)

Selected readings from French and francophone literature. Readings will cover a variety of genres, and students will learn to discuss a variety of key literary concepts and terminology in order to enhance reading comprehension and to expand their understanding of literature beyond the level of simple plot summary.

FREN 241 — 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.

FREN 251 — Business French (3)

Introduction to French economic and commercial terminology and institutions, as well as cultural standards relevant to conducting business in French and francophone countries.

FREN 331 — French Civilization I (3)

Study of French cultural and intellectual life and key philosophical ideas from prehistoric times to the 19th century.

FREN 332 — French Civilization II (3)

Study of French cultural and intellectual life and key philosophical ideas from the 19th century to the present.

FREN 341 — 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.

FREN 342 — 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.

FREN 480 — French Capstone: French Language, Literature, and Culture (3)

A seminar that promotes discussion of texts in historical, political, and cultural contexts; develops an understanding of the basic tools of research in French and francophone studies; and enhances advanced language skills in the areas of speaking, reading, writing, listening, and cultural awareness.

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.

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**CORE 141G — 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.

CORE 142G — 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: CORE141G or equivalent.

CORE 143G — 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 142G or equivalent.

CORE 144G — 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 143G or equivalent.

CORE 145G — 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 144G or equivalent.

CORE 146G — 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 145G or equivalent.

Italian**CORE 141I — Beginning Italian I (3)**

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

CORE 142I — Beginning Italian II (3)

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

CORE 143I — 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 Italian culture. Prerequisite: CORE 142I.

CORE 144I — 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 Italian culture. Prerequisite: CORE 143I.

CORE 145I — Italian Conversation and Composition I (3)

Development of proficiency in the active use of Italian, both spoken and written. Study of the cultures of Italy and other Italian-speaking countries acquaints the student with the contemporary lifestyle, values, and attitudes of German-speaking peoples and increases cultural awareness. Prerequisite: CORE 144I or equivalent.

CORE 146I — Italian Conversation and Composition II (3)

Development of greater fluency in Italian. Emphasis on extemporaneous conversation encourages the student to think in the language. Study of the cultures of Italy and other Italian-speaking countries expands knowledge and understanding of the contemporary lifestyle, values, and attitudes of Italian-speaking peoples and heightens awareness of cultural differences. Prerequisite: CORE 145I or equivalent.

Latin

CORE 141L — Beginning Latin I (3)

Pronunciation, fundamentals of grammar, exercises in speaking, understanding, and writing Latin. Readings introduce the student to classical civilization.

CORE 142L — 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 141L.

Spanish

CORE 141S — 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.

CORE 142S — 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 141S or equivalent.

CORE 143S — 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 142S or equivalent.

CORE 144S — 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: CORE143S or equivalent.

CORE 145S — 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 144S or equivalent.

CORE 146S — 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 145S or equivalent.

CORE 147 — Spanish: Heritage Speakers (3)

This course is designed specifically for native or heritage speakers of Spanish with oral proficiency but little or no formal training in the language. The primary purpose of the course is to develop reading and writing skills, although all of the four language skills (listening, speaking, reading and writing) are incorporated via classroom instruction and cultural and community activities. *Cross-listed as CORE 147.*

SPAN 231 — Advanced Grammar and Composition (3)

Refinement of grammatical principles through traditional exercises and through composition activities designed to develop an ability to address a variety of audiences in both formal and informal contexts.

SPAN 233 — Advanced Conversation and Phonetics (3)

Development of phonetic accuracy in speaking and conversation techniques in order to enhance vocabulary and use of idiomatic expressions, aid in comprehension of native speech at normal speed, respond to a variety of situations beyond those of simple daily activities, discuss in a variety of formats ranging from whole class to small groups, and communicate in formal and informal situations.

SPAN 235 — Introduction to Reading Literature in Spanish (3)

Selected readings from Spanish and Latin American literature that reflect a variety of genres, serve as the foundation for discussion of key literary concepts and terminology in order to enhance reading comprehension, and expand students' understanding of literature beyond the level of a simple plot summary.

SPAN 241 — 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.

SPAN 251 — Business Spanish (3)

Introduction to Spanish and Spanish American economic and commercial terminology, institutions, and cultural practices relevant for anyone wishing to conduct business in Latin America. Latin American focus.

SPAN 331 — Spanish Peninsular Civilization (3)

Study of events, ideas, institutions and major figures from the Middle Ages to the present. Spanish Peninsular focus.

SPAN 335 — Latin American Civilization (3)

Study of the politics, history, cultural artifacts, and daily life of the civilizations of Latin America from the pre-conquest to the present. Latin American focus.

SPAN 341— Survey of Spanish Peninsular Literature (3)

Peninsular Spanish literature from the Middle Ages to the present. Discussion and analysis of selections from various genres and movements. Spanish Peninsular focus.

SPAN 345 — Survey of Latin American Literature (3)

Latin American Literature from the pre-Conquest to the present. Discussion and analysis of various genres and movements.

SPAN 480 — Spanish Capstone: Spanish Language, Literature, and Culture (3)

A seminar that promotes discussion of texts in historical, political, and cultural contexts; develops an understanding of the basic tools of research in Hispanic studies; enhances advanced language skills in the areas of speaking, reading, writing, listening, and cultural awareness.

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.

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 others. 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 COURSES — 6 CREDITS)

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 credit)

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. Ann Yezerski, 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, 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 General Science Major can be tailored toward specific career goals and/or combined with other disciplines outside of science where such integrations are appropriate or required for postgraduate career plans.

GENERAL SCIENCE MAJOR SEQUENCE REQUIREMENTS

BIOL 113	Evolution and Diversity with Lab (4)
BIOL 210	Organisms and Their Ecosystems with Lab (4)
BIOL 213	Cell and Molecular Biology with Lab (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)

One of the following groups:

1. MATH 125 Calculus (4)
MATH 128 Introduction to Statistics, Data Analysis and Applications to Life Science (4)

OR

2. MATH 129 Analytic Geometry and Calculus I (4)
MATH 130 Analytic Geometry and Calculus II (4)

Additionally:

The Sophomore/Junior Diagnostic Project and Senior Integrated Assessment in the area of chosen minor concentration, or, 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:

Each concentration area requires at least 60 total credits in science and/or math beyond the required credits listed below.

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

2. Chemistry

CHEM 241	Organic Chemistry I (4)
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- 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

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

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/BIOL 349 Animal Behavior (4)
 NEUR 390 Topical Seminar in Neuroscience

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 (3 or 4)

6. Molecular Biology

- BIOL 450 DNA Science (4)
 BIOL 451 RNA Science (4)
 BIOL 330 Evolutionary Analysis and Bioinformatics (3)

Two of the following:

- BIOL 326 Immunology (4)
 BIOL 453 Systems Biology (4)
 BIOL 336 Cell Biology (4)
 BIOL 448 Microbiology (4)

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 192 Global Geography
OR

GEOG 211 Introduction to Geography

ELECTIVES

(5 COURSES — 15 CREDITS)

(Because of laboratory courses, this number may be increased)

GEOG 182 American Geography

GEOG 192 Global Geography

GEOG 200 Earth/Space Science

GEOG 201 Environmental Science I

GEOG 202 Environmental Science II

GEOG 211 Introduction to Geography

GEOG 254 Pennsylvania Geography

GEOG 255 Geographic Information Systems

GEOG 258 Pennsylvania Survey

GEOG 312 Dynamics of Population

GEOG 355 Applied Geographic Information Systems

GEOG 356 Economic Development and International Geography

GEOG 358 International Economics

GEOG 370 Environmental Seminar

GEOG 401 Special Topics in Environmental Studies

GEOG 403 Urban and Community Studies

GEOG 452 Environmental Politics and 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 that 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 182 — American Geography

The course will present a broad overview of the physical; human; and environmental geography of the United States. Students will gain an understanding and appreciation of how geography impacts a wide range of activities in America. Topics include American landforms and climate; regionalism; geographic history; race, ethnicity, and culture; economic geography; political geography; and environmental issues and initiatives. Students will also conduct supervised field work on the American physical and human landscapes. *Cross-listed as CORE 182.*

GEOG 192 — Global Geography

The course presents a survey of the inter-relationship with the human and physical landscapes of the world. Topics include geographic concepts; physiographic and environmental systems; human interaction with the environment; regional cultural, political and economic systems; globalization; and devolution. The course utilizes localized geographic interaction as a means of understanding the global community. *Cross-listed as CORE 192.*

GEOG 200 — Earth/Space Science

The course is an introductory course in earth and space science. It covers basic geology, climatology, and meteorology. In addition, the course also covers space science as it relates to our solar system. *Cross-listed as ENST 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 physi-

cal 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 254 — Pennsylvania Geography

The course examines the physical; environmental; historical; and cultural geographies of Pennsylvania and how internal and external spatial relationships affect the Commonwealth. Students will study Pennsylvania through research; writing; and field observations. *Cross-listed as HIST 254.*

GEOG 255 — Geographic Information Systems

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. *Cross-listed as CIS 255.*

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 312 — Dynamics of Population (3)

The course gives an overview of demography and population geography in a global context. It explains the transitional aspects of population dynamics, such as fertility, migration, aging, and mortality. Students will also spend time doing supervised field observations, research, and individual advisement. The goal is to present a research project that explains demographic interactions with the physical, environmental, and human landscape. *Cross-listed with Environmental Studies. Cross-listed as SOC 312.*

GEOG 355 — Applied Geographic Information Systems

The course transforms GIS skills gained in GIS 255 to applied scenarios. Areas of analysis include: urban planning, environmental risk, demographic change, business location

analysis, and crime patterns. Students will build a technical knowledge of GIS software as well as interact with local professionals to identify spatial problems and to design/model geospatial solutions. The course will be an integrated approach to learning with both lecture for concept and practice with scenarios. Prerequisite GIS 255 or permission of Department Chairperson. *Cross-listed as CIS 355.*

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. *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 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 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 426 — Seminar: American Cultures (3)

The course examines the variety of cultures in the United States through the use of discussion; scholarly readings; field observations; and research. Included are cultures based on race and ethnicity; regionalism; shared heritage; religion; politics; and socio-economics. Students are expected to analyze scholarship; complete research and field observations; and present their findings in discussion groups and a scholarly paper. *Cross-listed as HIST 426.*

GEOG 436 — Seminar: Deindustrialization in America (3)

In this course students will learn about the causes and consequences of the decline of the American industrial order after WW II. Why did the U.S. economy go from being the world's industrial colossus to one largely based on finance? What has the decline of industry meant for the cities and industrial regions of the "Rust Belt"? What have these processes meant for the social, political, and cultural physiognomy of the country and more broadly for America's place in the world? *Cross-listed as HIST 436.*

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 the 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. *Cross-listed as HIST 440.*

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.

Health Care Administration Five-Year B.S.B.A./M.S., B.S./ M.S. and B.A./M.S. Programs

Dr. Bernard J. Healey, Director

The Health Care Administration Program at King's College offers undergraduate students in the William G. McGowan School of Business the opportunity to complete a Master's of Science (M.S.) in Health Care Administration in 12-months following completion of their Bachelor of Science in Business Administration (B.S.B.A.) degree. The fifth-year master's in Health Care Administration program is open to all undergraduate majors in the William G. McGowan School of Business.

All undergraduate majors at King's College are eligible to complete the Master's of Science (M.S.) in Health Care Administration in 12-months following completion of their Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) degree. In order to accomplish this fifth year Master's in Health Care Administration program, students must complete certain undergraduate courses through the William G. McGowan School of Business as part of their undergraduate studies. These courses can be used to fulfill any free electives within their undergraduate major.

The program offers students a graduate education with convenient scheduling options at an affordable price. 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 meet on Saturday mornings in a seven-week accelerated format and some classes are offered online or in a blended form t through Moodle.

Job opportunities available to students with a Master's of Science (M.S.) in Health Care Administration include management positions in:

- Hospitals,
- Nursing homes and rehabilitation centers,
- Physicians' offices,
- Consulting firms,
- Pharmaceutical manufacturers, and
- Government and public policy institutions.

Students from the William G. McGowan School of Business who have received their Bachelor of Science in Business Administration (B.S.B.A.) degree and received a grade of "B" or better in the following six courses Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) degree.

ECON 221	Quantitative Methods for Business and Economics
MSB 110	Introduction to Financial Reporting
MSB 120	Introduction to Management Control and Planning
MSB 210	Principles of Marketing
MSB 287	Business Ethics
MSB 320	Financial Management

Students from the William G. McGowan School of Business who have met the previous

requirements would follow the following course of study to be awarded a Master's of Science (M.S.) in Health Care Administration.

SUMMER SEMESTER:

- HCA 500 Introduction to Health Services Systems
- HCA 501 Health Policy (online)
- HCA 573 Health Care Information Systems

FALL SEMESTER:

- HCA 502 Human Resources Management
- HCA 504 Health Economics
- HCA 521 Community Health Administration (online)

WINTER INTERCESSION SEMESTER:

- HCA 575 Health Promotion (online)

SPRING SEMESTER:

- HCA 505 Epidemiology (online)
- HCA 572 Health Law
- HCA 596 Leadership and Quality Management in Health Care

Students from other disciplines at King's College who have received either their Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) degree and received a grade of "B" or better in the following.

- HRM 210 Introduction to Human Resources Management
- MSB 200 Principles of Management
- MSB 210 Principles of Marketing
- MSB 287 Business Ethics
- MSB 305 Organizational Behavior

Students who have met these requirements would follow the following course of study to be awarded a Master's of Science (M.S.) in Health Care Administration.

SUMMER SEMESTER:

- HCA 500 Introduction to Health Services Systems (online)
- HCA 501 Health Policy (online)

FALL SEMESTER:

- HCA 504 Health Economics
- HCA 511 Quantitative Business Methods for Health Care
- HCA 541 Managerial Accounting for Health Care Administrators

WINTER INTERCESSION SEMESTER:

- HCA 575 Health Promotion (online)

SPRING SEMESTER:

- HCA 505 Epidemiology (online)
- HCA 507 Health Care Finance
- HCA 572 Health Law (online)
- HCA 596 Leadership and Quality Management in Health Care

Application to the fifth-year master's program can be made at any time during the senior year. For 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: Bernard J. Healey, Ph.D., Director, Graduate Program in Health Care Administration (570) 208-5900 ext.6083

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 that 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 and 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 133	World Civilizations since 1453 (3)
CORE 153	The Principles of Economics: Macro 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 and Methods (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 230 — The Atlantic World (3)

This course examines the history of the exploration of the Atlantic Ocean starting in the fifteenth century and the subsequent colonial systems that European states developed in both South and North America. We'll explore the impact of the various colonial systems that were established in the "New World," and discuss the legacies of the Atlantic colonial systems for both the New World and Europe.

HIST 246 — Modern Latin America (3)

The conquest of the Western 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 Latin America. 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 253 — American Ethnicity (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/GEOG 254 — Pennsylvania Geography (3)

The course examines the physical; environmental; historical; cultural; and community geography of Pennsylvania and how internal and external spatial relationships impact the Commonwealth. Students will study Pennsylvania through research; writing; and field observations. The course satisfies the Pennsylvania requirement for the Secondary Education Citizenship Education certification.

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 introduces the history major to the professional study of history. The course has two major components: the first, theoretical and philosophical trends and debates in western historiography; the second, disciplinary methods of historical research and writing. The course is the department’s sophomore diagnostic, which means that significant attention will be paid to oral communication while all work will culminate in the completion of a research project of substantial length. *This course is normally taken in the first 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: 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 273 — Jewish History, from the Middle Ages to the Modern Era (3)

A comprehensive history of the Jews, the course begins by examining Jewish lives under medieval Christian and Muslim rule. During the early modern period, expulsion and migration led to sweeping changes in the status and identity of Jews. By the nineteenth century, those changes resulted in the uneasy political, economic, and social integration of Jews into national life. Given that trend, this course also searches for meaning in the narrative of segregation, deportation and murder during the Second World War. The course ends with an examination of the legacy of the Shoah in the emergence of the state of Israel, and in Jewish life in Europe and the Americas.

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 287 — Sub-Saharan Africa (3)

This course examines the history of Sub-Saharan Africa through the post-colonial period of African nation building in the twentieth and twenty-first centuries. We'll examine imperial processes and impacts, indigenous identity and conflict, and contemporary African culture and politics. *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 325 — Knights & Castles (3)

The mounted warriors of the Middle Ages and their fortified residences inspire awe, romance, and power even today. Students will learn how knights became a major element in European warfare; how they lived and fought; how they created a governing class and an elite social rank; how they fashioned an ideology of chivalry in art and literature; and finally, how they declined.

HIST 331 — American Capitalism (3)

This class analyzes the development of American capitalism 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 332 — American Labor and Working Class History (3)

This course suggests a very different vantage point on US history from what you may be used to. It deals with the lives of American workers under wage labor and slavery since the advent of industrialization in this country. Trade unions and industrial relations are important parts of this story, but our focus will be broader. We will also focus on politics, culture, and everyday life.

HIST 333 — American Foreign Relations (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, including conflicts and factionalism in the Washington, Adams, and Jefferson administrations.

HIST 338 — The American Civil War (3)

Through the study of the works of historians and contemporary voices, students will learn about the sectional crisis that came to the fore with the Missouri Compromise of 1820, the emergence of the Republican Party and Abraham Lincoln, the Civil War itself, and the complex period of Reconstruction in its aftermath. Important themes include the ideological and economic struggle between North and South, the relationship between politics and the front in the world's first "total war," the experiences and thoughts of average American men and women (northern and southern, slave and free), and the longer cultural war over the history and memory of the Civil War and Reconstruction.

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. 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.

