# KING'S COLLEGE

TRANSFORMATION. COMMUNITY. *HOLY CROSS.*

## 2026-27 | UNDERGRADUATE | CATALOG

# 2026-2027 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 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, in 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 Coordinator, 133 North River Street, Wilkes-Barre, PA 18711 or by phone at (570) 208-5900.

# Mission Statement

## Mission

King's College is a Catholic institution of higher education animated and guided by the Congregation of Holy Cross. King's pursues excellence in teaching, learning, and scholarship through a rigorous core curriculum, major programs across the liberal arts and sciences, nationally-accredited professional programs at the undergraduate and graduate levels, and personal attention to student formation in a nurturing community.

## Vision

Since its founding in 1946, King's has been dedicated to the Holy Cross ideal of transforming minds and hearts with zeal in communities of hope. The College's commitment to students is expressed both in the curriculum and in co-curricular programs encouraging service, fostering reflection, and cultivating leadership skills. Inspired by the teaching and example of its namesake, Christ the King, who taught by example and ruled by love, King's forms graduates who will champion the inherent dignity of every person and will mobilize their talents and professional skills to serve the common good. In the words of its founding president, King's teaches its students not only how to make a living, but how to live."

## King's as Catholic and Holy Cross

Faithful to Blessed Basil Moreau's vision to educate people of diverse backgrounds and to the vision of its founders to educate the children of coal miners, King's provides an outstanding Catholic higher education to all qualified students who embrace its mission, including many first-generation college students.

As a Holy Cross institution, King's embodies the educational vision of Father Moreau, founder of the Congregation of Holy Cross. Father Moreau taught that quality education demands academic excellence, creative pedagogy, engaged mentorship, co-curricular participation, and a collaborative spirit.

As a Catholic institution of higher learning, King's honors faith and reason as mutually enlightening ways of knowing, probes life's great questions of meaning and purpose, encourages inter-religious and ecumenical encounter, and fosters habits of moral virtue. While promoting service to the poor and marginalized, King's educates for justice as a means to peace, witnesses to truth, and invites all to an encounter with the living God.

# GENERAL INFORMATION

# The King's Experience

## 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 1,700 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 400 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 12:1. 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, of 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 essential 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 and 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 2015.

Several programs and majors are accredited by professional organizations. The Chemistry Department has been accredited since 1961 by the American Chemical Society (ACS). The Physician Assistant Program has been accredited since 1979 by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The Athletic Training Program has been accredited since 2001 by the Commission on Accreditation of Athletic Training Education (CAATE). The William G. McGowan School of Business has been accredited since 2004 by the Association to Advance Collegiate Schools of Business (AACSB). The Mechanical Engineering Program and Civil Engineering Program are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), effective 2018 and 2019 respectively. The RN to BS in Nursing degree program has been accredited since 2020 by the Commission on Collegiate Nursing Education (CCNE). The Accelerated Bachelor of Science in Nursing Hybrid (ABSN-H) Program has received initial approval by the Pennsylvania State Board of Nursing.

The baccalaureate degree program in nursing at King's College is accredited by the Commission on Collegiate Nursing Education (**https://www.ccneaccreditation.org**). The Accelerated Bachelor of Science in Nursing track at King's College is approved by the Pennsylvania State Board of Nursing.

Also, the Program for Teacher Education at King's College is approved by the Commonwealth of Pennsylvania. Together, these programs account for nearly half of the College's student population.

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; the 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, sexual Identity, 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, the College maintains a Title IX Coordinator, responsible for directing efforts to assure that King's College does not discriminate on the basis of sex in its educational programs and related activities.

The College supports the Ethnic Intimidation Act of 1982 of the Commonwealth of Pennsylvania, which provides additional penalties for the commission of illegal acts of intimidation when such actions are motivated by hatred of the victim's race, color, religion, or national origin. Illegal acts of intimidation due to the victim's physical ability, ethnicity, race, gender, sexual orientation, or creed are contrary to the mission of King's College and our Catholic tradition. Such offenses are major offenses of the college Student Code of Conduct and will be dealt with severely. In accordance with the Higher Education Amendments of 1998, King's College reports all on-campus hate crime incidents in the annual Campus Crime Statistics Report.

It is the policy of King's College to enforce the provisions of Title VII of the Civil Rights Act of 1964 as amended by the Equal Opportunity Act of 1972, the Equal Pay Act of 1963 as amended by the Education Amendments of 1972 (Higher Education Act), Title IX of the Education Amendments of 1972 (Higher Education Act), the Americans With Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. The College adheres to the requirements of the Higher Education Act of 2008, the Commonwealth of Pennsylvania Sexual Violence Education Act of 2010, and the Drug Free Schools and Campus Act. 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.

In compliance with the U.S. Department of Education's Student Right-to-Know legislation, King's College has reported the following on its 2022 Graduation Rate Survey: of the initial cohort of full-time, first time, bachelor's degree-seeking undergraduate students who entered in the Fall of 2016, 57.5% attained a bachelor's degree as of August 31, 2022.

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

Inquiries concerning application of this policy should be directed to:
Equal Employment Opportunity/Title IX Coordinator, 133 North River Street, Wilkes-Barre, PA 18711

## Sexual Harassment (Title IX)

King's College is committed to equal opportunity in the admission of students, the administration of educational programs and activities for employees and applicants for employment, without discrimination based on race, national or ethnic origin, religion, gender, gender identity, marital status, sexual orientation, age, or disability, in accordance with applicable laws. Inquiries about Title IX can be referred to King's College's Title IX Coordinators or to the U.S. Department of Education's Office of Civil Rights, or both. King's College's Title IX non-discrimination policy and grievance procedures can be located at www.kings.edu/titleix.