HIST 350 — Christianities (3)

The history of Christianity is a rich, complex story, full of tragedy and triumph. The course focuses most on Christianity as a Western phenomenon, but also examines its becoming world-wide belief systems. Study focuses on the conflicts that have shaped the ecclesiology, theology, and practice of Christians, placing them in their political, social, and cultural context. The participant should gain a better awareness of the role of controversy and compromise in Christian history, as well as a deeper understanding of many significant beliefs, people, events, and trends. *May be cross-listed as THEO 351 History of Christian Thought. (Counts for European Elective).*

HIST 362 — Eastern Europe from the Enlightenment (3)

This course investigates Eastern European History from the Enlightenment to the present: 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 — (Re)Inventing Russia: a History of Empire (3)

This course is an introduction to Russian history from the Mongol invasions (1237-40) until the collapse and aftermath of the state socialist system in the Soviet Union (1991-present). It outlines major events in the development of the Russian state and explores the interaction between state and subject through a close investigation of the role of empire and colonialism in the Russian context. How were the Russian and Soviet Empires' prescriptions for order internalized by the Russian and non-Russian subjects? How did subjects domesticate the imperial social order and its regulated identities to their own ends? How did they conceive of themselves and their place in the wider world? *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 continually defined 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 372 — Modern Britain (3)

This course surveys British history from the Industrial Revolution, through the display of dominance at the Crystal Palace Exhibition of 1851, to the crises of World War I and World War II and the rebuilding of British society thereafter. Key aspects of British history and culture will be the rise of Britain to industrial, imperial, and economic dominance in the nineteenth century; the crisis of population and power from 1900 through the 1950s due to European competition, imperial conflicts, and war; the “swinging sixties” and the “British Invasion”; and Britain’s relationship with the growing European Union, the United Nations, and the United States. *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 democ-

racy 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 explores the history of the modern Middle East from the beginning of the nineteenth century to the present. The course emphasizes three themes: first, the historical evolution of select Middle East states, from dynastic empires in the nineteenth century to modern nation-states in the twentieth; second, the impact of modernity on local and regional societies; and third, the socio-cultural dimensions of these large-scale transformations, specifically the rise of mass ideologies of liberation and development (nationalism, socialism, rights movements, Zionism, and political Islam), and the emergence of structural and social imbalances (economic polarization, cultural/ethnic conflicts, demographic growth, urbanization). *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, 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 global survey of the Second World War. The course will examine the major strategic choices which confronted Axis and Allied powers from 1939-1945 and the campaigns that followed; western and non-western wartime experiences; and the major wartime conferences. Topics of special interest will include total war mobilization and occupation policies; the role of women at home and on the battlefield, film and propaganda in war, strategic bombing controversies, the decision to develop and use atomic weaponry, genocide, and postwar politics of reconstruction and renewal.

HIST 388 — Fascism in Global History (3)

This class will examine this history of fascism in a global context. We will explore fascism's origins in Europe and the development and institutionalization of it as both a movement and regime. We will also question whether fascism truly disappeared in 1945, or if, perhaps, fascism or fascist-style ideologies, movements, and regimes lived on. The class will focus mainly on Italy, Germany, and Japan as case studies, but we will also examine fascist-style movements and systems of rule in countries like Spain and France, and in non-European places as diverse as Argentina, China, Iraq, and even the United States.

HIST 379 — Revolutions in Britain and France: 1688-1871 (3)

This course will examine the “dual revolution” — the near simultaneous Industrial Revolution in Great Britain the French Revolution in France. We will begin by surveying the histories of the Industrial and French Revolutions. We will spend the second half of the course investigating and questioning the nature of Europe's political, economic, and social transformations after the rapid and shocking developments of the eighteenth century. *Area Studies*.

HIST/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 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 426 — Seminar: American Cultures (3)

The course examines the variety of cultures in the United States through the use discussion scholarly readings; field observations; and research. Included are cultures based on race and ethnicity; regionalism; shared heritage; religion; politics; and socio-economics. Students are expected to analyze scholarship; research; and field observations and present their findings in discussion groups and a scholarly paper. *This course satisfies a History Department Seminar requirement and a Geography minor elective.*

HIST 436 — Seminar: Deindustrialization in America (3)

Deindustrialization in America: In this course students will learn about the causes and the consequences of the decline of the American industrial order after WWII. Why did the US economy go from being the world's industrial colossus to one largely based on finance? What has the decline of industry meant for the cities and industrial regions of the "Rust Belt"? What have these processes meant for the social, political, and cultural physiognomy of the country and more broadly, for America's place in the world?

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.*

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 448 — Seminar: Victorian Culture & Customs (3)

The Victorian Period, dating from the late 1830s until 1901, is a period characterized as tenaciously proper, if not stuffy. This course will examine Victorian social and moral norms on both sides of the Atlantic, comparing myth to reality. We'll study some of the main obsessions of the period (sex, drugs, crime, and poverty) as we complicate our understanding of the Victorians. *Area Studies.*

HIST 457 — Seminar: Christians, Jews, and Muslims in the Mediterranean World (3)

The Mediterranean has long been a crossroads from East to West and North to South, bringing together the Middle East, North Africa and Southern Europe. The purpose of the course is to study the ethnic and religious cultures of the Mediterranean world, from the medieval period to the present day. The course demonstrates how cross-cultural contact among Christians, Jews, and Muslims in the Mediterranean sphere of influence led to a world in which religious tolerance co-existed with violence and ethnic-religious conflict. In sum, the course highlights the numerous interconnectivities of the medieval, early modern, and modern Mediterranean world.

HIST 459 — Seminar: 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 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

Students selecting a major in Human Resources Management will be awarded a Bachelor of Science in Business Administration (B.S.B.A.) degree under the program of study offered by the William G. McGowan School of Business. A minor in Human Resources Management is also available as a part of the William G. McGowan School of Business program of study.

Human Resources Management emphasizes the development of students for careers in the recruitment, development, management, and retention of the most valuable business asset — human capital. The Bachelor of Science in Business Administration (B.S.B.A.) with a major in Human Resources Management (HRM) prepares students with the strategic and management skills to function as human resource professionals in a variety of settings such as government agencies, health care, financial institutions, and business and industry.

The curriculum draws upon the competency based College CORE curriculum, the School of Business foundation courses and several disciplines, including psychology and management, to support student understanding of individuals, organizations, and the global business marketplace. A special feature of the major is the internship in which students that meet the qualifications work closely with an HRM professional and a faculty member to learn first-hand what opportunities and challenges exist in this dynamic and rapidly growing field.

Human Resources Management majors typically begin their careers with positions as corporate recruiters, employee relations specialists, compensation analysts, HR generalists, and management trainees. Advancement opportunities exist in such occupations as employee relations, training and development, human resources management, labor relations, employee recruitment and selection, and compensation and benefits administrators.

In addition, the major prepares students wishing to pursue graduate studies in areas such as Industrial Psychology, Management, 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

(15 CREDITS)

CIS 110	Introduction to Computer Applications for Business
CORE 153	Principles of Economics: Macro
CORE 180	Social Science in an American Context
CORE 193/IB 241	Globalization
MATH 123	Finite Math

BUSINESS FOUNDATIONS

(38 CREDITS)

ECON 112	Principles of Economics: Micro
ECON 221	Quantitative Methods for Business and Economics
MSB 100	Introduction to Business (1 credit)

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 250	Business Communication and Mentoring
MSB 287	Business Ethics
MSB 305	Organizational Behavior
MSB 320	Financial Management
MSB 330	Business Law I
MSB 400	Professional Seminar (1 credit)
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 and Labor Law
HRM 390	Compensation and Benefits
HRM 410	Employee Training and 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

(15 CREDITS)

Students may choose from any elective courses offered/accepted by the College, including non-business courses.

MINOR REQUIREMENTS

(5 COURSES — 15 CREDITS)

HRM 210	Introduction to Human Resources Management (3)
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Any Four HRM courses (12 credits) including MSB 305 (requires MSB 200 as a prerequisite).

Students shall not earn credit for more than 15 hours in any designated course, or combination of courses within the William G. McGowan School of Business Foundation Courses and/or the major courses, in Accounting, Management, Marketing, Finance, Human Resources Management, and International Business without being declared as either a major or minor student of one of those majors, or being granted permission by the Dean of The William G. McGowan School of Business.

All McGowan School of Business (MSB) and Human Resources Management (HRM) courses numbered 300 and above must be completed at King's College for King's to award the Bachelor of Science in Business Administration (B.S.B.A.) degree with a major in Human Resources Management or minor sequence in Human Resources Management or for the fulfillment of any required course in any other degree or minor 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. Prerequisite: HRM 210.

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. Prerequisites: ECON 221 & HRM 210.

HRM 380 — Employment and Labor Law (3)

Legal issues which impact 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. Prerequisite: HRM 210.

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, HMOs, and PPOs. Prerequisite: HRM 210.

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, and interactive video and develop their own competencies as trainers. Prerequisite: HRM 210.

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.* Prerequisite: HRM 210.

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. Prerequisite: HRM 210.

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.* Prerequisites: ECON 221 & HRM 210.

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. Prerequisite: HRM 210.

HRM 499 — Internship in Human Resources Management (1-6)

A work experience meeting time requirements for the credits earned within a recognized Human Resources Management department or industry setting. *Selection determined by academic background and interviews, Department Chairperson's approval required in writing prior to the work experience. Open to Human Resources Management majors only. Junior or senior status with a minimum G.P.A. of 2.50 is required. Internship credits cannot substitute for major course requirements.*

International Business

Dr. Joseph Falchek, Chairperson

Students selecting a major in International Business will be awarded a Bachelor of Science in Business Administration (B.S.B.A.) degree under the program of study offered by the William G. McGowan School of Business. A minor in International Business is also available as a part of the William G. McGowan School of Business program of study.

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, and 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 this 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 cross-border trade and investment.

International Business is a multidisciplinary major. Drawing from courses across the 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 the 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 gain the ability to analyze and understand global business operations through 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 an individually suitable program plan. The program offers a liberal arts core, includes a foundation in business, and builds on this foundation with language studies, area studies, and courses in International Business.

Flexible and comprehensive study plans allow students an option to select a second major and/or minor in one of the following business areas: management, accounting, finance, economics, marketing, human resources management, political science, economics, and/or foreign language. The major offers coordinated business and non-business coursework with both global and regional focus to enhance students' perspectives on international issues.

Education Requirements

REQUIRED CORE COURSES

(15 CREDITS)

CIS 110	Introduction to Computer Applications for Business
CORE 153	Principles of Economics: Macro
CORE 180	Social Science in an American Context
CORE 193/IB 241	Globalization
MATH 123	Finite Math

BUSINESS FOUNDATIONS

(38 CREDITS)

ECON 112	Principles of Economics: Micro
ECON 221	Quantitative Methods for Business and Economics
MSB 100	Introduction to Business (1 credit)
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 250	Business Communication and Mentoring
MSB 287	Business Ethics
MSB 305	Organizational Behavior
MSB 320	Financial Management
MSB 330	Business Law I
MSB 400	Professional Seminar (1 credit)
MSB 480	Strategic Management

MAJOR REQUIREMENTS

(19 CREDITS)

IB 358	International Economics
IB 450	Management of Multinational Corporations
IB 491	International Special Topics
CARP 412	Career Planning II (1 credit)

Choose 3 of the following (9 credits):

BUS 435	Global Innovation, Technology and Entrepreneurship
BUS 455	Global e-Business
FIN 378	International Finance
IB 356	Economic Development & International Geography
IB 360	Comparative Economic Systems
MKT 385	Global Supply Chain Management
MKT 390	International Marketing

International Business majors are required to fulfill one of the following:

- (A) Foreign language proficiency, as determined by the Foreign Language Department, equal to a 146 (Conversation and Composition) level of proficiency.
- (B) The requirement is met for students for whom English is a second language

OR

- (C) Those who have successfully completed an international internship or study abroad program, requires prior written approval of the Dean.

ELECTIVES

(15 CREDITS)

Students may choose from any elective courses offered/accepted by the College including non-business courses.

MINOR REQUIREMENTS

(6 COURSES — 18 CREDITS)

CIS 110 Introduction to Computer Applications for Business

CORE 193/IB 241 Globalization

IB 450 Management of Multinational Corporation

Choose 3 of the following (9 credits):

BUS 435 Global Innovation, Technology and Entrepreneurship

BUS 455 Global e-Business

FIN 378 International Finance

IB 356 Economic Development and International Geography

IB 358 International Economics

IB 360 Comparative Economic Systems

IB 491 International Special Topics

MKT 385 Global Supply Chain Management

MKT 390 International Marketing

Selection of elective choices could possibly have additional pre-requirements.

Students shall not earn credit for more than 15 hours in any designated course, or combination of courses within the William G. McGowan School of Business Foundation Courses and/or the major courses, in Accounting, Management, Marketing, Finance, Human Resources Management, and International Business without being declared as either a major or minor student of one of those majors, or being granted permission by the Dean of The William G. McGowan School of Business.

All McGowan School of Business (MSB) and International Business (IB) courses numbered 300 and above must be completed at King's College for King's to award the Bachelor of Science in Business Administration (B.S.B.A.) degree with a major in International Business or minor sequence in International Business or for the fulfillment of any required course in any other degree or minor 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**CORE 193/IB 241 — Globalization**

This course will provide a broad overview of the environment in which international business takes place. The topics to be covered include but are not limited to analysis of the political, legal, ethical and cultural environments in which international businesses operate; understanding corporate strategy formulation in the face of government intervention; understanding the International monetary system; and discussing international trade and foreign direct investment. The course covers a broad spectrum of topics to equip students with the fundamentals of international business.

BUS 435 — Global Innovation, Technology and Entrepreneurship (3)

This course investigates organizational and industry related factors that influence strategic decisions regarding innovation and entrepreneurship, and the ultimate impact of these

decisions on organizational success. Emphasis is placed on gaining an understanding and appreciation of the benefits of current and future technologies and how these technologies may be leveraged to achieve strategic goals. Particular emphasis will be placed on global sustainability from economic, environmental, and social perspectives. The primary analytical tool used is the case analysis method, whereby business situations are examined to gain a deeper understanding of the development and implementation of global innovation and entrepreneurial strategies. This course will emphasize independent research. Prerequisites: CIS 110, CORE 193/IB 241, MSB 200, MSB 210, MSB 320.

BUS 455 — Global e-Business (3)

The goal of this course is to help business students learn how to use and manage information technologies to revitalize business processes and improve business decision making. A major emphasis is the understanding of how information system applications can be leveraged to gain a competitive advantage in global commerce. This course also places a major emphasis on up-to-date coverage of the essential role of internet technologies in providing a platform for business, commerce, and collaboration processes among all business stakeholders in today's networked enterprises and global markets. The primary analytical tool used is the case analysis method, whereby business situations are examined to gain a deeper understanding of the development and implementation of information technology. The course will emphasize independent research and also utilize simulation software. Prerequisites: CIS 110, CORE 193/IB 241, MSB 200, MSB 210, and 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.

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; and the role of non-national actors like the multinational corporation and the United Nations. Case study illustrations will be utilized.

IB 450 — Management of Multinational Corporations (3)

Globalization of markets and integration of production; growing importance of the emerging markets; and global impact of diverse forces such as financial crisis, wars, terrorism, and disease define the nature of today's businesses. Developing management processes and making strategic choices are the foundations of successful decision making in this increasingly complex global environment. This class will help students develop the essential skills needed to formulate and implement successful strategic moves in the new competitive and interdependent global environment. Case studies will focus on foreign operations management; planning and implementing global strategies; developing multinational company structures; and adapting administrative practices and operating policies to international diversities. Prerequisites: CORE 193/IB 241 and MSB 200.

IB 491 — Special Topics in International Business (3)

The purpose of this class is to give students an opportunity to develop their research skills and to learn about an international business topic of interest. Students are to explore in depth a business topic, analyze a phenomenon that affects the national or regional economy, or focus on a specific issue that affects a particular organization (i.e., private, public, or not-for-profit) in a specific country. Students will examine business topics in a way that is clearly relevant to managers and/or government policy as it relates to industry.

IB 499 — International Business Internship (1-6)

A work experience meeting time requirements for the credits earned within a recognized international firm or industry setting. *Selection determined by academic background and interviews, Department Chairperson's approval required in writing prior to the work experience. Open to International Business students only. Junior or senior status with a minimum G.P.A. of 2.50 is required. Internship credits cannot substitute for major course requirements.*

MKT 385 — Global Supply Chain Management (3)

Global supply chain management involves development of the chain of supply, not merely from one level in a channel of distribution to that above it (i.e., from retailer to manufacture), but rather involving examination of a channel up to producers of raw materials, to insure the efficacy, and increasingly, the ethics of said channel. While the course would focus on the supply chain issues facing businesses, discussion could include the ultimate consumers as they begin to question human rights issues surrounding the production of the products they buy, as well as the environmental impact of said products. As it is increasingly difficult to construct a supply chain which involves purely domestic entities, this course takes a global perspective. Prerequisites: MSB 200 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: MSB 210.

International Studies Minor

Dr. Bridget Costello, Program Director

The International Studies minor asks students to critically engage the world beyond their local borders through an interdisciplinary curriculum focused on international issues, foreign language study, and study abroad experience. This minor is open to students across the disciplines, and adds value to any major program of study by demonstrating a student's capacity to apply the skills and knowledge developed within the major program of study to issues of global importance.

The minor program consists of three phases:

- In the first phase, students complete coursework in foreign language and global studies that allows them to broaden knowledge of the world's regions, gain and/or expand familiarity with a foreign language, and develop understanding and appreciation for the variety of human societies.
- The second phase is foreign travel in a college-approved study abroad program lasting anywhere from three weeks during the summer to an entire academic semester. The study abroad component provides venues for practicing language skills and expanding global knowledge acquired in classes through a study abroad experience, and equips students with both the capacity and the desire to travel outside of familiar geographic and intellectual landscapes.
- In the third and final phase of the program, students complete the International Studies Capstone course (INST 400), where they integrate knowledge and skills of global societies and language with skills and knowledge acquired in the student's major program of study.

Students who complete this minor will be able to: identify the major social, political, economic, historical, and cultural issues of global importance; apply the transferable skills of a liberal arts education to critically analyze key global issues of today and human life around the world; apply global lessons to the local community and vice versa; and engage with the international community in a meaningful way, through both linguistic competency in a foreign language and foreign travel experience.

Education Requirements

MINOR REQUIREMENTS

(3 COURSES — 9 CREDITS)

CORE 142 — Beginning Language II (3)

(Chinese Mandarin, French, German, Italian, 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. Students who are exempt from CORE 142 must take a foreign language course at the 143 or higher level for the INST minor.*

INST 300 — Study Abroad (3)

Students will spend 2-3 weeks on a study abroad trip. In addition to periodic short reflection essays, students are asked to complete a photo journal assignment. *Prerequisite: Student must complete foreign language credit and at least two INST electives prior to travel.*

INST 400 — International Studies Capstone (3)

In this seminar course, students integrate the skills and knowledge developed in the International Studies coursework and on the Study Abroad Experience with the skills and knowledge they've developed in their major coursework. Students will revise, expand, and synthesize previous INST assignments, papers, and photo essays into a single thesis paper. *Prerequisites: All other requirements of the International Studies Minor must be met before enrolling in this class.*

MINOR ELECTIVES

(4 COURSES — 12 CREDITS)

Students must take at least one elective course from each of the three categories below, plus one additional course from any category.

Contemporary Global Studies**INST 190 — Social Sciences in a Global Context (3)**

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. *Cross-listed as CORE 190.*

INST 191 — Global History since 1914 (3)

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. *Cross-listed as CORE 191.*

INST 192 — Global Geography (3)

A basic survey of the physical and human geography on a 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. *Cross-listed as CORE 192.*

INST 193 — Globalization (3)

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 are 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. *Cross-listed as CORE 193.*

INST 196 — Global Religions (3)

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. *Cross-listed as CORE 196.*

INST 197 — Global Social Issues (3)

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. *Cross-listed as CORE 197.*

INST 198 — Global Politics in the New Millennium (3)

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. *Cross-listed as CORE 198.*

Cultural Perspectives

INST 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, and LAST 162.*

INST 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. Cross-listed as HIST 280.*

INST 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. *Cross-listed as SOC 310.*

INST 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. 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." *Cross-listed as SOC 314.*

INST 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? *Cross-listed as HIST 368.*

Organizational Perspectives

INST 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. *Cross-listed as PS 245.*

INST 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 and LAST 246.*

INST 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.*

INST 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 2011-2012. *Cross-listed as ECON 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; and 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; and the 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.*

INST 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 ECON 493 and WMST 493.*

INST 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. 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.” *Cross-listed as SOC 314.*

BORDER HOUSE OPTION FOR COMPLETING THE INTERNATIONAL STUDIES MINOR

Most course requirements for the International Studies minor may also be earned through the Border House curriculum, which consists of four thematically linked Core courses with a global emphasis taken alongside a semester of the relevant foreign language (for instance, a Latin America Border House requires one semester of Spanish) and completed over the course of a single academic year. In the summer following the completion of the five Border House courses, students have the option to complete a short-term study abroad trip led by Border House faculty to the region emphasized in the Border House; for example, the Latin America Border House is linked to a study abroad trip to Peru. Students who complete a Border House curriculum along with the Border House short-term study abroad program need only to complete INST 400 International Studies Capstone in the fall semester following the study abroad trip to earn the International Studies minor.

There are several advantages to enrolling in a Border House to complete the International Studies minor:

- All of the Border House coursework also counts towards Core requirements.
- The Border House coursework is completed within a single academic year (not including the required INST 400 capstone course).
- All of the coursework for the minor is organized around a regional theme and language, giving students greater depth of knowledge about a particular area of the world that they then experience first-hand through the short-term study abroad experience in the summer following their Border House coursework.
- Border Houses are learning communities, meaning that students complete their coursework with a group of students with similar interests and experiences over the course of a year.
- The credits earned on a Border House study abroad trip are billed at a discounted tuition rate.

Students who do not complete the full Border House curriculum will still be able to apply the Border House courses to their Core requirements, but may NOT apply Core courses other than CORE 19X courses to the International Studies Minor.

For more information about the Border House program, please contact Dr. Cristofer Scarboro or Dr. Margarita Rose, Border House Program Coordinators.

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 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 246.*

LAST 401G — 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 444 — Latin American Civilization (3)

Study of the politics, history, cultural artifacts, and daily life of the civilizations of Latin America from the pre-conquest to the present. *Cross-listed as SPAN 444.*

**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. Jess Kohlert, 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	Economic Develop and International Geography
PSYC 220	Psychological Statistics
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	Environmental Politics and Policy
PS 372	International Law
WMST 493	Economics of Women, Poverty and Environ

ASSOCIATES DEGREE (A.A.) REQUIREMENTS

(8 COURSES — 24 CREDITS)

CIS 110	Introduction to Computer Applications
CORE 153	Principles of Economics: Macro
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
PSYC 220	Psychological Statistics

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.

Management

Dr. Joseph S. Falchek, Chairperson

Students selecting a major in Management will be awarded a Bachelor of Science in Business Administration (B.S.B.A.) degree under the program of study offered by the William G. McGowan School of Business. A minor in Management is also available as a part of the William G. McGowan School of Business program of study.

The Management major at King's College provides an extensive background in business; the major requirements emphasize the fundamental principles of business management along with the entrepreneurial and global aspects of business required of a business professional. The management major is provided with a thorough foundation in the fields of accounting, economics, computer systems, finance, law and the quantitative aspects of business. Through the selection of elective courses, a management major can achieve a dual major or minor from the other majors in the McGowan School of Business or the College of Arts and Sciences.

The Management 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 Management 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

(15 CREDITS)

CIS 110	Introduction to Computer Applications for Business
CORE 153	Principles of Economics: Macro
CORE 180	Social Science in an American Context
CORE 193/IB 241	Globalization
MATH 123	Finite Math

BUSINESS FOUNDATIONS

(38 CREDITS)

ECON 112	Principles of Economics: Micro
ECON 221	Quantitative Methods for Business and Economics
MSB 100	Introduction to Business
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 250	Business Communication and Mentoring

MSB 287	Business Ethics
MSB 305	Organizational Behavior
MSB 320	Financial Management
MSB 330	Business Law I
MSB 400	Professional Seminar
MSB 480	Strategic Management

MAJOR REQUIREMENTS

(19 CREDITS)

BUS 330	Business Entrepreneurship
BUS 345	Business Law II
BUS 363	Production/Operations Management
HRM 210	Introduction to Human Resources Management
CARP 412	Career Planning II (1 credit)

Any one (1) of the following:

BUS 435	Global Innovation, Technology and Entrepreneurship
BUS 455	Global e-Business
BUS 470	Current Topics in Management

Any one (1) of the following:

IB 450	Management of Multinational Corporations
MKT 385	Global Supply Chain Management

ELECTIVES

(15 CREDITS)

Students may choose from any elective course offered/accepted by the College, including non-business courses.

MINOR REQUIREMENTS

(6 COURSES — 18 CREDITS)

BUS 330	Business Entrepreneurship
BUS 363	Production/Operation Management
MSB 200	Principles of Management
MSB 210	Principles of Marketing
MSB 330	Business Law I

Any one (1) of the following:

HRM 210	Introduction to Human Resources Management
IB 450	Management Multinational Corporations
MKT 385	Global Supply Chain Management

As a pre-requirement for the minor, the following must be satisfied: MSB 110, MSB 120, and CIS 110.

MANAGEMENT MINOR FOR STUDENTS IN A MAJOR WITHIN THE COLLEGE OF ARTS AND SCIENCES

(6 COURSES — 16 CREDITS)

MSB 100	Introduction to Business (1 credit)
MSB 110	Introduction to Financial Reporting
MSB 200	Principles of Management
MSB 210	Principles of Marketing

Plus: One of the following courses:

HRM 210	Introduction to Human Resources Management
IB 241	Globalization

Plus: Any three (3) credit course selected from within the McGowan School of Business foundation courses or any course from within the six majors offered by the School of Business for which the prerequisites have been met or any Economics course for which the prerequisites have been met.

In fulfilling the requirements of the minor for students within the College of Arts and Sciences, students are permitted to transfer one course (3 credits) from those required for the minor from another college or university.

Students shall not earn credit for more than 15 hours in any designated course, or combination of courses within the William G. McGowan School of Business Foundation Courses and/or the major courses, in Accounting, Management, Marketing, Finance, Human Resources Management, and International Business without being declared as either a major or minor student of one of those majors, or being granted permission by the Dean of The William G. McGowan School of Business.

All McGowan School of Business (MSB) and Management (BUS) courses numbered 300 and above must be completed at King's College for King's to award the Bachelor of Science in Business Administration (B.S.B.A.) degree with a major in Management or minor sequence in Management or for the fulfillment of any required course in any other degree or minor 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

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 Bachelor of Science in Business Administration (B.S.B.A.) with a major in Management degree or a minor sequence in Management or for the fulfillment of any required course in any other degree or minor offered through the William G. McGowan School of Business unless permission is granted by the Department Chairperson in writing prior to the start of any coursework.

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 transactions. 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.

BUS 330 — Business Entrepreneurship (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.

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 435 — Global Innovation, Technology and Entrepreneurship (3)

This course investigates organizational and industry-related factors that influence strategic decisions regarding innovation and entrepreneurship, and the ultimate impact of these decisions on organizational success. Emphasis is placed on gaining an understanding and appreciation of the benefits of current and future technologies, and how these technologies may be leveraged to achieve strategic goals. Particular emphasis will be placed on global sustainability; from economic, environment, and social perspectives. The primary analytical tool used is the case analysis method, whereby business situations are examined to gain a deeper understanding of the development and implementation of global innovation and entrepreneurial strategies. This course will emphasize independent research. Prerequisites: CIS 110, CORE 193/IB 241, MSB 200, MSB 210, MSB 320.

BUS 455 — Global e-Business (3)

The goal of this course is to help business students learn how to use and manage information technologies to revitalize business processes and improve business decision making. A major emphasis is the understanding of how information system applications can be leveraged to gain a competitive advantage in global commerce. This course also places

a major emphasis on up-to-date coverage of the essential role of internet technologies in providing a platform for business, commerce, and collaboration processes among all business stakeholders in today's networked enterprises and global markets. The primary analytical tool used is the case analysis method, whereby business situations are examined to gain a deeper understanding of the development and implementation of information technology. The course will emphasize independent research and also utilize simulation software. Prerequisites: CIS 110, CORE 193/IB 241, MSB 200, MSB 210, and MSB 320.

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. Prerequisites: CIS 110, MSB 200, MSB 250, and MSB 287.

BUS 491 — Special Topics in Management

Topics selected from contemporary 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.

BUS 497 — Independent Study in Management (3)

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

BUS 499 — Management Internship (1-6)

A work experience meeting time requirements for the credits earned within a recognized business firm or industry setting. *Selection determined by academic background and interviews, Department Chairperson's approval required in writing prior to the work experience. Open to Management Majors only. Junior or senior status with a minimum G.P.A. of 2.50 is required. Internship credits cannot substitute for major course requirements.*

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 resources 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.

MSB 250 — Business Communication and Mentoring (3)

This course will help students to become more effective writers and presenters in the business workplace. The focus of this course is on the essentials of style, organization, and professionalism in the development of fundamental business correspondence, reports, and presentations. An interactive software program will be used to examine and refine writing abilities. Students will be required to produce documents and present information which reflect the appropriate and effective use of technology. Career exploration and mentoring components will be woven throughout the curriculum. Prerequisites: MSB 100, CORE 110 and CORE 115.

MSB 287 — Business Ethics (3)

Examination of the vocation and moral context of business; critical reflection, through engagement with the philosophical and Catholic traditions, on how to make a living *and* live well; and extended consideration of issues and problems that arise in contemporary business settings. 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 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 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 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, except MSB 400, and senior status.

Marketing

Dr. Joseph S. Falchek, Chairperson

Students selecting a major in Marketing will be awarded a Bachelor of Science in Business Administration (B.S.B.A.) degree under the program of study offered by the William G. McGowan School of Business. A minor in Marketing is also available as a part of the William G. McGowan School of Business program of study.

The Bachelor of Science in Business Administration (B.S.B.A.) degree with a major in Marketing is designed to provide an understanding of business and marketing concepts within the context of a global marketplace. The curriculum is built upon the liberal learning competencies of effective communications, ethics, and social responsibility, which provide an essential tools for professional success, including a detailed understanding of the different aspects of the field of marketing and marketing's role in the business organization.

The Marketing major provides the professional training intended to prepare students for entry-level positions leading to careers in advertising, brand management, media management, marketing research, marketing management, product development, retail management, fashion merchandising, customer service, event planning, social media/internet marketing, sports marketing, supply chain management/distribution, and professional sales. Students have the flexibility to choose from marketing electives that best suit their professional interests. Both the required and elective Marketing courses build upon the College's competency-based Core curriculum, which enhances the student's competencies in critical thinking, technology and information literacy, oral and written communications, and teamwork abilities.

Internship opportunities in marketing related fields are available and strongly encouraged. **In addition, a student who majors in Marketing may add a second major or minor from a complementary area such as Accounting, Management, Mass Communications, Economics, English, International Business, or Psychology, as well as other fields.**

Education Requirements

REQUIRED CORE COURSES

(15 CREDITS)

CIS 110	Introduction to Computer Applications for Business
CORE 153	Principles of Economics: Macro
CORE 180	Social Science in an American Context
CORE 193/IB 241	Globalization
MATH 123	Finite Math

BUSINESS FOUNDATIONS

(38 CREDITS)

ECON 112	Principles of Economics: Micro
ECON 221	Quantitative Methods for Business and Economics
MSB 100	Introduction to Business (1 credit)
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 250	Business Communication and Mentoring
MSB 287	Business Ethics
MSB 305	Organizational Behavior
MSB 320	Financial Management
MSB 330	Business Law I
MSB 400	Professional Seminar (1 credit)
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)

Plus: 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 385	Global Supply Chain Management
MKT 390	International Marketing

ELECTIVES

(15 CREDITS)

Students may choose from any elective course offered/accepted by the College including non-business courses.

MINOR REQUIREMENTS

(6 COURSES — 18 CREDITS)

CIS 110	Introduction to Computer Applications for Business
MSB 210	Principles of Marketing
MKT 315	Consumer Behavior

PLUS: 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 385	Global Supply Chain Management
MKT 390	International Marketing
MKT 450	Marketing Research
MKT 480	Marketing Management

MINOR REQUIREMENTS FOR MASS COMMUNICATIONS MAJORS

(6 COURSES —18 CREDITS)

One of the following computer courses (3 credits)

CIS 110 Introduction to Computer Applications for Business
OR

COMM 115 Computer Applications for Mass Communications

Required courses (6 credits)

MSB 210 Principles of Marketing

MKT 315 Consumer Behavior

Plus: Three elective courses from the following (9 credits)

COMM 290 Media and Communications Campaigns

MKT 320 Retail Management

MKT 330 Selling Strategies

MKT 350 Principles of Advertising

MKT 360 Strategic Advertising Campaigns

MKT 385 Global Supply Chain Management

MKT 390 International Marketing

MKT 450 Marketing Research

MKT 480 Marketing Management

Students shall not earn credit for more than 15 hours in any designated course, or combination of courses within the William G. McGowan School of Business Foundation Courses and/or the major courses, in Accounting, Management, Marketing, Finance, Human Resources Management, and International Business without being declared as either a major or minor student of one of those majors, or being granted permission by the Dean of The William G. McGowan School of Business.

All McGowan School of Business (MSB) and Marketing (MKT) courses numbered 300 and above must be completed at King's College for King's to award the Bachelor of Science in Business Administration (B.S.B.A.) degree with a major in Marketing or minor sequence in Marketing or for the fulfillment of any required course in any other degree or minor 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.

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: 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, and 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 or permission of instructor.

MKT 385 — Global Supply Chain Management (3)

Global supply chain management involves development of the chain of supply, not merely from one level in a channel of distribution to that above it (i.e., from retailer to manufacturer), but rather involving examination of a channel up to producers of raw materials, to insure the efficacy, and increasingly, the ethics of said channel. While the course would focus on the supply chain issues facing businesses, discussion could include the ultimate consumers as they begin to question human rights issues surrounding the production of the products they buy, as well as the environmental impact of said products. As it is increasingly difficult to construct a supply chain which involves purely domestic entities this course takes a global perspective. Prerequisites: MSB 200 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: 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. *Junior or Senior status required.*

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 (1-6)

A work experience meeting time requirements for the credits earned within a recognized marketing firm or industry setting. *Selection determined by academic background and interviews, Department Chairperson's approval required in writing prior to the work experience. Open to Marketing majors only. Junior or senior status with a minimum G.P.A. of 2.50 is required. Internship credits cannot substitute for major course requirements.*

Mass Communications

Dr. Michelle Schmude, Chairperson

Mass Communications offers students the opportunity to gain a broad understanding of the media's role in society, along with a highly specialized and personalized concentration in their area of professional interest—advertising, broadcasting, journalism, or visual communications.

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. The program provides a mix of hands-on and theoretical courses in order to provide students with a well-rounded education. Students will thereby develop a foundation in both the creation of media and comprehension of the effects and significance of media products that they create and consume.

Education Requirements

REQUIRED DEPARTMENT CORE COURSES

(28 CREDITS)

COMM 111	Survey of Mass Communications (3)
COMM 115	Computer Applications for Mass Communications (3)
COMM 131	Writing for Mass Communications (3)
COMM 233	Introduction to Visual Communications (3)
COMM 237	Mass Communications Law (3)
COMM 296	Mass Communications Practicum (3)
COMM 311	Theories and Perspectives in Mass Communications (3)
COMM 490	ePortfolio for Mass Communications (1)
COMM 493	Research Methods in Mass Communications (3)
COMM 499	Mass Communications Internship (3) or (6)

In addition, students must take at least 12 credits (four classes) from one of the following tracks, plus an additional 12 credits (four classes) in any of the other tracks.