## Title IX Coordinators

**Title IX Coordinator**
**Regina Corchado**
*Director of Human Resources*
107 N. Franklin Street
(570) 208-5968 (office)
reginacorchado@kings.edu

**Title IX Coordinator**
**Megan M. Casey**
*Associate VP for Student Affairs and Dean of Students*
113 N. Franklin Street
(570) 208-5875 (office)
megancasey1475@kings.edu

**Office for Civil Rights (OCR)**
U.S. Department of Education
Lyndon Baines Johnson Department of Education Bldg.
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (800) 877-8339
Email: OCR@ed.gov
Web: http://www.ed.gov/ocr

To report information about conduct that may constitute sexual harassment or sexual misconduct or to make a complaint of sexual harassment or sexual misconduct under Title IX, please visit www.kings.edu/titleix.

## 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) 208-5926.

## 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

## Definition of a Credit Hour

King's College follows the Federal Definition of the Credit Hour to determine credit hours awarded for all courses and programs at the undergraduate and graduate levels. The Federal Definition of the Credit Hour is as follows:

1. One hour of classroom or direct faculty instruction and a minimum of two hours out-of-classroom student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten or twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph 1 above for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

## Standard Courses

At King's College, a credit hour is an amount of work represented in learning outcomes and verified by evidence of student achievement. One credit hour is constituted by a minimum of three class work hours; where a class hour is defined as 50 minutes. Generally, this includes one hour of direct instruction and a minimum of two hours of out-of-class student work each week during the fifteen week semester.

## Laboratory Courses

One semester credit hour is awarded for the equivalent of fifteen periods of lab activity consisting of a minimum of 100 minutes in duration.

## Accelerated Courses

Accelerated course (with length less than the traditional 15 week semester) must meet the minimum contact hour requirements of standard courses.

## Online Courses

For totally online courses that do not utilize direct instruction as the primary delivery method, an equivalent amount of work (minimum of three hours per week for a semester) must be represented for a credit hour. These hours may consist of the following activities:

- Interactive tutorials
- Computer-assisted instruction

- Attending a virtual study group assigned by the instructor
- Contributing to an academic online discussion
- Engaging in contact with the faculty member and class peers related to the academic subject of the course
- Time for assignments
- Taking an exam
- Field-based experiences

The course syllabi must provide evidence that the course meets the minimum semester credit hour requirement for the credit awarded.

## Hybrid Courses

When courses are offered in a blended format with one or more required face-to-face class sessions and with one or more required online sessions, the minimum semester credit hour requirement for the credit awarded must be met. The course syllabi must provide evidence that the course meets the minimum semester credit hour requirement for the credit awarded.

## Clinical Experiences

Credit for clinical experiences (Education, Physician Assistant, Athletic Training Program, etc.) is generally determined by recommendations of specific accrediting agencies. When credit hours are provided for a clinical experience course, the minimum amount of time must be equivalent to the standard three hours per week per credit hour for a fifteen week semester.

## Independent Studies

Students completing an independent study must conform to the standard minimum of three hours of student work per credit hour per week per semester.

The Curriculum and Teaching Committee of Faculty Council and the Office of Academic Affairs collaborate to review and approve credit hours awarded for a new course or major revisions of an existing course. Academic departments are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

## 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.

Eighteen credits constitute a standard load; laboratory work accompanying these courses may increase these credits. 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 Academic Services is required.

## Overloads

The standard semester course load is up to 18 credits. Students wishing to take more than 18 credits must have a G.P.A. of 2.50 or better and the approval of their academic adviser and the Registrar. Students with an approved overload will be assessed an additional per credit hour tuition rate. 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 sixth class day of the semester. Only classes that are open may be added.

Students may DROP a course during the first six class days of each semester. These dates are printed on the Academic Calendar. ADD/DROP is handled through the student's self-service account or with assistance from the Registrar's Office.

## Student Responsibility Regarding the Beginning of a Semester or Term

Students enrolled in a course are expected to be in attendance for the first class for each course enrolled. A registered student, who does not attend a course(s) during the initial week of a semester or term, risks withdrawal from the course(s). Students, who know that they will not be in attendance at the beginning of a semester or term, must contact the Associate Vice President for Academic Success prior to the start of the term or semester and provide documentation regarding the circumstances. Legitimate circumstances include military service, visa issues, and scheduled medical treatments. In cases regarding last minute emergencies or illness, the student must notify and provide documentation to the Associate Vice President for Student Affairs and Dean of Students, who will notify the instructors.

Students are responsible for knowing the date for the first day of class and the final exam period, which are posted in the Academic Calendar. Travel arrangements, vacations, work and other activities are to be scheduled so as not to conflict with the Academic Calendar. Students may not begin classes for a semester or term after the course ADD deadline. The last day to add a course usually occurs on the first Friday of the fall and spring semesters.

Regardless of the reason for absence for the entire initial week of a semester or term or more, if students are permitted to remain in the course, they are solely responsible for addressing missed class time and assignments with the professor. The instructor's attendance policy remains in effect. Students are responsible to contact their instructors as soon as possible, including prior to the start of a semester or term. Missing the initial week of a semester or term places the student in a precarious position regarding course success. The Associate Vice President for Academic Success and the instructor may determine that the student needs to be withdrawn from the course(s).

## 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-** **3.67** grade points per credit hour.
**B+** **3.33** grade points per credit hour.
**B** **3.00** grade points per credit hour.
**B-** **2.67** grade points per credit hour.
**C+** **2.33** grade points per credit hour.
**C** **2.00** grade points per credit hour.
**C-** **1.67** 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.) 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

**W** Approved withdrawal

**AU** Audited course: 0.00 grade points per credit hour

**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

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 $15.00. All requests for transcripts must be submitted in writing or electronically through the National Student Clearinghouse and must include the student's signature authorizing the release of the academic record. Official transcripts are mailed to designated officials or institutions. Official transcripts given directly to students are sealed and only considered official if the seal is not broken. 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:

### Accrediting organizations

1. Student's application for, or receipt of, financial aid
2. Cases of emergency, if the information is necessary to protect the health and safety of the student or other persons
3. Individuals who have obtained court orders or subpoenas
4. Certain government officials carrying out lawful functions
5. School officials with legitimate educational interests; a school official is a College employee in an administrative, supervisory, research, or support staff position, including the Title IX Coordinators.
6. Students who have applied to transfer to another College or University.
7. 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.