Advertising

COMM 290	Media and Communication Campaigns (3)
COMM 392	Copywriting and Ad Design for Traditional Media (3)
COMM 393	Copywriting and Ad Design for Electronic Media (3)
COMM 394	Media Planning and Buying (3)
COMM 396	Branding Technique and Creative Design (3)
MSB 210	Principles of Marketing (3)

Broadcasting

COMM 251	Radio and Audio Production (3)
COMM 253	TV Studio Production (3)
COMM 336	Social Media (3)
COMM 354	Video Field Production (3)
COMM 355	Documentary Video Production (3)
COMM 356	Film Narrative (3)

- COMM 360 Storytelling and Reporting (3)
 COMM 365 Media Management (3)

Journalism

- COMM 223 Broadcast News Writing (3)
 COMM 225 Sports Media (3)
 COMM 226 Principles and Practices of News Writing (3)
 COMM 324 Electronic News Gathering (ENG) and Field Reporting (3)
 COMM 334 Multi-Platform Storytelling (3)
 COMM 335 Politics and the Media (3)

Visual Communications

- COMM 212 Introduction to Digital Photography (3)
 COMM 243 Fundamentals of Image Manipulation (3)
 COMM 344 Computer Illustration (3)
 COMM 345 Professional Design for Print and Digital Media (3)
 COMM 346 Digital Animation (3)
 COMM 369 Web Design and Visual Communications (3)

MINOR REQUIREMENTS

(6 COURSES — 18 CREDITS)

- COMM 111 Survey of Mass Communications (3)
 COMM 115 Computer Applications for Mass Communications (3)
 COMM 131 Writing for Mass Communications (3)
 COMM 233 Introduction to Visual Communications (3)

Six (6) additional Mass Communications credits, excluding COMM 296, 499

MINOR REQUIREMENTS FOR STUDENTS MAJORING IN MARKETING

(6 COURSES — 18 CREDITS)

- COMM 111 Survey of Mass Communications (3)
 COMM 115 Computer Applications for Mass Communications (3)
 COMM 233 Introduction to Visual Communications (3)

Nine (9) additional Mass Communications credits, excluding COMM 296 and 499.
 Suggested classes include: COMM 243, COMM 290, COMM 344, COMM 345
 COMM 392, COMM 393, COMM 394, and COMM 396.

Course Descriptions

COMM 111 — Survey of Mass Communications (3)

Students explore the role of mass communications in history and today's society. Various theories and past and current practices of the mass media including objectivity, violence, censorship, ethics, and governmental and legal problems associated with each will be investigated.

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, and Microsoft Office software. Microsoft Word, Excel, PowerPoint, and Expressions will be integrated, along with Adobe creative software. An introduction to library and Internet research, as well as APA formatting, will also be provided.

COMM 131 — Introduction to Writing for Mass Communications (3)

Students will be introduced to elementary principles, methodology, and terminology used by the print and electronic media, public relations, and advertising.

COMM 212 — Introduction to Digital Photography (3)

The fundamentals of digital photography are explored with an emphasis on the technical aspects: use of the camera; determination of proper exposure; lenses and filters; the aesthetic values of taking pictures.

COMM 223 — Broadcast News Writing (3)

This course focuses on how to gather information, write, and perform broadcast news copy, produce a newscast, and the art of interviewing for the broadcasting, as well as the terminology used in the electronic media. Prerequisite: COMM 131.

COMM 225 — Sports Media (3)

Familiarization with the terminology and peculiarities associated with athletics, the techniques of release and brochure preparation, conducting the press conference, preparation of program and promotional materials, budget preparation, broadcast remotes, creating and producing the sports feature, media-athletic, and school-media relations. Prerequisite: COMM 131.

COMM 226 — Principles and Practices of News 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 111, COMM 131.

COMM 233 — Introduction to Visual 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, web design, and multimedia.

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. Prerequisite: COMM 111.

COMM 243 — Fundamentals of Image Manipulation (3)

This is an intermediate level image manipulation course. Emphasis is on Adobe Photoshop software and creating visual designs with aesthetic appeal 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 in advertising and photojournalism. Prerequisite: COMM 233.

COMM 251 — Radio and Audio Production (3)

This class explores basic production concepts of audio 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 131.

COMM 253 — TV Studio Production (3)

This course allows a student to become familiar with television studio production techniques. In lectures and lab sessions, students will learn basic operations of a television studio including directing, running cameras, floor management, lighting, scene preparation, performance, audio, and operation of diagnostic equipment. Working in a team environment, students will be both in front of and behind the cameras with emphasis on pre-production planning, script writing, production, and minimal post production. Prerequisite: COMM 131.

COMM 290 — Media and Communication Campaigns (3)

The course covers various forms of writing, including news releases, public service announcements, and profile and feature stories. Students will also learn media relations—how to successfully build relationships with working professionals in print, television, and radio fields. Special event planning and fundraising activities will also be covered. Prerequisite: COMM 131.

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, and e-portfolios appropriate to their career path. Prerequisites: COMM 111, COMM 115.

COMM 311 — Theories and Perspective in Mass Communications (3)

This course provides students with intellectual tools for understanding media that they consume in everyday life, that they might create in their professional lives, and that impact the world all around us. Students will examine the most influential mass communications theories such as agenda setting, cultivation theory, spiral of silence, and critical-cultural studies in order to better understand how we can think about what media are, how we interact with them, and what effects they have on society. Prerequisites: COMM 131, and junior status.

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 253 or COMM 354.

COMM 334 — Multi-Platform Storytelling (3)

Students 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. Prerequisite: COMM 131, COMM 253.

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.

COMM 336 — Social Media (3)

This course encompasses the theory and practical relevance of social media such as Facebook, Twitter, YouTube, LinkedIn, and texting. Students examine multiple perspectives about social media's effects on culture, society, and personal identity formation using a variety of theoretical and practical applications.

COMM 344 — Computer Illustration (3)

This course incorporates Adobe Illustrator software, an industry standard, vector-based drawing application used to create images, designs, logos and single-page layouts for print and online applications. The focus will be on basic concepts of illustration, how to create images with depth, perception, and texture and how to unify them with text into a visually appealing layout. Layout and design will be explored for effective communication. Prerequisite: COMM 233.

COMM 345 — Professional Design for Print and Digital Media (3)

This course focuses on the design and layout of print and digital documents with emphasis on effective messaging. Students will examine professional layouts and use industry standard software, such as InDesign, to apply principles of design, typography, visual organization, and color theory to create compelling layouts for print, presentations, web, and mobile applications. Prerequisite: COMM 233.

COMM 346 — Digital Animation (3)

Visual storytelling through motion graphics, visual effects, and interactivity are the basis for this hands-on production oriented class. Students will create motion graphics and visual effects for video, Web, or mobile devices. Students will develop animation concepts and skills through animating, altering, and compositing media in 3D space. Professional animation, with personal expression, is emphasized. Prerequisite: COMM 243.

COMM 354 — Video Field Production (3)

Students will learn basic field production skills and digital editing techniques. Working in teams, students will operate portable cameras at various locations to produce a series of short videos which may include a music video, a dramatic scene, a news story, and so forth. Students will refine their skills in directing, lighting, audio, camera performance, camera work, working in teams, and script writing by moving to other locations while also moving further into postproduction via digital editing. Prerequisite: COMM 131.

COMM 355 — Documentary Video Production (3)

This course combines studio and field production as students learn to craft thoughtful documentaries based on professional video and filmmaking aesthetic traditions. Students will refine their skills in writing, editing, camera work, audio, teamwork, directing, and

performance. Students will also learn research skills such as interviewing while learning to craft compelling stories that accurately and fairly reflect historical and/or contemporary situations worthy of preservation and public presentation. Final projects should be of a caliber suitable for submission to juried competitions. Prerequisites: COMM 253, COMM 354.

COMM 356 — Film Narrative (3)

Students will explore different ways that stories are told in film. Beginning with the traditional three-act, Hollywood style, we move on to examine variations on that style as well as revolutionary approaches to filmmaking. Among the approaches that we examine include expressionist, postmodern, and poststructural filmmaking as we view the work of such directors as Alfred Hitchcock, Stanley Kubrick, and David Lynch.

COMM 360 — Storytelling and Reporting (3)

Students will explore the craft of on-camera talent through audio and video storytelling for television and the web, including television studio and field news reporting, sports play-by-play and color commentary, talk show hosting, and more. Social responsibility and ethics for on-camera talent is emphasized. Prerequisites: COMM 253.

COMM 365 — Media Management (3)

Administrative principles and procedures as they apply to the radio and television industry will be explored in this course. Practical problems of management: staffing, sales, ratings, government regulation, license renewal, and engineering requirements will be considered. Prerequisite: COMM 111.

COMM 369 — Web Design and Visual Communications (3)

This web design course focuses on visual communication and information architecture. Students are introduced to design methodologies that enable them to develop effective web sites. Students will explore theories and apply to the web design process, using industry standard software. Topics include site structure development, page organization and design, content design, usability and accessibility, and the use of audio and video in web page design. Prerequisite: COMM 233.

COMM 392 — Copywriting and Ad Design for Traditional Media (3)

Students will learn the fundamentals of creative ideation and strategic ad development by writing and designing consistent messages for traditional media. Students will work to develop professional portfolio pieces for a company of their choice. Prerequisites: COMM 131, COMM 233.

COMM 393 — Copywriting and Ad Design for Electronic Media (3)

This advanced course challenges students interested in copywriting and/or ad design to develop multi-platform, strategically consistent campaigns using electronic media. Students work in a team environment to develop professional portfolio pieces for an assigned Northeastern Pennsylvania company. Prerequisites: COMM 131, COMM 233.

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. Prerequisite: COMM 111.

COMM 396 — Branding Technique and Creative Design (3)

This course focuses on creating strong brand identities for companies. Students will analyze successful and failing brands. They will apply theories of consumer behavior and the attraction economy to develop brand strategies and create attractive, unique brand identities, using industry-standard software such as the Adobe Creative Suite. Students will explore various communication techniques such as basic public relations campaigns, viral advertising, social networking, and forums to create innovative forms of branding. Topics also include logo design, packaging, and color. Prerequisites: COMM 131, COMM 233.

COMM 490 — ePortfolio for Mass Communications (1)

Students in this course will expand the ePortfolio developed in COMM 296 to include examples of upper-level work completed in the Mass Communications core and track classes. Students will be evaluated holistically to ensure that competencies within the Mass Communications core and track classes have been achieved. This class is to be taken in the spring semester of the senior year. Prerequisite: Senior status.

COMM 493 — Research Methods 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) applying communication theory and published research, and 4) writing a final paper including a literature review, methodology, findings, conclusions, implications, and references. Prerequisite: COMM 311.

COMM 497 — Independent Study for Mass Communications (3)

Students develop an advanced, independent research project under the supervision of a full-time faculty member. Senior status is required; open to juniors with permission of the department chair. Students wishing to enroll must submit a brief written proposal with a description of the final project and a timeline to the supervising faculty member and the Department Chair for approval.

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 other written assignments, and conferences with a faculty coordinator to monitor the achievement of learning objectives are required. Students must have a G.P.A. of 2.5 to secure an internship off-campus. Students may take a maximum of six internship credits toward their Mass Communication requirements. Prerequisite: COMM 296.

Mathematics

Dr. Daniel Ghezzi, 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

(17-19 COURSES — 53-59 CREDITS)

- 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)
- CS/CIS 116 Fundamentals of Programming I (3)
- CS/CIS 117 Fundamentals of Programming II (3)
- OR
- CS 115 Introduction to Computing (3)

In addition, one of the following tracks:

1. Graduate School:

Five MATH elective courses numbered 361 or higher.

2. Actuarial Science, Industry and Government:

- MATH 301 Financial Mathematics (3)
- MATH 361 Probability (3)
- MATH 362 Statistics (3)
- MATH 363 Mathematical Modeling (3)
- MATH 365 Numerical Analysis (3)

One additional MATH elective course numbered 361 or higher. Also recommended:

- CORE 153 (The Principles of economics: Macro economics)
in the CORE sequence.
- ECON 112 Principles of Economics — Micro
- ECON 222 Quantitative Methods for Business and Economics II
(Math 362 will satisfy ECON 221 prerequisite)

3. Secondary Teaching:

- MATH 236 College Geometry (3)
- MATH 361 Probability (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)

MATHEMATICS MINOR REQUIREMENTS

(6 COURSES)

MATH 130 Analytic Geometry and Calculus II (4)

plus five additional MATH courses “approved” with the signature of the chairperson of the Mathematics Department.

MATHEMATICS MINOR WITH A CONCENTRATION IN STATISTICS REQUIREMENTS

(6 COURSES)

- 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 361 Probability (3)

One of the following courses:

- MATH 124 Probability and Statistics for Education Majors (3)
- MATH 126 Introduction to Statistics (3)
- MATH 128 Introduction to Statistics, Data Analysis, and
Applications to Life science (4)
- MATH 362 Statistics (3)

plus one additional MATH course “approved” with the signature of the chairperson of the Mathematics Department.

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 in analyzing statistical data. Students are taught how to precisely communicate statistical results. Topics include displaying data graphically; measures of central tendency; measures of variability; general laws of probability; normal, t , and chi-square distributions; sampling distributions; confidence intervals; hypothesis testing; two way tables; and use of statistical software. Prerequisite: CORE 098 Mathematical skills. Closed to students who have taken or who are currently taking MATH 124 or 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 in analyzing statistical data. Students are taught how to precisely communicate statistical results. 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 50-minute lab per week. Prerequisite: CORE 098 Mathematical skills. Closed to students who have taken or who are currently taking MATH 124 or 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 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; and Green's Theorem. Prerequisite: MATH 130 or the approval of the department chairperson. *Offered fall semesters.*

MATH 235 — Discrete Mathematics (3)

A survey of some of the fundamental ideas of discrete mathematics. Topics include set theory, relations on sets (especially equivalence relations, partial orders, and functions), number theory, induction and recursion, combinatorics, and graph theory. Prerequisite: MATH 127 and MATH 130 or approval of the Department Chairperson. *Offered fall semesters.*

MATH 236 — Geometry (3)

This course considers geometry from several perspectives: the classical, axiomatic approach, analytic methods linking geometry to algebra, and the modern theory of geometric transformations. Topics include Euclidean and non-Euclidean geometries, constructions, similarity, trigonometry, transformations, and symmetries. The history of geometry and key historical figures in its development are emphasized, as are connections between geometry and other branches of mathematics. Prerequisite: Math 127 or approval of the department chairperson. *Alternate years: Offered Spring 2014.*

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 301 — Financial Mathematics (3)

Topics include time value of money, annuities with payments that are not contingent, loans, bonds, general cash flows and portfolios, and immunization. The course will be designed to prepare students for the “Theory of Interest” portion of actuarial exam #2. Prerequisite: MATH 130. *Alternate years: Offered Spring 2013.*

MATH 361 — Probability (3)

Topics include set functions, counting methods, events, independence, conditional probability, Bayes rule, univariate probability distributions; including binomial, negative binomial, geometric, hypergeometric, Poisson, uniform, exponential, gamma, and normal; multivariate probability distributions; including the bivariate normal; joint probability functions, joint probability density functions, conditional and marginal probability distributions; transformations, and order statistics. Prerequisite: MATH 231 or approval of the Department Chairperson. *Offered fall semesters.*

MATH 362 — Statistics (3)

Topics include sampling distributions, Central Limit Theorem, point estimators, confidence intervals, properties of point estimators, methods of finding estimators, hypothesis testing, least squares linear regression, ANOVA, and analysis of categorical data. Prerequisite: MATH 361. *Offered spring semesters.*

MATH 363 — Mathematical Modeling (3)

Topics include difference equations, systems of difference equations, dynamical systems, geometric similarity, model fitting, simulation modeling, discrete probabilistic modeling, optimization, modeling using graph theory, dimensional analysis, and modeling with a differential equation. Prerequisite: MATH 231 or approval of the Department Chairperson. *Alternate years: Offered Fall 2012.*

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; and 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: Offered Spring 2013.*

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; and the riemann integral. Prerequisite: MATH 231 and MATH 250 or approval of the Department Chairperson. *Offered fall semesters.*

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; and product spaces. Prerequisite: MATH 367. 4 hours per week. *Alternate years: Offered Spring 2014.*

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. *Alternate years: Offered Spring 2013.*

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; and 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; and problems in applied Mathematics. Lebesgue integration and measure theory; calculus on manifolds; linear programming; advanced linear algebra; and 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 Mathematics majors. Approval of the Department Chairperson is required.*

Neuroscience

Dr. Joan Coffin, Program Director

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 post-graduate 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

MAJOR REQUIREMENTS

(18 COURSES — 65 CREDITS)

CORE 154	Psychology (3)
BIOL 113	Evolution and Diversity (4)
BIOL 210	Organisms and their Ecosystems (4)
BIOL 213	Cell and Molecular Biology (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 (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 four elective courses from the following list. At least two (2) courses must include a laboratory component. (Some courses will require the laboratory component, as determined by the instructor).

BIOL 221	Anatomy and Physiology I (4)
BIOL 222	Anatomy and Physiology II (4)
BIOL 314	Microbiology (4)
BIOL 323	Genetics (4)
BIOL 324	Biochemistry (4)
BIOL 326	Immunology (4)
BIOL 336	Cell Biology (4)
BIOL 380	Neuroendocrinology (3)
BIOL 447	Physiology (4)
BIOL 456	Molecular Neuroscience (4)
NEUR 341	Neuroanatomy (3)
NEUR 342	Drugs 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)
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 113	General Biology I (4)
BIOL 210	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. Review of neuropathologies, neurodegenerative disorders.

NEUR 212 — Neuroscience II (3)

Topics include movement and disorders of movement; regulations of internal body states; hormones and behavior; emotional behavior and stress; sleep and disorders of sleep. 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 200 — Research Experience (1 to 3)

An opportunity for a student to engage in faculty-directed research in Neuroscience. Sophomore standing 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 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 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 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 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 391 — Clinical Neuropathology (3)

The primary goal of this course is to introduce senior-level Neuroscience students to the major classifications of neurological pathology. Students will explore the spectrum of specific neurological diseases and disorders through assigned readings from the text, current published research, and class discussions. Students will be presented with a review of the major aspects of neurological examinations, including the most current technological assessments. Topics to be discussed include dementing and degenerative disorders, demyelinating diseases, neuromuscular diseases and movement disorders, neoplastic and systemic diseases. Seminar format; writing intensive. Prerequisite: NEUR 212 or permission of instructor.

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. William Irwin, Chairperson

Philosophy (“love of wisdom”) addresses deep and fundamental questions of human existence: Is there a God? What is the meaning of life? What is ultimately real? What is mind, and how does it relate to the physical world? How should one make moral decisions? What is a just society? As the rigorous, systematic study of such big questions, philosophy is central to the mission of King’s College, which seeks to produce broadly educated men and women who possess a clear moral compass, are capable of articulate and critical reflection on the fundamental problems of the human condition, and are informed and reflective citizens.

Students of philosophy find that it sharpens their capacities for clear thinking and logical reasoning. Studies suggest that philosophy majors do extremely well on graduate admissions tests such as the GRE, LSAT, and MCAT. The study of philosophy develops students’ capacities for close reading, logical analysis, and effective argumentation and communication. These skills, plus the solid grounding students receive in basic issues of human concern, make philosophy a good major or second major, as well as an excellent preparation for graduate study in law, medicine, business, and other fields.

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)
- Plus nine (9) 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

Capstone Paper All Philosophy majors are required to complete a capstone paper as a requirement for graduation. Ordinarily the capstone paper will be completed as a major paper in an upper level philosophy course during their senior year. It will replace the major paper due in that course and will require additional research and writing. Students will then present the paper to the Philosophy Department faculty and graduating Philosophy majors at the Senior Capstone Luncheon at the end of the spring semester. The paper should demonstrate a senior-level mastery of philosophical issues and methodologies as well as competence in the transferable skills of liberal learning. Students may also choose to satisfy the capstone requirement by taking PHIL 490 — Independent Senior Capstone.

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 (3)

This course is a historical survey of existentialism, a modern-day philosophy of human freedom and responsibility. In particular we shall focus on the thought of four existential philosophers: Kierkegaard, Nietzsche, Sartre, and 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)

An historical survey of American Philosophy from the Puritans to the present day. The major figures studied include Jonathan Edwards, the Federalist authors, Emerson, Peirce, James, and Dewey.

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 385 — Eastern Philosophy (3)

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. *Cross-listed as Core 285.*

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 beauty and art. Questions considered include: What is art? What difference is there between high art and popular 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, Dickie, 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 479 — Philosophy of Mind (3)

An examination of classic and contemporary problems in the philosophy of mind. Topics include theories of the nature of mind, the nature of consciousness, problems of perception, and artificial intelligence.

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 — Independent Senior Capstone (3)

An advanced study of a particular philosophical topic or problem. This independent study is recommended for highly motivated students, especially those who want to explore a specific topic, question, or philosopher more deeply. 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 paper can be a substantial development of a paper written for a previous course, or it can be a new paper on a new topic. It is up to the student interested in pursuing this option to find a faculty member to mentor them on the topic of their choice. The independent study is to be taken in the spring semester of the student's senior year.

Department of Physician Assistant Studies

Diana Easton, MPAS, PA-C, 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. 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 prescribe medications. PAs are employed in virtually all types of health care settings including private offices, clinics, and hospitals. PAs 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 30 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 900 Physician Assistants who practice throughout the country.

The Five-Year B.S./M.S. Program

The five-year B.S./M.S. 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. The pre-professional phase of this program is not part of the PA Program's continued accreditation status awarded by the ARC-PA (Accreditation Review Commission of Education for Physician Assistant, Inc.). In the pre-professional phase, 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 partial summary of these requirements is as follows:

MINIMUM OVERALL AND CUMULATIVE SCIENCE GPA REQUIREMENTS BY SEMESTER:

Year	Fall	Spring
Freshman	N/A*	2.9
Sophomore	3.0	3.2
Junior	3.2	3.

A grade of less than a C- (1.75) in any course after the fall semester of the freshman year will exclude the student from the 5-year B.S./M.S. program. In the fall semester of the freshman year, students receiving a D (1.0) in a prerequisite science course must repeat the course for a higher grade at King's College, Wilkes University, or Misericordia University. A student may not, however, continue in the major if they receive an F in any prerequisite science course during the fall semester of the freshman year.

*Students are considered to be in good academic standing with a G.P.A. > 2.85.

Students must also complete a minimum of 500 hours of “Clinical Experience Hours” before the end of the spring semester of their junior year. Seventy-five percent (375) of those hours must be completed by the fall semester of the junior year (year 3). Of these 500 hours, a minimum of 300 must be direct patient care while the remainder can be indirect. In addition, a minimum of 20 hours must be spent shadowing a physician assistant. Students will receive more information regarding the “Clinical Experience Hours” during their initial meeting with their academic advisors.

All five-year B.S./M.S. pre-professional phase students are guaranteed a seat in the professional phase of the program as long as they meet the Progression Criteria, complete the clinical experience hours, and undergo an interview. These interviews will be conducted in late January/early February of their junior year (year 3).

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).

Only the M.S.P.A.S. degree program or the professional phase of the B.S./M.S.P.A.S. Program is accredited by the ARC-PA (Accreditation Review Commission on Education for Physician Assistant, Inc). The pre-professional program (years 1-3 of the B.S./M.S.P.A.S. Program) is not part of the PA Program’s continual accreditation status.

Tuition and Fees

For tuition information and additional fees associated with the professional phase of the program (years 4 and 5), please consult our web sites at: http://www.kings.edu/admissions/financial_aid/tuition_and_fees and http://www.kings.edu/academics/undergraduate_majors/physicianassistant/tuition_fees.

Enrollment Disclaimer

Enrollment in the professional phase is limited by the number of seats available. Therefore, in the unlikely event that the number of qualified B.S./M.S. students exceeds the number of seats available in the professional phase, students with the highest overall and science G.P.A.s will be granted seats in the class. Those qualified students who were not offered seats will be deferred until the next year.

Application to the Two-Year Master’s Program in Physician Assistant Studies

Students can also apply directly to the two-year Master’s degree program. This enrollment process and seat availability is determined by the number of undergraduate B.S./M.S. students who matriculate successfully. Candidates wishing to apply should do so through the Centralized Application System for Physician Assistants (CASPA at <http://www.caspaonline.org>). Candidates should check with CASPA and our web site (http://www.kings.edu/academics/undergraduate_majors/physicianassistant/) for availability of enrollment. The minimum requirements for application for enrollment are as follows:

- Candidates must have a Bachelor’s degree or higher degree (or be completing a Bachelor’s degree by the end of the spring semester prior to the start of the program in August).

- Candidates must complete all of the following prerequisite science courses, preferably with labs by the end of the spring semester prior to the start of the program in August: anatomy and physiology (8 credits), general biology (8 credits), chemistry (8 credits), and microbiology (4 credits). **No grade less than a 1.75 “C-” will be accepted for any prerequisite science courses.**
- Candidates cannot have more than two outstanding prerequisite science courses in the spring semester prior to the start of the program in August.
- Candidates cannot have any outstanding courses in the summer prior to the start of the program in August.
- Candidates must have a cumulative G.P.A. of 3.2 and a cumulative science G.P.A. of 3.2.
- Candidates must complete all 500 clinical hours of health care experience by the CASPA application deadline. The hours may be voluntary or paid. Of these 500 hours, a minimum of 300 must be direct patient care while the remainder can be indirect. In addition, a minimum of 20 hours must be spent shadowing a Physician Assistant.
- Candidates must have all coursework that was completed at an academic institution outside the U.S. evaluated by an accredited agency.
- Candidates must prove competency in the English language by taking and passing the TOEFL exam with a 90% or better if English is not your native language. The passing score on the TOEFL will vary depending on the type of exam you take (internet-based, computer-based, or paper-based). TOEFL scores must be submitted by the CASPA application deadline. If you have a bachelor degree from a U.S. 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 Note: We do not require GRE, MCAT, or USMLE scores.

Our CASPA Application deadline is October 1st. It can take CASPA up to 4-6 weeks to process your application and send it to us, so be sure to submit your application as early as possible.

King’s College B.S./B.A. Alumni

Applicants who have received a Bachelor’s degree from King’s College are not required to apply through CASPA. They can call the PA Program at (570) 208-5853 to request a King’s Alumni Application. These applicants will be required to meet the same minimum criteria as the CASPA applicants, but will be recognized during the initial scoring process. These applicants do not have to pay the CASPA application fee when applying to King’s. The deadline for these applicants is October 1st.

Applicant Selection Process for Candidates through CASPA

Graduate applications are scored based on G.P.A. (cumulative G.P.A. and overall science G.P.A.) the level of degree (Bachelor’s, Master’s), King’s degree, type of major (science or non-science); and the quality of the health care experience hours. Your personal statement, references, and other experiences (work experience, community service, extra-curricular activities, etc.) included on your application are also scored. A personal interview is required for admission. Selected candidates will receive an invitation for an interview in late January/early February. Selected candidates will be scored on

their interview and a required on-site writing sample. The King's College Department of Physician Assistant Studies will make a decision and notify the candidates within 2 weeks of their interview. This interview and selection process will continue until the class is filled or until May 1st, whichever comes first.

For more information, see the Program's website (http://www.kings.edu/academics/undergraduate_majors/physicianassistant/) or email: PAadmissions@kings.edu or call the King's College Department of Physician Assistant Studies Office at (570) 208-5853.

The Professional Phase (Years 4 and 5)

The term PA Program refers only to the professional phase of the Physician Assistant Program at King's College. The King's PA Program (professional phase) was awarded continued accreditation by the ARC-PA (Accreditation Review Commission on Education for Physician Assistant, Inc.). 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") by the end of the spring semester of the didactic year in order to progress. Pre-professional grades for those in the five year BS/MS Program are not included in this calculation. Students must maintain this minimum G.P.A. throughout the remainder of the professional program in order to graduate.

During the clinical phase, students are required to do a rotation in Internal Medicine, Pediatrics, Women's Health, Psychiatry, General Surgery, and Emergency Medicine. Each rotation is six weeks in length. In addition, students have a six week elective rotation. Students may choose to do their elective in any field of medicine. Elective rotations are subject to availability and approval by the clinical faculty. In the later part of the clinical phase students also complete a 12 week preceptorship in Family Practice.

To best prepare our students to be employed in a variety of clinical settings, students should obtain clinical experiences at different sites and in different locales. Therefore, students are generally scheduled to complete between 2 and 4 rotations away from the Wilkes-Barre area, according to rotation availability and the student's individual rotation schedule. The number of away rotations may be limited by the student's academic standing during the didactic phase of the program to allow the Clinical Faculty to work closely with the student and to support the student's continued progress during the clinical phase of the program. Students are not required to provide their own clinical sites. Students may arrange some of their rotations and/or preceptorship; however, this must be discussed with the Clinical Faculty prior to any arrangements being made. Approval is not automatically guaranteed. The remainder of the required clinical rotations will be scheduled within the Wilkes-Barre and surrounding area. Students are responsible for their own individual transportation to their clinical sites and/or preceptorships.

Due to the rigorous nature of the PA Program during both the didactic and the clinical phases of training, it is inadvisable for students to hold a job during their

professional training. Employment demands will not justify an excused absence from any academic or clinical requirement of the Program nor will any special accommodations be made.

Drug and Alcohol Policy for the Professional PA Program

The King's College Department of Physician Assistant Studies follows the policies outlined in the King's College Student Handbook. The use of drugs or alcohol prior to or during any activities pertaining to the program is strictly prohibited. If there is reasonable suspicion of impairment, the student will be removed from that activity/class/rotation immediately. An institution, clinical site, or the PA Program may request or require drug and/or alcohol testing, and/or referral for counseling and treatment, to the start of the professional phase of the program, students will be required to undergo a 10 panel urine drug and/or alcohol test performed a licensed laboratory. Students are required to have this testing done annually and in some cases, testing will be done randomly upon request. Students will sign a consent form with a waiver of liability releasing this information to the Program and any Clinical Site that may require the reported results. The student is responsible for all associated costs incurred. If the student refuses, they may be unable to complete the requirements of the program. Specific disciplinary actions and/or dismissals will be handled on an individual basis.

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. This Federal Criminal History Record Check (FCHR) must be completed annually at an approved Cogent site.

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 Childline and Abuse Registry, Department of Public Welfare, in Harrisburg, Pennsylvania.

Students are required to have a PA state background check to be completed by the Program. Social Security numbers and the student's payment for this background check must be submitted to the main PA Program Office prior to the start of rotations.

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 exam and obtain professional licenses or institutional privileges. The Federal Criminal History Record Check (FCHR), PA state background check, and the Child Abuse History Clearance Form check must be maintained on an annual basis. In an attempt to schedule clinical rotations, any information found on these checks will be disclosed to clinical facilities and preceptors. Background checks which reveal a felony offense may result in denial of admission and/or dismissal from the Program.

Requirements During the Professional Program

Students are required to obtain and maintain their own medical insurance for both the didactic and clinical phases of the PA program. Proof of insurance is required. Students without insurance will not be allowed to progress in the program. Students are also required to submit a physical exam verifying that they have met the immunization and technical standard requirements for the Program on a yearly basis.

Immunization Policy for the Department of Physician Assistant Studies during the Professional Phase*

The King's College Department of Physician Assistant Studies requires that all students maintain immunizations as recommended by the CDC for healthcare providers (<http://www.immunize.org/catg.d/p2017.pdf>). Therefore, all King's College PA students must have proof of immunization to the following vaccine preventable illnesses on record at the campus' student health center prior to admission to the professional phase of the program and yearly thereafter.

Recommendations in Brief

- **Hepatitis B** Give 3-dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2). Give IM. Obtain anti-HBs serologic testing 1–2 months after dose #3.
- **Influenza** Give 1 dose of influenza vaccine annually. Give inactivated injectable influenza vaccine intramuscularly or live attenuated influenza vaccine (LAIV) intranasally.
- **MMR For healthcare personnel (HCP) born in 1957 or later without serologic evidence of immunity or prior vaccination, give 2 doses of MMR, 4 weeks apart. For HCP born prior to 1957, see below. Give SC.**
- **Varicella For HCP who have no serologic proof of immunity, prior vaccination, or history of varicella disease, (chickenpox) give 2 doses of varicella vaccine, 4 weeks apart. Give SC.**
- **Tetanus, diphtheria, pertussis** Give a one-time dose of Tdap as soon as feasible to all HCP who have not received Tdap previously. Give Td boosters every 10 years thereafter. Give IM.
- **Meningococcal** Give 1 dose to microbiologists who are routinely exposed to isolates of *N. meningitidis*. Give IM or SC.

Hepatitis A, typhoid, and polio vaccines are not routinely recommended for HCP who may have on-the-job exposure to fecal material.

Hepatitis B

Healthcare personnel (HCP) who perform tasks that may involve exposure to blood or body fluids should receive a 3-dose series of hepatitis B vaccine at 0-, 1-, and 6-month intervals. Test for hepatitis B surface antibody (anti- HBs) to document immunity 1-2 months after dose #3.

- If anti-HBs is at least 10 mIU/mL (positive), the patient is immune. No further serologic testing or vaccination is recommended.
- If anti-HBs is less than 10 mIU/mL (negative), the patient is unprotected from hepatitis B virus (HBV) infection; revaccinate with a 3-dose series. Retest anti-HBs 1-2 months after dose #3.
 - If anti-HBs is positive, the patient is immune. No further testing or vaccination is recommended.
 - If anti-HBs is negative after 6 doses of vaccine, patient is a non-responder.

For non-responders: HCP who are non-responders should be considered susceptible to HBV and should be counseled regarding precautions to prevent HBV infection and

the need to obtain HBIG prophylaxis for any known or probable parenteral exposure to hepatitis B surface antigen (HBsAg)-positive blood. It is also possible that non-responders are persons who are HBsAg positive. Testing should be considered. HCP found to be HBsAg positive should be counseled and medically evaluated.

Note: Anti-HBs testing is not recommended routinely for previously vaccinated HCP who were not tested 1–2 months after their original vaccine series. These HCP should be tested for anti-HBs when they have an exposure to blood or body fluids. If found to be anti-HBs negative, the HCP should be treated as if susceptible.¹

Influenza

All HCP, including physicians, nurses, paramedics, emergency medical technicians, employees of nursing homes and chronic care facilities, students in these professions, and volunteers, should receive annual vaccination against influenza. Live attenuated influenza vaccine (LAIV) may only be given to non-pregnant healthy HCP age 49 years and younger. Inactivated injectable influenza vaccine (TIV) is preferred over LAIV for HCP who are in close contact with severely immunosuppressed persons (e.g., stem cell transplant patients) when patients require protective isolation.

Measles, Mumps, Rubella (MMR)

HCP who work in medical facilities should be immune to measles, mumps, and rubella.