If served a subpoena, the College will make a reasonable effort to notify the student(s) involved to provide them an opportunity to quash the subpoena. After making a reasonable effort to notify the student(s), the College may produce records in response to the subpoena. If the subpoena instructs the College not to disclose the contents of the subpoena, the student will not be notified by the College.

Directory information includes the student's name; address at home; on-campus or off-campus telephone numbers; date and place of birth; campus e-mail address; photo; major field of study; dates of attendance, degrees, and awards received; and the previous educational institution attended by the student. Body weight and height are considered directory information for intercollegiate athletics.

Students requesting directory information not be released without their prior consent must file official notification by selecting "Deny Access" on the Student Records Release

Information section on Self-Service. The "deny access" designation applies to all directory information listed above and to all persons making an inquiry about the students. Requests for privacy are maintained in a student's electronic record.

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 they feel 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 $15.00 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 seven years after graduation or separation from the College). Disciplinary records include students found responsible for violating the Student Code of Conduct, Sexual Harassment/Misconduct Violations (Title IX), or the Academic Integrity Policy.

### 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 conduct 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 assault 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 their 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 Associate Vice-President for Student Affairs and Dean of Students.

## 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, winter, 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 have their record reviewed for academic warning or probation.

Academic warnings are issued in less severe cases where students are slightly below the 2.00 G.P.A. requirement and have, in previous semesters, demonstrated their ability to be academically successful. Academic warnings are not recorded on a student's academic transcript.

Academic probation is issued and serves as a correction method to foster academic success to aid students who do not meet G.P.A. requirements and/or have not demonstrated previous semester academic success. Students placed on academic probation, to assist them in achieving academic progress, may be limited to a specific number of courses, encouraged to schedule regular meetings with the academic advisor, and/or assigned a Success Advisor. In addition, students may be required to avail themselves of the various services of the College (Academic Advisement, Academic Skills, Counseling, or Career Counseling).

A student who continues to remain on academic probation may be subject to suspension or dismissal. Students notified of their suspension or dismissal from the College 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 suspended 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 assigned a Success Advisor in the Office of Academic Advisement. Failure to fulfill the terms of the Academic contract may result in the student's dismissal from the College.

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 issued by NAAC regulation.

## Repeating Courses

A student who earns a "C-", "D" or "F" grade in a course may repeat the course until a grade of "C" or better is earned. The following stipulations apply:

- The student must complete the course repeat approval process established by the Registrar;
- The repeated course ought to be the same course (designation and description). If the same course is not offered at King's in a reasonable time frame, the AVP for Academic Success may authorize an equivalent substitution.*
- In the calculation of the student's G.P.A. only the highest grade earned for the course taken at King's will be calculated. A course that is repeated at another accredited institution and successfully passed satisfies the course requirement; however the grade earned at King's is used to calculate the student's G.P.A.;**
- If a student withdraws from a repeated course, the "W" will appear on the transcript, but the original earned grade will be used in calculating the G.P.A.;
- The grades for each course attempt will be included on the transcript;
- Repeated courses must be taken for a standard letter grade and may not be taken Pass/Fail;
- Academic probationary status is not removed as a result of repeating a course;
- This policy does not alter the progression requirements established by individual programs.

**An example: A student fails THEO 163, but that course is not being offered again prior to his/her anticipated graduation date, the student could take THEO 160.*

***Courses taken at Misericordia and Wilkes by means of cross registration are exceptions to this rule. In such cases the higher grade will be used to calculate the G.P.A.*

## 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.

## Class Attendance, Absence, and Excessive Absences

**Class Attendance:** Regular class attendance is required of all students. King's College regards student participation in class as essential to the learning process. The attendance policy for each course is determined by the instructor and stated on the course syllabus. Instructors are expected to explain the attendance policy and expectations for their course, including the conditions under which missed course

work may be made up and the number of absences permitted before penalties may be incurred. Any uncertainties a student has regarding class attendance are to be addressed to the class instructor, then to the instructor's Department Chair, then to the instructor's Dean. **Regardless of the reason for the absence, the student is always responsible for contacting the instructor to arrange for class work missed.**

**Notification of Instructors Regarding Absences Due to College-Sanctioned Activities:** Students must inform their instructors in advance and as early as possible regarding absences related to College-sanctioned activities. Students are required to complete all assignments missed due to such absences. Students may obtain appropriate written documentation for absences due to participation in College-sanctioned activities via:

- Chairperson of the Theatre Department for College theater productions
- The Athletics Director's Office, for intercollegiate athletics
- The Faculty Advisor or Associate Vice President for Academic Success, for academic related activity
- Associate Vice President for Student Affairs and Dean of Students, for leadership programs.

While the College does not set a limit on the number of absences due to participation in College-sponsored activities, it does expect students to act responsibly in choosing course schedules that eliminate conflicts between academic and non-academic obligations. Students are expected to discuss with their instructor(s) if absences due to college-sanctioned activities are excessive, and bring the advisors listed above into the conversation if need be.

**Assistance with Extended and Special Circumstance Absences Notifications:** There are times when students may have extenuating circumstances or situations (i.e., family emergency, special health circumstances) that may translate into an extended absence from class. In these cases, students should immediately notify and provide appropriate documentation to the Associate Vice President for Student Affairs and Dean of Students Office (studentaffairs@kings.edu or 570-208-5875). Upon request, the Associate Vice President and Dean of Students will *notify* the student's instructors and other appropriate offices on campus regarding extended absences; however, Student Affairs or other College entity cannot *excuse* the absence. Documentation may be a doctor's note, copy of an obituary, notification of appearance at court or jury duty, etc. For absences of three days or more due to illness, the student must provide medical documentation.