- HCP born in 1957 or later can be considered immune to measles, mumps, or rubella only if they have documentation of (a) laboratory confirmation of disease or immunity (HCP who have an “indeterminate” or “equivocal” level of immunity upon testing should be considered nonimmune) or (b) appropriate vaccination against measles, mumps, and rubella (i.e., 2 doses of live measles and mumps vaccines given on or after the first birthday, separated by 28 days or more, and at least 1 dose of live rubella vaccine).
- Although birth before 1957 generally is considered acceptable evidence of measles, mumps, and rubella immunity, healthcare facilities should consider recommending 2 doses of MMR vaccine routinely to unvaccinated HCP born before 1957 who do not have laboratory evidence of disease or immunity to measles, mumps, and/or rubella. For these same HCP who do not have evidence of immunity, healthcare facilities should recommend 2 doses of MMR vaccine during an outbreak of measles or mumps and 1 dose during an outbreak of rubella.

Varicella

It is recommended that all HCP be immune to varicella. Evidence of immunity in HCP includes documentation of 2 doses of varicella vaccine given at least 28 days apart, history of varicella or herpes zoster based on physician diagnosis, laboratory evidence of immunity, or laboratory confirmation of disease.

Tetanus/Diphtheria/Pertussis (Td/Tdap)

All HCPs who have not or are unsure if they have previously received a dose of Tdap should receive a one-time dose of Tdap as soon as feasible, without regard to the interval since the previous dose of Td. Then, they should receive Td boosters every 10 years thereafter.

Meningococcal

Vaccination is recommended for microbiologists who are routinely exposed to isolates of *N. meningitidis*. Use of MCV4 is preferred for persons younger than age 56 years; give IM. Use MPSV4 only if there is a permanent contraindication or precaution to MCV4. Use of MPSV4 (not MCV4) is recommended for HCP older than age 55; give SC.

References

1. See Table 3 in “Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Post-exposure Prophylaxis,” *MMWR*, June 29, 2001, Vol. 50, RR-11.

For additional specific ACIP recommendations, refer to the official ACIP statements published in *MMWR*. To obtain copies, visit CDC’s website at <http://www.cdc.gov/vaccines/pubs/ACIP-list.htm>; or visit the Immunization Action Coalition (IAC) website at <http://www.immunize.org/acip>. Adapted from the Michigan Department of Community Health <http://www.immunize.org/catg.d/p2017.pdf> • Item #P2017 (3/11)

Though not an immunization, students must have annual Tuberculosis (TB) surveillance. Documentation of negative Mantoux (PPD) testing OR a negative chest X-ray must be supplied to the student health center.

Although the Meningococcal (meningitis) vaccine is not required by the PA Program, IT IS required by The Commonwealth of Pennsylvania for students living in college-owned and operated residence halls. Therefore, students must either provide written documentation of meningitis immunization or sign a waiver to indicate they have been informed about this disease and vaccine and have chosen not to be immunized if they are living on campus. This form is provided by student health. Otherwise, the Meningococcal vaccine is only for those that are routinely exposed to isolates of *N. Meningitidis*.

Facilities and hospitals often require additional immunizations and titers which students must obtain prior to starting rotations at those sites. Information regarding these additional requirements will be given to students prior to starting rotations.

Failure to comply with the Immunization Policy for the Department of Physician Assistant Studies or any additional immunizations and titers for clinical rotations will result in the inability to enter, continue with, or complete the program.

All costs incurred in complying with this policy are the responsibility of the student. **Policy subject to change at any time in order to comply with ARC-PA standards, King’s College and Hospital policies. The King’s College Department of PA Studies will make every attempt to notify its students of these changes in a timely matter.*

King’s College Department of Physician Assistant Studies Technical Standards

A candidate for the Physician Assistant Program must have abilities and skills in five categories: observation, communication, motor, intellectual, and behavioral/social. Reasonable accommodation for persons with documented disabilities will be considered on an individual basis, but a candidate must be able to perform in an independent manner. Coordination of services is handled through the College’s Academic Skills Center. The following skills are required with or without accommodation:

Observation: Candidates must have sufficient capacity to observe in the lecture hall, the laboratory, the outpatient setting, and the patient’s bedside. Sensory skills

adequate to perform a physical examination are required. Functional vision, hearing and tactile sensation must be adequate to observe a patient's condition and to elicit information through procedures regularly required in a physical examination, such as inspection, auscultation, and palpation.

Communications: Candidates must be able to communicate effectively in both academic and health care settings. Candidates must show evidence of effective written and verbal communication skills. Candidates must be able to communicate effectively with patients and their families in order to elicit information, and to describe changes in mood, activity, and posture, and to perceive nonverbal communications. Candidates must be able to process and communicate information on the patient's status with accuracy in a timely manner to physician supervisors and to other members of the health care team.

Motor: The ability to participate in basic diagnostic and therapeutic maneuvers and procedures (e.g., palpation, auscultation) is required. Candidates must have sufficient motor function to execute movements required to provide care to patients. Candidates must be able to negotiate patient care environments and must be able to move between settings, such as clinic, classroom building, and hospital. Physical stamina sufficient to complete the rigorous course of didactic and clinical study is required. Long periods of sitting, standing, or moving are required in classroom, laboratory, and clinical experiences.

Intellectual: Candidates must be able to measure, calculate, reason, analyze and synthesize. Problem-solving, one of the critical skills demanded of Physician Assistants, requires all of these intellectual abilities. In addition, candidates should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. Candidates must be able to read and understand medical literature. In order to complete the Physician Assistant degree, candidates must be able to demonstrate mastery of these skills and the ability to use them together in a timely fashion in medical problem-solving and patient care.

Behavioral and social attributes: Candidates must possess the emotional health and stability required for full utilization of their intellectual abilities. They must possess the ability to exercise good judgment, as well as the ability to promptly complete all academic and patient care responsibilities. The development of mature, sensitive and effective relationships with patients and other members of the health care team is essential. Flexibility, compassion, integrity, motivation, interpersonal skills, and concern for others are all required along with the ability to function in the face of the uncertainties inherent to clinical practice. Candidates must be able to function effectively under stress and have the ability to accept constructive criticism and handle difficult interpersonal relationships during training.

Learning Disabilities

Students with disabilities should contact the Academic Skills Center at King's College to help with accommodations that they may need. Disability Services are available to members of the King's College Community who require assistance in areas including but not limited to learning disabilities, mobility, orthopedic, hearing, vision, or speech

impairments. Individuals with temporary disabilities are also eligible for services. Reasonable accommodations will be offered to those individuals with documentation of their disability from the appropriate certifying professional. Requirements for documentation need to be presented in the following areas: (1) qualifications of the evaluator; (2) date of documentation; (3) appropriate clinical documentation to substantiate the disability; and (4) evidence to establish a rationale supporting the need for accommodations.

The goal of Disability Services is to maximize a student's educational potential while aiding the student to develop and maintain independence. Students do need to meet the technical standards of the King's College PA Program in order to remain in the program.

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 (M.S.P.A.S.) 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. Students must matriculate through all aspects of the program and successfully complete all program requirements in order to graduate.

ELECTIVE COURSE FOR SOPHOMORE FIVE-YEAR BS/MS KING'S PA MAJORS ONLY

PREPA 101 — Pre-PA (3 credits)

This course is designed for a student who is enrolled in the Five-Year B.S./M.S. PA Major at King's College. The course is intended to educate the student about the role of a Physician Assistant, address professionalism in the medical workplace, and prepare the student for a summer internship with Geisinger Health System. In order for the student to successfully complete this course, 400 hours will need to be completed at an assigned Geisinger facility the summer after the classroom course is completed. These hours will be coordinated and arranged by Geisinger Health System and can be applied to the pre-requisite patient care hours required for admission into the professional phase of the King's College Physician Assistant Program. The course will offered during the Spring and Summer semesters of the Physician Assistant Major's sophomore year.

Major Requirements

PRE-PROFESSIONAL PHASE (YEARS 1-3)

Admission and course requirements may be subject to change at the discretion of King's College.

- The pre-professional phase Courses consist of: Liberal arts
- Preparatory science prerequisites for the later professional phase

Students fulfill all of the core requirements for the Bachelor of Science degree, including:

- Anatomy and Physiology with Laboratory (8 credits)
- Microbiology with Laboratory (4 credits)
- 23 Additional assigned, sequenced Biology credits (23 credits)
- General Chemistry I and II with Laboratory (8 credits)
- Organic Chemistry I with Laboratory (4 credits)
- Neuroscience I (3 credits)
- Drugs and Behavior (3 credits)
- Introduction to Statistics and Data Analysis (3 credits)

***All courses must be completed by the end of the spring semester of the junior year, and documentation must be forwarded by the end of May.*

STUDENTS MUST ALSO COMPLETE ALL CORE REQUIREMENTS BY THE END OF THE SPRING SEMESTER OF THEIR JUNIOR YEAR BEFORE ENTERING THE PROFESSIONAL PHASE OF THE PROGRAM.

PROFESSIONAL (DIDACTIC) PHASE (YEAR 4)

PA 451C Medical Terminology (summer self-study)

Fall Semester

PA 451 Physical Diagnosis I (3 credits)
 PA 553 Clinical Medicine I (4 credits)
 PA 473 Diagnostic Methods I (3 credits)
 PA 475 Behavioral Sciences I (3 credits)
 PA 581 Basic Medical Science I (5 credits)

Spring Semester

PA 454 Clinical Medicine II (5 credits)
 PA 564 Specialty Medicine I (5 credits)
 PA 474 Diagnostic Methods II (5 credits)
 PA 582 Basic Medical Science II (3 credits)

Intersession Semester (Summer)

PA 500 Specialty Medicine II (4 credits)
 PA 510 Research Methods (2 credits)
 PA 511 Clinical Rotation I (6 credits)

PROFESSIONAL (CLINICAL) PHASE (YEAR 5)

Fall Semester

PA 515 Clinical Rotation II (6 credits)
 PA 520 Clinical Rotation III (6 credits)
 PA 525 Clinical Rotation IV (6 credits)

Spring Semester

PA 530 Clinical Rotation V (6 credits)
 PA 535 Clinical Rotation VI (6 credits)
 PA 540 Clinical Rotation VII (6 credits)

Summer Semester

PA 547 Clinical Rotation VIII (6 credits)
 PA 549 Clinical Rotation IX (6 credits)
 PA 554 Capstone (4 credits)

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

Toward the end of the clinical training (rotations VI and VII or Rotations VIII and IX) students will complete a 12 week preceptorship in family medicine. Students will complete a master's project using up-to-date medical research. They must also pass a computer-based and practical summative examination.

The King's College Department of Physician Assistant Studies was awarded continued accreditation by the ARC-PA (Accreditation Review Commission on Education for the Physician Assistants) through March 2017.

The King's College Department of Physician Assistant Studies complies with federal, state, and university guidelines regarding applicants with disabilities.

Course Descriptions

PA 451C — 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 PA 451 Physical Diagnosis I grade for the fall semester.

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 encompasses 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.

Physics

Dr. Brian Williams, Chairperson

Physics is the broadest of the natural sciences, and more than any other, seeks to explain the nature of the universe. Physics is the discipline that investigates the inner workings of the world in which we live and seeks to understand the properties and interactions of atoms, nuclei and the fundamental particles of the Universe. It deals with the forces that govern the history and the future of the Universe, from the time of its birth to its ultimate fate. And, on a more practical scale, physics helps us understand the workings of the human body, the properties of engineering materials, and the most efficient uses of energy. Whatever the question, it is likely that physics holds the answer.

Students majoring in physics at King's will be prepared to enter the workforce in a variety of careers. The physics major curriculum is designed to provide students with an understanding of the four fundamental areas of physics — mechanics, electromagnetism, thermodynamics and quantum physics — while allowing students to choose elective courses to prepare them for graduate or professional programs, engineering programs, industry or secondary education. While at King's, students are also strongly encouraged to participate in faculty projects on original physics research. The undergraduate research experience provides a distinct advantage when entering the workforce or graduate school.

The combination of a strong liberal arts education and a solid core of physics courses provides King's physics graduates with key attributes desired by employers: the ability to analyze and solve complicated problems, experience with computers and an understanding of modern technology, an ability to place physics in a global and cultural context, and the ability to effectively communicate essential knowledge in oral, written, and quantitative forms. With this background, students with a degree in physics can find jobs in the private sector including jobs related to engineering, computer or information systems, in the government sector at national research labs, in the military, in the finance and banking industry, in the secondary education system, and in professional programs like medical school or law school.

Students who are interested in physics, but do not wish to fulfill the requirements for the major, can consider completing a minor in physics. This minor is open to students in all majors, but may be especially attractive to students in disciplines that have strong ties to physics, such as chemistry, mathematics, computer science and biology.

For non-science majors, the Department of Chemistry and Physics offers a selection of Physics and Core courses which do not require an extensive background in mathematics.

Physics majors wishing to complete major requirements at another institution must complete them at a four-year institution and have permission from the Department Chairperson.

Education Requirements

MAJOR REQUIREMENTS

(18 COURSES — 61 CREDITS)

PHYS 111	General Physics I (4)
PHYS 112	General Physics II (4)
PHYS 231	Modern Physics (4)
PHYS 330	Classical Mechanics (3)
PHYS 350	Thermodynamics and Statistical Mechanics (3)
PHYS 371	Electricity and Magnetism I (3)
PHYS 440	Quantum Mechanics (3)
PHYS 490	Senior Seminar (2)
CHEM 113	General Chemistry I (4)
CHEM 114	General Chemistry II (4)
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 237	Applied Linear Algebra (3)
MATH 238	Differential Equations (3)

Three PHYS Electives numbered 233 or higher. Some electives may have a required laboratory component. Three credits of physics research may be substituted for one of these courses.

SECONDARY SCHOOL CERTIFICATION IN PHYSICS

(58 CREDITS)

PHYS 111	General Physics I (4)
PHYS 112	General Physics II (4)
PHYS 231	Modern Physics (4)
PHYS 330	Classical Mechanics (3)
PHYS 350	Thermodynamics and Statistical Mechanics (3)
PHYS 371	Electricity and Magnetism I (3)
PHYS 440	Quantum Mechanics (3)
PHYS 490	Senior Seminar (2)
CHEM 113	General Chemistry I (4)
CHEM 114	General Chemistry II (4)
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 237	Applied Linear Algebra (3)
MATH 238	Differential Equations (3)

Two PHYS Electives numbered 233 or higher. Some electives may have a required laboratory component.

**Students must also satisfy the secondary education requirements of the Education Department.*

MINOR REQUIREMENTS

(6 COURSES — 21-24 CREDITS)

PHYS 111	General Physics I (4)
PHYS 112	General Physics II (4)

PHYS 231 — Modern Physics (4)

Three PHYS courses numbered 233 or higher (9-12 credits). Some electives may have a required laboratory component. Three credits of physics research may be substituted for one of these courses. Students pursuing the minor are required to satisfy the necessary physics and mathematics prerequisites.

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 hours and 1 75-minute activity period.

PHYS 108 — Applied Biophysics (4)

Introductory physics designed specifically for ATEP majors and 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. 3 lecture hours, 1 problem hour and 3 laboratory hours.

PHYS 111 — General Physics I (4)

The first semester of a two-semester sequence focusing on mechanics. The course provides a calculus-based introduction to the laws of motion of Galileo and Newton, the fundamentals of energy conservation, oscillatory motion, gravitation and orbital motion. Prerequisite or Co-requisite: MATH 125 or MATH 129 or permission of the instructor. 3 lecture hours, 1 problem hour and 3 laboratory hours.

PHYS 112 — General Physics II (4)

The second semester of a two-semester sequence focusing on waves, light and electromagnetism. The course provides a calculus-based introduction to the properties of waves, geometric and wave optics, electric fields, basic electric circuits, and magnetism. Prerequisite: PHYS 111 or permission of the instructor. 3 lecture hours, 1 problem hour, and 3 laboratory hours.

PHYS 231 — Modern Physics (4)

An introduction to modern physics. Topics include special relativity, quantum physics, waves and particles, and atomic and nuclear physics. Prerequisites: MATH 130 and PHYS 112 or permission of the instructor. 3 lecture-recitation hours and 3 laboratory hours.

PHYS 233 — Electronics I (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 instructor. Co-requisite: MATH 238 or permission of instructor. 3 lecture-recitation hours and 3 laboratory hours.

PHYS 234 — Electronics II (4)

Introduction to the analysis and synthesis of electronic circuits for signal processing, using passive elements as well as modern active devices including solid-state diodes and transis-

tors. The design of both digital and analog circuitry will be discussed, and the applications and limitations of these circuits and devices will be addressed. Prerequisite: PHYS 233 or permission of instructor. 3 lecture-recitation hours and 3 laboratory hours.

PHYS 241 — Statics (3)

A study of the basic principles of mechanics applicable to rigid bodies in equilibrium, the kinematics and kinetics of particle motion and an application of these principles to the solution of a variety of practical and more complicated problems. Prerequisite: MATH 130 and PHYS 112 or permission of the instructor. 3 lecture-recitation hours.

PHYS 242 — Mechanics of Solids (3)

An introduction to the concepts of stress and strain, material properties, deflections of bars under axial, torsional and bending loads, statically indeterminate problems, and stress transformations. Prerequisite: MATH 130 and PHYS 241 or permission of the instructor. 3 lecture-recitation hours.

PHYS 285 — Fundamental Astrophysics (3)

An 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 231 or permission of the instructor. 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. 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)

Independent research into a problem of current physical interest under the supervision of a Chemistry or Physics faculty member. A written report is required. Open to sophomores or juniors with the permission of department chairperson.

PHYS 320 — Advanced Laboratory in Physics (2)

Experiments in classical and modern physics. Prerequisite: PHYS 231 or permission of instructor. 6 laboratory hours per week.

PHYS 330 — Classical Mechanics (3)

A study of the principles of Newtonian, Lagrangian, and Hamiltonian mechanics of particles with applications to vibrations, rotations, orbital motion, and collisions. Prerequisite: PHYS 112 or permission of the instructor. Co-requisite: MATH 238 or permission of the instructor. 3 lecture-recitation hours.