**Documentation from King's Student Health Center:** Upon the student's request at the time of a clinic visit, the staff will provide written confirmation of their visit in the Student Health Center. Information will include the date and time that the service was rendered to the patient. When it is recommended that a student avoid attending class due to the contagious nature of an illness, this will be indicated on the note under *Special Instructions*. Otherwise, no personal information regarding the reason for the visit will be included on the note to protect confidentiality.

**Excessive Absence Reports by Instructors:** Excessive absence is defined as absence from a class greater than the number of times a class meets each week. For example, in a class that meets twice a week, a third absence is considered excessive. For evening classes that meet once each week, a second absence is considered excessive. Instructors may report excessive absences through the Academic Alert system and to the Associate Vice President for Academic Success but are free to report absences using a more rigorous standard. When a student is contacted by the Associate Vice President for Academic Success due to excessive absence, the student must meet with their Academic Advisor to discuss the matter.

**Grievances:** Grievances arising from the implementation of class attendance policies may be addressed by means of the College's Academic Grievance procedure found in the College Catalog (www.kings.edu/academics/essentials/registrar).

## 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 Academic Success. All cases of violations of academic integrity are kept on file in the office of the Associate Vice President for Student Affairs and Dean of Students.

## 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 submitting a completed withdrawal form by the date specified in the college academic calendar. Course withdrawal for all students is initiated with the student's Academic Advisor. A "W" grade is given for an approved withdrawal. If a student unofficially withdraws from a course (i.e. 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 Course Withdrawal

Late withdrawal from a course will be considered only for extraordinary circumstances (e.g. medical issues or family emergencies). Poor performance, lack of time, or possible failure are not considered sufficient reason to warrant a late course withdrawal. Requests for late course withdrawal must be submitted in writing and approved by the Associate Vice President for Academic Success.

## Withdrawal from College

Formal withdrawal from the college is effective only upon completion of the Official Withdrawal Form available in the office of the Associate Vice President for Academic Success. An exit interview is required of all withdrawing students with the Financial Aid Office and the Associate Vice President for Academic Success. If under extraordinary circumstances a student is unable to attend the exit interview on campus, an interview by telephone with the AVP for Academic Success is required. 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 bachelor degree 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.

## Enrollment for Summer Sessions

Students who enroll in six or more credits during the College's Summer Sessions are full-time students. International students who begin their program in the Summer semester must register for a full-course of study, which is a minimum of 6 credit hours.

Registration for the Summer semester is not required for students who are continuing their program and have registered the following Fall semester.

All summer courses are billed on a per credit basis.

# Enrollment for Winter Sessions

## 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 2.00, cumulative and in the major. Some departments may require a grade point average that exceeds 2.00. Completion of the Holy Cross Experience course (HCE 101) 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 Academic Success 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 Academic Success 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 Academic Success, the student has the option of presenting his or her grievance to the Academic Grievance Board.

The Associate Vice President for Academic Success 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 Academic Success. This must be done within five school days of receiving the response from the Associate Vice President for Academic Success 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 Academic Success 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. The faculty representation to the Academic Grievance Board shall consist of two faculty members elected by and from the A&P Committee, neither of whom may be in the same Department as the faculty member against whom the student has a grievance.
3. Two students and one student alternate (seniors with a minimum G.P.A. of 2.50) 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 Associate Vice-President for 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.
5. This concludes the appeals process.

# Admissions

King's College encourages applications from qualified candidates:

- who are seniors in high school;
- who wish to transfer from a two-year college to further their education beyond the Associate Degree;
- who wish to transfer from an accredited college or university and are presently maintaining a satisfactory academic grade point average;
- who are or were in the Armed Forces and who desire to further their education;
- who wish to return to college because they feel they lack the courses necessary for advancement in their present employment;
- 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 and filled out online at www.kings.edu.apply.

## 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 visit the Registrar's Office website 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, with guidance from faculty leaders, will make day-to-day decisions regarding how course credits will transfer. 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 must be completed at King's College to be awarded a degree.

The Registrar, in consultation with the Associate Vice President for Academic Success, 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 Office of Admission at (570) 208-5858 or email us at admissions@kings.edu.

## Admission of Students with Disabilities

Persons with a disability 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

Students deciding to return to the College after withdrawing must apply for readmission through the Registrar's Office at least two weeks prior to the start of a semester or session. The Re-Admit application is available on the Registrar's webpage.

Readmission requests from students returning to the College must be approved by the following: the Registrar's Office, Business Office/Student Accounts, the Office of Student Affairs, and the Academic Advisement Office. In addition, students must have no unpaid prior balances on their student accounts and must clear any holds placed on their account prior to being readmitted.

## 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 an 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.

King's College permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website e-Benefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

King's College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

**NOTE:** A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits."GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill."

# 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 offer 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, Pennsylvania 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 (FSEOG); and Federal Work Study, Federal Direct Loans, and need-based grants funded by King's College.

## 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). New students should complete the FAFSA by our preferred filing date of December 1 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 October 1 at www.studentaid.gov. 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 October 1 as possible and be completed by March 1.

Upon acceptance by the college and receipt of the FAFSA , the Office of Financial Aid will review all applicants' eligibility for need-based financial aid programs. Beginning in December, the Office of Financial Aid 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, PA State Grant, SEOG, work-study, King's Grant or Federal Direct Stafford Loans are required to reapply for financial aid each year. A Renewal FAFSA will be available online after October 1, at www.studentaid.gov. Students returning to King's College in subsequent years should file their FAFSA by the priority deadline date of May 1. Eligibility for federal and state need-based programs, and King's College grants are 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 December 15th, and recipients will be selected by the scholarship committee. The criteria used to determine eligibility include the student's SAT score (optional), a minimum recalculated 3.8 high school GPA (includes math, science, English, history, and foreign language classes only),extracurricular, and leadership activities, and community service activities. 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 cumulative G.P.A. and complete a minimum of 67% of credits attempted.

***Christ the King Scholarships, Blessed Moreau Scholarships, St. Joseph Scholarships,St. Andre Bessette Scholarships, Father James Connerton Scholarships, Royal Regent Awards & Monarch Achievement Awards –*** renewable, merit-based partial tuition scholarships for first-time undergraduate students. Criteria used to determine eligibility include the students' SAT (optional), and G.P.A.., To remain eligible, students must maintain a minimum 2.0 cumulative G.P.A. and complete a minimum of 67% of credits attempted.

***St. Francis Scholarships, Father Lane Scholarships, Moreau Scholarships, Christi Regis Scholarships, & Deprizio Awards –*** renewable, merit-based partial tuition scholarships for transfer students. Criteria used to determine eligibility include the student's prior college cumulative G.P.A.

***Holy Cross Scholarships –*** student must attend a high school sponsored by the Congregation of Holy Cross in the United States. Minimum of 3.0 G.P.A. in a college preparatory curriculum.

***King's Grant Aid –*** renewable need-based award. Awarded to students who demonstrate financial need. The amount is re-evaluated each year based on the students' FAFSA results. To remain eligible, students must file the FAFSA, maintain a minimum 2.0 cumulative G.P.A. and complete a minimum of 67% of credits attempted.

***Legacy Grant –*** $1,000 annual award given upon admission to the children and grandchildren of King's College Alumni.

***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 children having one or both parents in common who reside in the same household. The award is renewable annually as long as two or more siblings continue to be concurrently enrolled at the undergraduate level. The award ends when the siblings are no longer enrolled or when one of them moves into a graduate

program. 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, $1200 for books, and a monthly stipend of $420. For additional information or a scholarship application contact King's College Department of Military Science at 570-208-5900 ext. 5305 or toll-fee 1-800-USA-ROTC or visit the ROTC web page at https://www.goarmy.com/rotc.html 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 800-945-5378.

## College-Based Employment Opportunities

### Federal 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 Office of Financial Aid. 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 biweekly. The number of hours the student may work is restricted according to the student's program of study and the student's class schedule. For more information regarding this employment option, please contact the Human Resource Office at: hr@kings.edu.

## Academic Progress Policy with Regard to Financial Assistance

The Higher Education Act of 1965, as amended by Congress, mandates that institutions of higher education establish minimum standards of Satisfactory Academic Progress (SAP) for students receiving federal financial aid. These standards apply to all Federal Title IV aid programs including the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal TEACH Grant, Federal Direct Loans, Federal Direct PLUS Loans and Federal Work-Study.

The Satisfactory Academic Progress (SAP) standards apply to all students, regardless of whether the student has received Title IV funding in the past. King's College is responsible for ensuring that all students receiving Title IV assistance are meeting these standards.

Please note that the PHEAA Grant program has separate guidelines for satisfactory academic progress and should be reviewed at www.pheaa.org or by calling 800-443-0646.

### Frequency of determining Satisfactory Academic Progress (SAP)

For all degree seeking students, SAP will be evaluated at the end of each semester, typically in December, June, and August even if the student did not receive financial aid funds. This evaluation will determine if the student has made sufficient progress to be eligible for future Title IV funding. To review the policy in its entirety, please use this link: https://www.kings.edu/cost-aid/resources/policies-and-publications.html

***All SAP warnings, SAP suspension notifications, and SAP appeal decisions will be provided to the student through electronic mail to their King's College email account.***

## Process of Notification

**Financial Aid Warning –** King's College evaluates academic progress at the end of each semester. Students on a Financial Aid Warning status may continue to receive Title IV aid for one semester despite a determination that the student is not meeting SAP standards. A warning status is granted automatically and may be assigned without an appeal or other action by the student. Students are notified via their King's College email account of their warning status.

**Financial Aid Probation –** Financial Aid Probation status can be granted only after the student has received a SAP suspension notification, has appealed the suspension, and has had eligibility for Federal Student Aid reinstated. A student on financial aid probation may receive Title IV funds for one semester only. At the completion of the probation semester, the student must have resolved his/her academic deficiency. ***Failure to do so will result in a loss of Title IV financial aid (including Federal Direct Loans and Federal PLUS loans) until such time as the student has resolved their academic deficiency at their own expense.***

When the student's semester performance is below the standard, the student will be sent a Financial Aid Warning notice. The warning notice explains that the student's financial aid eligibility is not affected unless the student fails to meet the Satisfactory Academic Progress standards at the completion of the warning semester. When that occurs, the student will be notified by electronic mail from the Office of Financial Aid that their eligibility for financial aid has been terminated effective immediately. Included in this communication will be information on the student's status, the effect of this status on the student's financial aid eligibility, and any actions the student may take, including how to appeal their status. Since the student's warning semester could be any semester of an academic year, and since the break between semesters is not always long enough to allow the Satisfactory Academic Progress review to be completed before the start of the next semester, it is expected that students will be familiar with this policy and aware of their own situation as related to Satisfactory Academic Progress. Even if the next semester starts before a Satisfactory Academic Progress notice has been sent to the student, it will still be necessary to adjust the student's financial aid in accordance with the policy once the Satisfactory Academic Progress review is completed.

# Satisfactory Academic Progress Measurement

## Qualitative Measure

***Cumulative King's Grade Point Average:***

- Undergraduate students at King's College must maintain a cumulative grade point average (GPA) **of at least 2.00** to remain in good academic standing.
- Graduate students must maintain a cumulative grade point average (GPA) **of at least 3.00** to remain in good academic standing.

## Quantitative Measure

***Completion Rate/Pace:*** Pace is calculated by dividing cumulative credit hours the student successfully completed by cumulative credit hours the student has attempted. This calculation includes all attempted credits, both at King's and those accepted in transfer. Courses for which a student receives academic credit, withdraws, receives incomplete or repeat grades and/or fails are counted in the calculation of the completion rate/pace.