PHYS 340 — Optics (4)

A study of 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 instructor. 3 lecture-recitation hours.

PHYS 371 — Electricity and Magnetism I (3)

A study of electrostatics, electrical and magnetic properties of matter, Maxwell's equations, boundary-value problems, wave propagation and the steady-state magnetic field. Prerequisite: MATH 238 and PHYS 231 or permission of the instructor. 3 lecture-recitation hours

PHYS 372 — Electricity and Magnetism II (3)

A study of electromagnetic wave propagation in media, wave guides, dipole radiation, electrodynamics of charged particles, special theory of relativity, and special topics. Prerequisite: PHYS 371. 3 lecture-recitation hours.

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. The topics can be chosen to augment several major programs depending upon demand. *Permission of the department chairperson is required.*

PHYS 410 — Solid State Physics (3)

A study of 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. 3 lecture-recitation hours.

PHYS 440 — Quantum Mechanics (3)

A study of 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 238 or permission of the instructor. 3 lecture-recitation hours.

PHYS 450 — Atomic and Nuclear Physics (3)

A study of atomic spectra, electronic structure of atoms, X-rays, scattering, nuclear models, and elementary particles. Prerequisites: PHYS 231, 440, and MATH 238 or permission of instructor. 3 lecture-recitation hours.

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. 3 lecture-recitation hours

PHYS 490 — Senior Seminar (2)

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.

PHYS 496, 497 — Physics Research III, IV (0-3)

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 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 322 Theories and Research Methods in International Relations (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: Macro (3)
ECON 112 Principles of Economics: Micro (3)

ECON 361	Environmental and Ecological Economics (3) OR
ECON 373	Public Economics (3)
PS 231	American Intergovernmental Relations (3)
PS 232	Public Administration (3)
PS 352	The Politics of Policymaking (3) OR any Political Science 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, Weber, 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 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 322 — Theories and Research Methods in International Relations (3)

An analysis of theories and research paradigms in the field of international relations. Major topics will include 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. A variety of computer-based-analytical methods will be used to describe, explain, and predict international relations phenomena. Prerequisite: PS 321.

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.

PS 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 the making and 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 Sigmund 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 360 — Environmental Law (3)

Examination of the various laws in the United States and their role in environmental protection. The students will examine numerous case studies drawn from both local and global environmental problems. No prerequisites for those outside of the Environmental Program. *Cross-listed as ENST 360*

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 — International Politics (3)

An analysis of select aspects of international politics at three major levels: the international political system, the major actors in the system, and 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; and role of non-national actors such as multinational corporations and the United Nations. *Cross-listed as HIST 371.*

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, and 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. Past seminars have focused on one of the following: the American Presidency; the Supreme Court; the United States Constitution. Research topics may vary from year to year. Students will propose, research, and write a comprehensive paper in political science and then present their paper and findings in a public forum. *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 majors.*

Psychology

Dr. Jess Kohlert, Chairperson

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

(12 COURSES — 37 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 220 Psychological Statistics (3)

PSYC 221 Research Methods (4)

PSYC 450 Senior Seminar (3)

Select one course from each of the following five major categories (15 credits)

Learning and Cognition

PSYC 337 Conditioning and Learning (3)

PSYC 365 Cognitive Psychology (3)

Biological Foundations of Behavior

PSYC 321	Brain and Behavior (3)
PSYC 346	Psychopharmacology (3)
PSYC 348	Sensation and Perception

Developmental

PSYC 355	Developmental Psychology: Childhood and Adolescence (3)
PSYC 356	Developmental Psychology: Adulthood and Aging (3)

Personality and Psychopathology

PSYC 350	Theories of Personality (3)
PSYC 351	Psychopathology (3)

Social

PSYC 357	Social Psychology (3)
PSYC 360	Industrial Psychology (3)

Nine (9) additional elective credits from psychology.

PSYCHOLOGY B.S. DEGREE

The same requirements listed for B.A. degree in Psychology along with 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, and Neurobehavioral. 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 electives: PSYC 338, 350, and 357; and HRM 354 and 360.
- 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: 346, 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 345
 Learning/Motivation: 337, 338 or 339
 Sensory Processes: 348 or 349
 Applications: 340 or 343
- Conduct an independent research project approved by an appropriate member of the Psychology Department.

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, SOCS 251, or equivalent.*

PSYC 220 — Psychological Statistics (3)

Basic statistics in the behavioral sciences, including descriptive statistics, probability, correlation, one- and two-sample t-tests, one-way and two-way analysis of variance, and chi-square.

PSYC 221 — Research Methods (4)

This course gives students exposure to the various methods used in behavioral science research including research design, data collection and analysis, and ethics. Students will have the opportunity to write a research proposal, conduct a research project, and report the results in both written and verbal formats. Students will have the opportunity to create and present on a poster similar to those done in professional psychology conferences. *Prerequisite or co-requisite: PSYC 220.*

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.

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 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.

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.

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.

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.

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.

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 moves 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, and 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.

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.

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; and personal relationships from both the male and female perspective.

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.

PSYC 361 — Psychology in Film (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 365 — Cognitive Psychology (3)

Introduction to theories and research in cognitive psychology. Topics will include: perceptual organization, information processing, cognitive development, relationships between sensory analysis, perception, memory, learning, language, and problem solving. Students will also learn application of these topics to multiple career settings including business and therapy. *Prerequisite* CORE 154 or approval of 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. *Prerequisites* PSYC 220, 221.

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.

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 420 — Juvenile Diversion (3)

This interdisciplinary team taught course will examine the issues surrounding juveniles and the juvenile justice system. It will encompass an overview of juvenile diversion programs specifically addressing psychological and sociological developmental issues and how diversion techniques, including mentoring, may influence positive outcomes. Requirements include a service learning or academic component. *Cross-listed as CJ 420*

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.* Prerequisites: PSYC 220, 221.

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 471 — Early Childhood Practicum (3)

Supervised work in an applied setting. This practicum will consist of three activities: literature review, application in a real world setting through parent education, social skills training, developmental screeners, or similar activities, and research activities including research design, data collection, and presentations at professional conferences. May be taken more than once for up to 12 credits, only 6 of which can count toward the major sequence (i.e., the 37 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.*

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)
SOCS 102	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 450	Counseling Modalities in Justice Settings
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

SOC 450 Counseling Modalities in Justice Settings

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 225 — Individual in Society

This course will study social psychology from a sociological perspective as it addresses the nature and causes of human social behavior. Core concerns for this study includes: the impact that one individual has on another; the impact that a group has on its members; the impact that one group has on another group. Further discussion will center on current events and the impact of contemporary culture on the individual.

SOC 253 — Minority Group Relations

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. An important part of this course involves service learning through volunteer work at a social work agency.

SOC 296 — Applied Human Services Interventions (3)

Offers variable credit options through four individual training elements. (May not be taken for Sociology credit.)

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

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. 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." *Cross-listed as ENST 314.*

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; and 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 politi-

cal 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. An important part of this course involves service learning through volunteer work at a social work agency.

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. An important part of this course involves service learning through volunteer work at a social work agency.

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. An important part of this course involves service learning through volunteer work at a social work agency.

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, and the society’s current inconsistent responses to aging, including public and private maintenance programs. *Cross-listed as GERO 267.*

SOC 370 — Gender and Work

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, and 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 403 — Urban and Community Studies (3)

A study of the content research, analysis, and implications in all stages of urban and community development. A historical survey will be presented as a means of examining the present sociological, political, and economic state of American communities. Special emphasis will be placed on the challenges confronting American cities, the growth and significance of the suburbs; and the role of small towns. Direct student participation in selected scholarly projects will be included. *Cross-listed with HIST 403.*

SOC 415 — Sociology of Media and Popular Culture (3)

This course examines various perspectives on the production and consumption of culture from a sociological perspective, with an emphasis on cultural objects and practices disseminated through the mass media. The first half of the class looks at cultural production: who are the people and institutions involved in the production of culture? How do the relationships between artists and other social actors influence media content? What are some of the structural features of media and culture industries? In the second half of the semester, we’ll turn our attention to the consumption of culture: who consumes what, and why? How do people interpret cultural objects and practices? How do people use

culture to delineate boundaries between social groups, craft individual and group identities, and perpetuate (or subvert) social inequalities? How does the media shape social action? *Cross-listed with COMM 391*

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; and 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 450 — Counseling Modalities in Justice Settings (3)

The course examines various counseling modalities and associated techniques in social justice settings. Topics include a description of practice environments in the fields of criminal justice, adult social services, child welfare, and juvenile justice, particularly with respect to the emergent community and restorative justice models.

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 489-492/494-496 — 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 497-498 — 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 7 Professional, Excel 2010, and the Internet. In addition to learning the basic techniques for navigating the internet, the student will learn 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, and computerized information retrieval services. 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

M. Sheileen Corbett, Chairperson

The Department of Theatre is a dynamic and intensive program with experienced professors, an active production season, scheduled workshops, guest artists, and special events. The curriculum is based on a liberal arts foundation providing all students with the “Theatre core” courses in various aspects of the theatrical art, including history and criticism, performance, directing, design, technical production, and Theatre education — the background and skills important for individual development and necessary in professional life.

Students of all walks of academic life participate in theatre courses and production activity. In this light, Theatre is more than a major program at King’s College; the Theatre is a service in the highest sense to the overall mission and goals of the college. Theatre stands with disciplines such as Mass Communications, English, Education, Philosophy, Psychology, or History, concerned with educating a central core of majors while exerting a humanizing and liberalizing influence on students.

Students in Theatre choose between two areas of concentration: Acting/Directing Track or Design/Technical Track. The Theatre faculty strives for high degrees of excellence and professionalism in its diverse academic and production offerings. Expert faculty guide students in the study, process, and practical application of selection, research, analysis, design, casting, rehearsal, staging, and marketing through a wide variety of theatrical presentations. This effectively challenges, stimulates, and expands the knowledge, skills, talents, and creative abilities of Theatre students, faculty, and staff. Theatre is a collaborative art and the faculty expects students to exert leadership and accept positions of responsibility as they mature. Student directors and designers, for example, may receive mainstage experience rarely available to the undergraduate in other Theatre programs. The Faculty consistently strives to present high-quality educational Theatre productions and related programming to an ever-increasing public audience from the College and the greater community.

In addition to a comprehensive academic program, the Theatre department mounts a full production program of four mainstage productions annually. Additionally, a Brown Bag Theatre Series and Evening of One-Acts productions are produced each semester. In addition to an annual mainstage Shakespearean production, the works of both classic and contemporary playwrights are staged in arena, thrust, open stage, environmental, and proscenium styles providing students invaluable experience rarely found in Theatre programs.

Students majoring in Theatre have considerable flexibility in choosing courses, though selections should be made in consultation with a departmental advisor in light of the individual student’s interest and career goals. Because the commerce of Theatre requires a host of ancillary skills not commonly included in a Theatre major curriculum and because some Theatre majors will earn their living in areas outside of Theatre after college, the Theatre major is constructed so as to allow students to add a second major. Minor programs in Theatre satisfy the interests of students in curricula too rigid to allow a second major in Theatre. Upon successful completion of Theatre coursework, students are well prepared to apply their skills in a variety of theatrical industries and

various fields outside the Theatre world. King's College Theatre alumni are found in important positions throughout many aspects of the theatre community or have gone on to prestigious graduate programs. Still other graduates choose to use their theatrical training in the worlds of education, law, business, marketing, medicine, journalism, criminal justice, or psychology.

Education Requirements

MAJOR REQUIREMENTS

(14 COURSES — 43 CREDITS)

FOUNDATIONAL COURSES

- THEA 230 The Business of Theatre (3)
 THEA 233 Stagecraft (3)
 THEA 235 Introduction to Theatrical Design (3)
 THEA 241 Acting I: Fundamentals (3)
 THEA 345 Play Analysis (3)
 THEA 381 History of Theatre I (3)
 THEA 382 History of Theatre II (3)
 THEA 490 Senior Capstone Project (3) Students must have project approval the semester preceding registration.
 THEA 285 Production Practicum (1) Students must take this course at least one semester each year for a total of four (4) credits. First-year students must take this course in their first semester.

TRACK SPECIFIC COURSES

Students must declare one of the following tracks no later than Spring Semester of their sophomore year:

Acting/Directing Track

Required (6 credits):

- THEA 242 Acting II (3)
 THEA 471 Directing I (3)

Three (3) of the following Electives (9 credits): Offered Alternate Years

- THEA 365 Voice and Movement (3)
 THEA 341 Acting III: Advanced Scene Study (3)
 THEA 342 Improvisational Acting Techniques (3)
 THEA 343 Children's Theatre (3)
 THEA 344 Playing Shakespeare (3)
 THEA 347 Comedy Acting (3)
 THEA 439 The American Musical Comedy (3)
 THEA 472 Directing II (3)
 THEA 491 Special Topics (3)
 CORE 172M Movement/Theatrical Dance (3)
 CORE 172J Jazz Dance (3)
 THEA 497 Independent Study (3)

Design/Technical Track

Required (6 credits):

- THEA 334 Technical Direction (3)
 THEA 361 Scene Design I (3)

Three (3) of the following Electives (9 credits): Offered Alternate Years

- THEA 236 Stage Management (3)
- THEA 239 Lighting Design (3)
- THEA 336 Prop Craft (3)
- THEA 337 Scene Painting (3)
- THEA 338 Sound Design (3)
- THEA 339 Theatre Rendering Techniques (3)
- THEA 343 Children's Theatre (3)
- THEA 367 Advanced Technical Practices (3)
- THEA 439 The American Musical Comedy (3)
- THEA 473 Costume Design (3)
- THEA 491 Special Topics (3)
- THEA 497 Independent Study (3)

MINOR REQUIREMENTS

(8 COURSES — 20 CREDITS)

FOUNDATIONAL COURSES

- THEA 233 Stagecraft (3)
- THEA 241 Acting I: Fundamentals (3)
- THEA 345 Play Analysis (3)

Three (3) Electives from either Acting/Directing Track or Design/Technical Track (9 credits)

Two semesters of THEA 285 Production Practicum (2 credits)

Course Descriptions

Theatre courses may be chosen as electives by any student, regardless of major. Students who major in Theatre must fulfill the requirements of their declared track, but may choose any course from the other track.

THEA 230 — The Business of Theatre (3)

Working professionally in the theatre or moving towards an advanced degree is, undoubtedly, the aim of most young theatre artists. In this course, various techniques of working actors and technicians will be discussed and analyzed. Particular attention will be paid to the “getting a foot in the door” process; for example, headshots and auditioning for performers, building a portfolio (physical and online) for technicians and designers, theatre management, marketing, etc. Students will hear from theatre professionals in various fields. This course will give undergraduate theatre artists the tools needed to make the next step in their careers. Prerequisite: THEA 241 and THEA 235.

THEA 233 — Stagecraft (3)

To introduce students to the practical side and implementation of scenic design. Students will receive hands-on instruction in the day to day aspects of working in a scene shop. Particular attention will be paid to various techniques of scenic construction with a wide array of tools and materials, as well as basic drafting and construction drawing. Practical experience in executing actual scenery for the stage for plays and projects throughout the semester.

THEA 235 — Introduction to Theatrical Design (3)

In this course, students will study the following aspects of design from a conceptual standpoint: scenery, lighting, costume, sound, and video. A greater appreciation of the

integral role of the designer to the creative process of theatre will be developed by examining exceptional design in all of these fields. Students will gain an understanding of the job of each designer and learn to recognize professionally developed aesthetics in all fields of theatrical design.

THEA 236 — Stage Management (3)

This course will address the role of the stage manager as assistant to the director during rehearsals and in the management of backstage activities during productions. Students will learn how to prepare a prompt book and gain practical experience in organization and scheduling, dealing with directors and designers, working with actors, company and union rules, rehearsal and technical rehearsal procedures, time management, scene shifts, running, and touring a show in performance. Production assignment as stage manager or assistant stage manager for productions throughout the semester. Prerequisite: THEA 233 and THEA 241.

THEA 239 — Lighting Design (3)

This course establishes a foundation for general stage lighting practices, with a focus on lighting equipment, control, and design. Students will learn the history of lighting design and take an in-depth look at some of the innovators/innovations in the field. Students will study lighting theory and will learn lighting design through the elements of creation, implementation, and execution. Students will complete a variety of practical projects. The student will be challenged to solve basic lighting problems. Students will serve as members of the electrics crew for productions and projects throughout the semester.

THEA 241 — Acting I: Fundamentals (3)

This course serves as an in-depth introduction to the craft of acting. All students will be introduced to beginning acting techniques to develop, define, and practice the artistic expression with technical proficiency. Students will learn to use the voice and body as instruments of self-expression and communication in performance and will develop their mental, physical and vocal flexibility. Students will be challenged to expand their expressive potential as they exercise body, voice and imagination through improvisation, acting with words, acting without words, ensemble work, characterization, experimentation, acting exercises, and monologues.

THEA 242 — Acting II (3)

This is a continuation of the acting skills development begun in Acting I. The course examines the fundamentals of the acting process through exercises and scene study designed to strengthen such skills as trust, relaxation, listening, imagination, concentration, ensemble, and observation. Upon completion of this course students will have a solid grounding in the fundamentals of acting and will be able to apply and demonstrate this knowledge in performance. Prerequisite: THEA 241 or CORE 171A.

THEA 285 — Production Practicum (1)

This course is a hands-on learning experience in theatre production. Students will gain practical skills and essential knowledge of what it takes to mount a production for the stage by working in one of five production areas: scene shop, lighting, costume shop, props, or public relations/management. This course is part of the active learning requirement for all majors and minors. The specific assignment will be made by the theatre faculty and/or

production manager at the beginning of each production taking into consideration each student's experience, their educational needs, and the technical needs of each production.