- Undergraduate students must successfully complete 67% of the total cumulative attempted credits.
- Graduate students must successfully complete 67% of the total cumulative attempted credits.

***Maximum Timeframe:*** Maximum timeframe is defined as the required length of time it will take a student to complete his/her degree. A student will remain eligible for federal aid for up to 150% of total attempted credits. For example, if the student is pursuing a degree that requires 120 credits, the student is eligible for federal aid up to 180 credits. This includes transfer credits.

- 120 credits x 150% = 180 credits

Most undergraduate degrees at King's College require a minimum of 120 credits for graduation but there are some exceptions. Most graduate degrees require 30-37 credits for graduation but there are some exceptions. Refer to the catalog for specific program graduation requirements.

***Students who change majors are responsible for completing their degree requirements within the timeframe specified above.***

**Readmitted Students -** If a student is readmitted to King's College, satisfactory academic progress will be based on the students' previous attendance at King's and credits accepted in transfer. Students who have not met the minimum requirements will be notified of their ineligibility for federal financial aid and informed of their options to regain eligibility.

## Special Grades and their Use in Satisfactory Academic Progress Determination

- IN* - Incomplete: Student will receive no credit for an "IN*" grade although the "IN*" is counted as attempted credit(s). When the incomplete grade is resolved and a passing grade is received, the credit(s) will be counted.
- W, AW, W* – Approved Withdrawal, Administrative Withdrawal, Approved Withdrawal from a Pass/Fail course: Considered as attempted credit(s) but no credit(s) earned.
- AU – Audit: Not considered as attempted credit(s)
- S/U - Satisfactory/Unsatisfactory: Both are considered as attempted credit(s). GPA is not affected.

**Repeat of Course –** Students are allowed to repeat a previously passed course and have it count toward enrollment for financial aid eligibility only once. Each attempt at the course, however, will count toward a student's pace and maximum time frame. In the calculation of the student's G.P.A. only the highest grade earned for the course taken at King's will be calculated. A course that is repeated at another accredited institution and successfully passed satisfies the course requirement; however, the grade earned at King's is used to calculate the student's G.P.A.

**Advanced Placement –** All forms of advanced standing credit such as advanced placement, transfer, validation, challenge, which are accepted by the College are considered as both attempted and earned in the calculation of completion rate/pace and maximum time frame.

**Transfer credits –** Transfer credits are considered to be credits attempted and completed toward the completion of the student's program and counted toward the maximum time frame.

**Summer terms –** Summer counts as any other semester. Since King's College evaluates after each semester, a student that has not met SAP standards will be put on an automatic warning after the spring semester evaluation. If the student takes summer courses, he/she will be evaluated again at the end of summer and must either have made up their SAP deficiency or successfully appealed his/her failure to make up the deficiency in order to receive aid for the fall semester.

### Regaining Eligibility

If a student fails to meet the satisfactory academic progress standards, but meets the standards later at some point, the student can once again be eligible to receive federal Title IV. In such cases, financial aid eligibility will begin with the academic semester after which the student re-establishes progress. ***It is the student's responsibility to contact the Office of Financial Aid after completing coursework that allows the student to regain eligibility for financial aid.***

If a student is taking coursework at another institution to regain SAP eligibility, the student should be aware that only credits transfer back to King's College; grades do not. If the student's deficiency is in GPA, taking courses at another institution will not resolve that deficiency.

**Appeal Process –** A student whose financial aid eligibility has been terminated may appeal if they have experienced extenuating circumstances that affected their ability to meet the academic progress standards. In general, extenuating circumstances can include, but are not limited to, illness, injury, death of relative or friend, difficulties with accommodations for students with disabilities, and adversity due to unforeseen events.

Students interested in appealing their suspension of financial aid eligibility can obtain the "Academic Progress Appeal Form" under "Forms" on the Office of Financial Aid website, or by going to "Resources" on their Financial Aid Home page of the Self-Service Portal. The student must address in the appeal why s/he failed to make academic progress and what has changed that will allow him/her to make progress in the next semester. There are circumstances when an official academic plan will be requested from the student to support an appeal request. For that reason, we suggest that students meet with their Academic Advisor and/or Success Advisor to outline an academic plan prior to beginning the appeal process.

Additionally, under the conditions of the appeal, the Office of Financial Aid will determine if it is mathematically possible for the student to complete his/her degree within the 150% maximum timeframe allowed by law. If the student's SAP deficiency also results in his/her inability to complete the program within the 150% timeframe allowed, the appeal must also address a tentative plan for degree completion. In these circumstances, both the appeal and tentative plan for degree completion must be approved before the student will receive Title IV funding.

## Refund of Federal Title IV Assistance Due to Withdrawal from College

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 meals, 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 determines the withdrawal date to be the mid-point of the semester.

## 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, , Federal Direct 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 Office of Financial Aid 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
- Federal Graduate PLUS
- Federal Parent PLUS
- Pell 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 Office of Financial Aid 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.

## Pennsylvania State Grant Funds

Pennsylvania State Grants and other state grants will be adjusted according to state grant program guidelines. It is expected that Pennsylvania State 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. The College reserves the right to reduce or cancel in full, King's grants and scholarships if the percentage adjustment results in a cash refund.

## 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 Office of Financial Aid for details specific to their educational program. It is recommended that students contemplating a study abroad program contact the Office of Financial Aid 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 and fees listed in the following paragraphs are for the academic year 2026-2027. The College charges full-time tuition in the amount of $ $22,075.00 per semester. The standard full-time semester ranges from 12 to 18 credits; students permitted to carry more than 18 credits will be charged per credit hour part-time tuition rate per course (i.e. 3-credit overload will be charged $2,148.00).

Students carrying fewer than twelve hours of credit are considered part-time and charged –$716.00 per credit hour instead of the basic full-time tuition rate. Tuition for the Physician Assistant program is –$51,312.00 per academic year (plus fees), which covers instruction and training for a full twelve months. Tuition for the clinical year of the Medical Technology program is –$17,264.00.00 plus any program tuition costs exceeding King's tuition rate.

King's College believes it is essential to sustain and enhance a positive and meaningful in-person and remote academic environment for all students. The college therefore charges a general college fee to both full-time and part-time students. The general college fee, funds, among other things, ongoing academic and instructional support costs of the College including but not limited to the Self-Service Portal and online learning platform Moodle, along with the IITS Student HelpDesk (24 hour, 7 days per week service).

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:

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| For undergraduate students | $200 |
| For undergraduates in the Physician Assistant Program | $500 |
| For international students | $500 |
| For post-graduate students in the ABSN Program | $500 |
| For graduate students in the Nutrition and Dietetics Program | $750 |
| For graduate students in the Physician Assistant Program | $1,000 |

*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 types are available to students residing in these buildings. In Holy Cross and Esseff, accommodations for a double room cost $4,498.00 per semester; a limited number of private rooms are available in Holy Cross and Esseff at $5,300.00 per semester. Single rooms in Holy Cross and Esseff are offered only as space in the building allows. Accommodations for a double room in Luksic Hall cost $4,900.00 per semester; a single room costs $5,600.00 per semester. These private rooms are assigned based on a lottery process, with higher points given to those students who have completed the most credits.

First year and sophomore students who are under the age of 21 and who do not reside in the home of their parent/legal guardian, or close relative over the age of 30 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 Associate Dean of Students for Residence Life to continue living on campus. Junior and senior students may live off-campus with the permission of the Office of Residence Life, provided they have completed at least 57 credit hours, and maintain a 2.50 cumulative G.P.A. Students must not sign a lease off-campus without first receiving approval from the Office of Residence Life. Students who move off-campus without meeting the qualifications will be charged the full cost of room and board. 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 housing deposit of $150. This damage deposit does not appear on the student's account and is different from the deposit the student paid to the Admissions Office upon entry to the College. 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 complete all necessary housing materials, including the $150 housing deposit. The contract materials, along with the housing 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 (or a signed waiver) prior to moving into the facility. Proof of this vaccine, or the signed waiver, must be submitted to the Student Health Center, along with all required health forms, before a student can reside on campus.

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.

### Ryan Hall, Leo F. Flood Hall, Alley Center for Health Sciences, and O'Hara Hall Apartments

The Ryan Hall (formerly Alumni Hall), Flood Hall, Alley Center for Health Sciences, and O'Hara Hall Apartments are available for upper class students. Each apartment accommodates three (3) to four (4) students in private rooms in Ryan Hall, Flood Hall, and O'Hara Hall and double rooms in the Alley Center. All apartments are furnished, and utilities are provided. The cost for each student is $5,800 per semester in Ryan Hall, $5,600 per semester in Flood Hall, $5,800 per semester in the Alley Center and $5,800 per semester in O'Hara Hall. Apartments are selected through a lottery process each spring. Students must have a $150 housing 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 Apartment Housing Contract is in the contract itself.

## Student Health Services

A $213 per semester Wellness Fee is charged to all resident students. This fee entitles resident students to the services of the College Student Health Center and all wellness related activities.. Commuters and off-campus students will be charged $30.00 per visit to their student account, for services rendered.

## Students with a Personal Care Attendant

A student who needs a personal care attendant to assist in the activities of daily living is permitted to have an attendant. The services of a Personal Care Attendant (PCA) can have an important role in an individual's quality of life. The student must meet with the Disability Services Coordinator and follow outlined procedures for disability accommodations. If the student will live in College housing, the student must also notify the Office of Residence Life of the need for an attendant. Special effort will be made in assigning roommates and rooms. In some cases, dependent upon need and space, single rooms may be assigned. The College is not responsible for finding, training, or employing attendants. A student may wish to contact an appropriate community agency to determine if assistance is available in the search process and for defraying costs.

## Dining Services

Students living in Esseff Hall, Holy Cross Hall, or Luksic Hall are required to have the All Access meal plan, with the option to upgrade to the All Access Plus plan. First-year students living on campus must participate in either the All Access Plus or All Access meal plan.

Second-year students residing in college apartments (Ryan Hall, Flood Hall, the Alley Center for Health Sciences, or O'Hara Hall) are required to participate in a meal plan and may choose from the Weekly 14, All Access, or All Access Plus options.

All other apartment residents, off-campus students, and commuter students are not required to purchase a meal plan; however, they are eligible to select any available option. Many choose smaller, flexible plans such as the 30 Block, Weekly 5, or Weekly 10. The 30 Block plan may be purchased multiple times per semester. Meal preparation is not permitted in the residence halls.

King's Dining Managers and Chef are available for advice on how to manage your diet on campus and can be reached at 570-208-8301. Should you have a documented medical condition that may warrant an accommodation, you must contact the Academic Skills Office at 570-208-5841.

## Meal Plans

### All Access Plus + $200 flex – $4084.00 per semester

- Anytime access to King's Court + 5 meal equivalencies per week
- $200 flex included for all campus dining facilities

### All Access + $125 flex – $3872.00 per semester

- Anytime access to King's Court
- $125 flex included for all campus dining facilities

### Weekly 14 + $300 flex – $3350.00

- 14 Meals a week in King's Court which allows up to 5 meal equivalencies per week
- $300 flex included for all campus dining facilities

### Weekly 10 + $400 flex – $3077.00

- 10 Meals a week in King's Court which allows up to 5 meal equivalencies per week
- $400 flex included for all campus dining facilities

### Weekly 5 + $125 flex – $1379.00

- 5 Meals a week in King's Court or 5 meal equivalencies per week
- $125 flex included for all campus dining facilities

### 30 Block + $100 flex – $637

- 30 Meals to be used in King's Court
- $100 flex included for all campus dining facilities

Meal contracts are in force on all class and examination days as stated in the Student Handbook.