THEA 334 — Technical Direction (3)

To introduce the student to the necessity and value of the Technical Director. In this course, students will gain an understanding of the role of the Technical Director. Specific detail will be given to creating construction drawings, managing and running crews, effectively creating a budget for a production, and solving technical challenges on a per production basis. Students will work on various conceptual plays throughout the semester, and will serve as Assistant to the Technical Director on one of the main stage productions, putting into practice what they have learned in the classroom. Prerequisite: THEA 233.

THEA 336 — Properties Craft (3)

This course encompasses the area of properties research, design, and implementation of the design through construction and painting. Students will learn the process of creating a properties plot, designing props, budgeting for props, and finally implementing the design for a production. Students will work collaboratively to create fully-realized properties plots and several realized props and will serve on the properties crew for all productions throughout the semester. Prerequisite: THEA 233.

THEA 337 — Scene Painting (3)

A study of application techniques for the theatre painter, the course focus is on class projects designed to provide the student with opportunities to handle a wide range of subject matter and to employ a variety of painting methods. Emphasis is placed upon the ability to reproduce details, colors, and styles. Students will learn the role of the scenic artist and their crew. Students will serve on paint crew for all productions throughout the semester.

THEA 338 — Sound Design (3)

In this course students will learn the use of basic equipment (mics, mixers, directional speakers) and computer software used in the creation of a sound design. Students will work in a collaborative fashion in creating various sound designs through exercises and projects over the course of the semester. Students will serve as the sound designers and/or sound technicians for all productions throughout the semester.

THEA 339 — Theatre Rendering Techniques (3)

This course focuses on the major painting mediums, styles of illustration, and techniques utilized in the visual presentation of scenic, costume, properties, and lighting designs for the theatre. Prerequisite: THEA 235.

THEA 341 — Acting III Advanced Scene Study (3)

A continuation of Acting II, this course will focus on scene study and character development. Study includes scene work from Shakespeare, Comedy of Manners, Farce, and Theatre of the Absurd, among others. Students will learn to use the script, research, and their imaginations to enter the world of the play and bring characters to life. Memorization and rehearsal outside of class are required for most projects. Prerequisites: THEA 242.

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 written text. Exercises will include the works of such individuals as Jacques LeCoq, Jerzy Grotowski, Viola Spolin, Joseph Chaikin, Stephen Wangh, and Keith Johnstone. This course will help equip the actor with the tools to be self-sufficient and to think from the heart without transition.

THEA 343 — Children's Theatre (3)

Provides a formal theatrical experience in which a play is presented by adults for an audience of children. This course is designed to introduce students to the aspects of writing, adapting, directing, and primarily, *ACTING* for children. The challenge is to give a unique theatrical experience to an audience, many of whom will be first time theatre-goers. This course will provide the student with the philosophy and methods for theatre performed especially for children and will culminate with the performance of a fully realized children's production.

THEA 344 — Playing Shakespeare (3)

Not reading him or writing about him but playing him. This course will examine Shakespeare's works from the point of view of performance. Through comprehensive exercises, critical principles such as scansion, phrasing, caesura, breathing, structure and rhythm, antithesis, and more will be covered in detail thereby providing a guide to actors-in-training and anyone interested in examining Shakespeare's works.

THEA 345 — Play Analysis (3)

In play analysis, students will analyze the works of playwrights from varying periods of the theatre in order to acquire the ability to breakdown and interpret dramatic texts from a conceptual, practical, and analytical approach. A basic play analysis format will be followed, asking a number of questions about each text, while allowing for personal interpretation. A vital element of the course will be participation in all research, discussion, and involvement in the 'virtual' productions of each play and genre studied.

THEA 347 — Comedy Acting (3)

This objective of this course is to focus on issues of acting in comedy by addressing the problems that confront the actor when rehearsing and performing in realistic comedy playscripts. Our secondary emphasis is using improvisational, non-theatrical, and original material for developing comedy skills. Participation as an actor is mandatory. Permission of Instructor is required.

THEA 361 — Scene Design I (3)

The role of the scenic designer will be discussed in depth through lecture and practical work. Students will learn how to create detailed design packets that include: draftings (hand and CAD), painter's elevations, properties breakdowns and research, concept sketches, final renderings, and models. Students will work on assigned production projects over the course of the semester, completing full packages for each production. A final portfolio review will be held at the end of each semester. Students will display their work for feedback from the instructor and theatre faculty members. Prerequisite: THEA 235.

THEA 365 — Voice and Movement (3)

The course is an introduction to voice and movement techniques for performance. The course is based primarily on the works of Kristin Linklater, Trish Arnold, F. M. Alexander,

and Patsy Rodenburg. Beginning with the groundwork for vocal work, i.e., a released breath and an ability to speak simply and with conviction and then progressing into the connection between sound and emotions, the goal of the course is to create an honest and expressive voice, one that connects the actor to his/her inner life and accurately reflects that inner life to the exterior world.

THEA 367 — Advanced Technical Practices (3)

Engineering for the theatre is a creative and innovative process. In this course students will learn the basics of more advanced stage machinery such as fly systems, moving scenery, automated scenery, and non traditional stage construction materials. Students will break down complex designs on paper in order to implement the most elegant solution to the practical problem of creation. Students will work on fully realized projects and will serve as either an ATD or as coordinator of special projects for productions throughout the semester. Prerequisite: THEA 233

THEA 381 — History of the Theatre I (3)

This course is a survey of Western theatre practice and dramatic texts from the Greeks into the Renaissance. Students examine, in addition to the dramatic texts of the period, the impact of performance spaces, aesthetic theories, religious beliefs, and the contemporary politics of a given era on the development of drama.

THEA 382 — History of the Theatre II (3)

This course is a continuation of THEA 381. It is a survey of Western theatre practice and dramatic texts from the 17th into the 19th century. Students examine, in addition to the dramatic texts of the period, the impact of performance spaces, aesthetic theories, religious beliefs, and the contemporary politics of a given era on the development of drama. Prerequisite: THEA 381.

THEA 439 — The American Musical Comedy (3)

The American musical comedy is the only “true” American theatrical art form. In this course students will learn the history of the American Musical comedy from the late 1800’s to modern day. Various techniques of musical comedy will be discussed and musicals will be analyzed and evaluated. Whenever possible this course will culminate with a cabaret type event, where students can present to the general public the things that they have learned and appreciated throughout the semester. Previous musical knowledge or experience is not a requirement.

THEA 471 — Directing I (3)

The principles and practice of directing live theatre with emphasis on casting concerns, blocking, pacing, rehearsal techniques and image development. Structured in a workshop format, the course begins with a non-verbal approach to composition and movement study, and progresses to formal text work, with the various exercises culminating in the direction of a one-act play for public performance. Prerequisites: THEA 345 and 241.

THEA 472 — Directing II (3)

This course examines and applies the fundamentals of play direction: play selection, casting, blocking, movement, interpretation, and production organization with practical exercises in directing scenes and one-act plays. Prerequisite: THEA 471.

THEA 473 — Costume Design (3)

Students will explore the process of costume design and construction. Play analysis, historical research skills, and the principles of design are the focus of in-depth study. Students will gain an understanding of draping, patterning, and general construction of costumes. Students will create complete design packets, sketches and renderings, swatches, and research, for various productions. Particular attention will be paid to the collaborative aspect of the design process. Students will gain hands-on experience by serving on the costume crew for all productions over the course of the semester.

THEA 490 — Senior Capstone Project (3)

This senior-level capstone course allows students to work on a faculty-approved production project in their primary area of focus and concentration. This course is required of all theatre majors. The Senior Capstone should show ambition, creativity, and a certain amount of daring that is necessary for all successful theatre artists. Following specific guidelines, the unique capstone project will be created. Students will meet with their Capstone mentor weekly and progress will be assessed and critiqued. Restricted to theatre majors. Permission and approval by members of the department required in the semester previous to registration.

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.

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 further advanced work in any area of specialization within the theatre. Performance projects as well as design and technical projects can be created to strengthen and increase the student's expertise. 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 College's mission as a Catholic college in the Holy Cross tradition is the basis for this prominence. Moreover, 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 scriptures and the doctrines, practices, and cultures constituting the 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 are 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 Topics in Moral Theology
 - 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 — Topics in Moral Theology (3)

This course is an examination of a theme in moral theology chosen by the instructor. Past course titles have included War in Christian Tradition and Theology of Work. *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 many 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)

WMST 180 Women in American Society (3)

Fifteen (15) credits WMST electives

Course Descriptions

WMST 100 — **Unruly Women** (3)

Sarah Palin, Hillary Clinton, Queen Elizabeth, Cleopatra, Joan of Arc, Medea, Lady Macbeth, and maybe your mom. This course investigates the strong female in literature, history, and society and explores the attitudes and anxieties about power that smart, assertive women generate. *Cross-listed as CORE 100.*

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 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), and *Boys Don't Cry* (2000). *Cross-listed as CORE 179W.*

WMST 180 — Women in American Society (3)

This course introduces students to the social sciences and Women's Studies by taking an interdisciplinary approach to addressing questions such as: What are the differences between men and women in American society? How did society and individual develop this way? What roles do education and religion play in defining what it means to be male or female? Why aren't there more women in higher positions in the political and corporate worlds? How important is gender in communication? What are the politics of personal relationships? What is feminism all about and what relationship does it have to Women's Studies? This course offers a wonderful opportunity for all students to discuss these important questions while learning more about each other. *Cross-listed as CORE 180.*

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 190 — Gender and Globalization (3)

This course offers an interdisciplinary social science perspective on the gendered impacts of globalization. By exploring the definition and realities of globalization through a gendered lens, we will be able to address questions such as: Why are women more likely to be employed in maquiladoras and special economic zones than men? How has the increase in female incomes impacted family dynamics and stability in traditional societies? What effect have new international migration patterns had on male authority in home communities and the psychological well-being of men? How have the diffusion of information and communication technology and the globalization of the entertainment industry impacted gender roles and expectations for men and women around the world? Will the presence of women as heads of state impact the political participation of women on a global basis? *Cross-listed as CORE 190.*

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 Women'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 seven 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 261 — Faith, Morality, and the Person (3)

How does religious faith shape the character and moral practice of the human person? How does faith influence our basic relationships, such as to friends, family, society, and the world? We will examine these questions by focusing on women who have made some radical life choices to follow Christ and to build justice in the world. We will meet figures from history and from more recent times, including Perpetua, St. Catherine of Siena, and Dorothy Day. We will pay particular attention to times when faith comes in conflict with the world in which it is lived out, sometimes adding to the restrictions on these women, sometimes increasing their freedoms. While we will focus primarily on the varied expressions of faith rooted in Christian belief, we will also consider how other religious and philosophical worldviews shape moral character and practice. *Cross-listed as CORE 261.*

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 282 — The Artistic Vision of Hitchcock (3)

Alfred Hitchcock's career as a filmmaker spanned over 50 years, during which time he became world famous as the Master of Suspense. He has now also gained recognition as a master of cinematic art, who employed the language and technique of cinema to give artistic expression to a vision of the world. This course will explore the creative means by which Hitchcock molded the images and sounds of cinema into a powerful vehicle

for expressing meaning and conveying emotion. We will also explore the major facets of Hitchcock's personal vision and reflect on its significance for us and our vision of life. We will screen 14 of Hitchcock's major films for discussion and analysis. We will also employ selected readings for background. *Cross-listed as CORE 282.*

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 342 — Women in the Criminal Justice System (3)

This course offers an in-depth look at women as victims, offenders, and professionals. We will discuss various types of female-specific victimization (e.g. rape, spousal violence, and pornography) and examine research and theories that present female offenders according to their type of criminal behavior. *Cross-listed as SOC 342.*

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; and per-

sonal 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 the U.S., and 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 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 sports, 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 184: Rebels and Renegades: The American Individual in Literature, 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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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.

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Academic Calendar

Fall Semester 2013

Thursday, August 22	Residence halls open for new First Year resident students Orientation begins for all new First Year students
Friday, August 23	Orientation continues for all new First Year students
Saturday, August 24	Orientation continues for all new First Year students Residence halls open for resident upper class students 1 st Accelerated Saturday Session classes begin
Sunday, August 25	Final Registration day for all Day students Orientation day for all incoming Transfer students
Monday, August 26	All Day/Evening classes begin
Tuesday, August 27	Convocation Mass of the Holy Spirit
Friday, August 30	Last day for course ADD
Monday, September 2	Labor Day – No classes
Monday, September 9	Last day for course DROP
Sat.-Sun., September 28-29	Homecoming Weekend
Wednesday, October 9	Residence halls close at 9:00 p.m.
Thurs.-Fri., October 10-11	Fall Recess – No Day Classes
Saturday, October 12	Final exams for 1 st Accelerated Saturday Session
Monday, October 14	All day classes resume Last day of refund for Withdrawal from the College
Wednesday, October 16	Mid-semester grades due in Registrar's Office –Day & Evening
Saturday, October 19	2 nd Accelerated Saturday Session classes begin
Friday, October 25	Last day for authorized course Withdrawal (no refund)
Mon.-Thurs., October 21-31	Advisement
Friday-Sunday, November 1-3	Family & Friends Weekend
Monday, November 4	Registration begins for Spring 2014
Sunday, November 24	Patron's Day (Feast of Christ the King)
Tuesday, November 26	Follow <u>THURSDAY CLASS SCHEDULE</u> No Tuesday Evening Classes Thanksgiving Recess begins after last class Residence halls close at 6:00 p.m.
Wed.-Sun., Nov. 27-Dec. 1	Thanksgiving Recess
Sunday, December 1	Residence halls open at 12 noon
Monday, December 2	All classes resume
Friday, December 6	Last day of classes
Monday-Friday, December 9-13	Final Examinations – Day & Evening classes Residence halls close at 6:00 p.m.
Saturday, December 14	2 nd Accelerated Saturday Session final exams

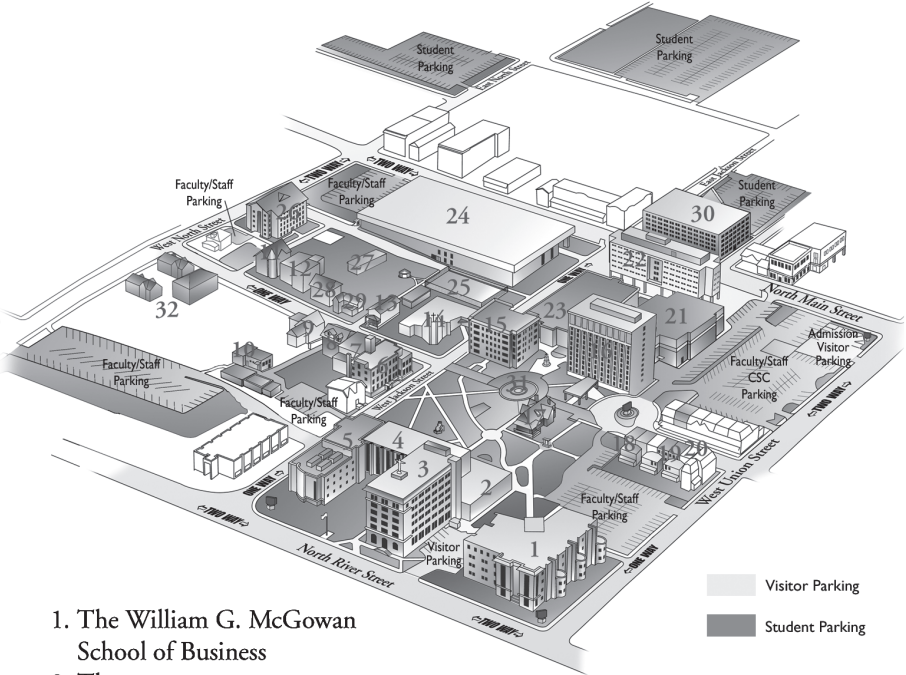
Academic Calendar

Spring Semester 2014

Friday, January 10	Faculty Development Day
Saturday, January 11	Residence halls open for incoming new students 1 st Accelerated Saturday Session classes begin
Sunday, January 12	New student Orientation begins Informational Session for new Transfer students Final Registration day for all Day students
Monday, January 13	All Day & Evening classes begin
Friday, January 17	Last day for course ADD
Friday, January 24	Last day for course DROP
Friday, February 28	Winter Recess begins after last class Residence halls close at 6:00 p.m. Last day of refund for Withdrawal from College
Saturday, March 1	1 st Accelerated Saturday Session final exams
Monday-Friday, March 3-7	Winter Recess – No Day or Evening classes
Saturday, March 8	2 nd Accelerated Saturday Session classes begin
Monday, March 10	All classes resume – Day & Evening
Wednesday, March 12	Mid-semester grades due – Day & Evening classes
Thursday-Friday, March 13-21	Advisement
Friday, March 28	Last day for authorized course Withdrawal (no refund)
Wednesday, March 26	Registration begins for Fall 2014
Wednesday, April 16	Easter Recess begins after last evening class Residence halls close 9:00 p.m.
Thursday-Monday, April 17-21	Easter Recess – No classes
Tuesday, April 22	All Day classes resume
Sunday, April 27	Honors Convocation
Tuesday, April 29	Day Classes FOLLOW <u>THURSDAY</u> CLASS SCHEDULE
Wednesday, April 30	Last meeting of day of classes Day Classes FOLLOW <u>FRIDAY</u> CLASS SCHEDULE
Thursday, May 1	Last meeting of evening classes
Friday-Friday, May 2-9	Final Examinations Residence halls close at 6:00 p.m.
Saturday, May 3	2 nd Accelerated Saturday Session final exams
Friday, May 16	Commencement rehearsal for graduates at 1:30 p.m.
Saturday, May 17	Baccalaureate Mass
Sunday, May 18	Commencement

KING'S COLLEGE

WILKES-BARRE, PENNSYLVANIA



- | | |
|---|--|
| <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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