All-you-care-to-eat meals are served in King's Court on the second floor of the Sheehy-Farmer Campus Center.

For the convenience of all students, the following campus restaurants are available for student dining: Susquehanna Place, lower level of the Administration Building; Connerton's, lower level of the Sheehy-Farmer Campus Center; and Chick-fil-A, located on the first floor of the Alley Center for Health Sciences. Should a student choose to eat in Connerton's Café, Susquehanna Place or Chick-fil-A, meal plan combos are available in lieu of a meal swipe up to the specified amount of meal exchanges allowed with your plan. Meal exchanges can be found at every location by looking on the kiosks. All access and 30 Block plans do not contain meal exchanges. Meal plans that include weekly meal exchanges do **not** provide additional meals beyond the weekly total.

## Student Insurance

To help students finance unexpected medical bills, the College refers students to the Eastern Insurance Group or First Agency to purchase an individual plan that best meets their needs. King's College requires resident students, student athletes, and international

students to carry health coverage while living on campus. Health insurance is strongly recommended for all other students. Students covered by their parents' medical health insurance plans must submit proof of coverage to the College Student Health Center to fulfill this requirement. Student-athletes must maintain health insurance that covers sport related injury.

For privately purchased insurance, the insurance premium is paid directly to the insurance. If any question, contact the Student Health Center.

## Incidental and Special Fees

### Academic Studies Program Fees:

College Entry ..... $760
General College Fee (full-time), per semester ..... $1,050
General College Fee (part-time undergraduate), per semester ..... $95
Engineering Fee, per semester ..... $825

### Audit Fees:

Undergraduate, per credit hour ..... $373
Graduate Division, per credit hour ..... $471
Alumni, per credit hour ..... $269
(Audit tuition must be paid in full prior to the beginning of class)

### Laboratory Fees:

Biology, per semester, per course ..... $160 to $250
Chemistry, per semester, per course ..... $165 to $250
Communications, per semester, per course ..... $50 to $195
Physics, per semester, per course ..... $180 to $210
Exercise Science ..... $5 to $1,200
Athletic Training ..... $5 to $1,120
Occupational Therapy ..... $5 to $800

### Orientation Fee:

New Students ..... $203
Transfer Students ..... $112

### Miscellaneous Fees:

Application fee (non-refundable) courses only, per credit hour ..... $404
Books (purchased at the Bookstore at registration) estimate per year ..... $1,500
Graduation fee (for each degree earned) ..... $208
Graduate Health Care Management Program tuition, per credit ..... $714
Graduate Education Program tuition, per credit ..... $475
Graduate Professional Development, per credit ..... $364
Graduate Nutrition and Dietetics tuition, per credit ..... $869
Graduate Nutrition of Science tuition, per credit ..... $869
Masters in Strategic Communications tuition, per credit ..... $775
Masters In Performance and Sports Science tuition, per credit ..... $765
Late payment fee, per semester ..... $150

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| Student Health Center fee, per visit | $30 |
| Student Teaching fee | $253 |
| Education Task Stream Fee | $139 |
| Theatre, per semester, per course | $149 to $205 |
| Transcript of record, per copy | $15 |
| Tutorial fee, per credit* | $824 |

**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 must be paid in full by the first day of the semester, and as a condition for registration for all future semesters. Each semester is billed individually. Any outstanding balance not paid in full by the first day of the semester, the balance 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 the start of the semester.

Billing statements can be viewed online through the Self-Service portal. It is the student's responsibility to report any change of name or address to the Registrar's Office. A late payment fee of $150.00 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 Student Account Services Manager.

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 in 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. Unpaid accounts risk being sent to a third party for collection purposes.

## Refunds

## Course Drop/Withdrawal

### Full-Time Students

If a full-time student drops a course after the last date to drop a class, 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. 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 cancellation 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 2026 Semester:** (August 24 start date)
Withdrawal from the College on or before August 31, 2026 ..... 100%
Withdrawal from the College on or before September 9, 2026 ..... 75%
Withdrawal from the College on or before September 17, 2026 ..... 50%
Withdrawal from the College on or before September 25, 2026 ..... 25%
No refund is made after September 25, 2026.

**Spring 2027 Semester:** (January 19 start date)
Withdrawal from the College on or before January 26, 2027 ..... 100%
Withdrawal from the College on or before February 3, 2027 ..... 75%
Withdrawal from the College on or before February 11, 2027 ..... 50%
Withdrawal from the College on or before February 19, 2027 ..... 25%
*No refund is made after February 19, 2027.*

*Withdrawal information is based on the starting dates listed.*
*The withdrawal information is subject to change should the start date change.*

In the event a student withdraws from the college, refund of room and board charges follows the same schedule and percentages for tuition refunds. With the exception of tuition, room, and meal plan, 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.

King's College assumes no liability for a delay in or failure to provide educational or other services or facilities due to causes beyond its reasonable control. Causes include, but are not limited to power failure, fire, damage by natural elements, and acts of public authorities. The College will, however, exert reasonable efforts, when it judges them to be appropriate, to provide comparable services, facilities, or performance, but its inability or failure to do so shall not subject the College to liability.

## Credit Balances

Students whose accounts reflect a credit balance created by financial assistance may not receive a refund until after drop/add. Students will be notified, through their King's College email, once their refund has been processed. Students will be given the option to have their refund mailed to the address on file or to pick it up in the Business Office. Any refund check not claimed during the dates given will automatically be mailed to the address on file. The College reserves the right to extend the timing on refunds due to circumstances beyond its control.

# COLLEGE LIFE

# College Life

## Campus Ministry and the Shoval Center

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 be lived through service." 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.

**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: Taizé Prayer, Interfaith 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 staff and Student Ministry Leaders help to brainstorm and implement new ideas. Students serve as retreat team leaders and facilitators; students lead groups for the Anchor Challenge - a small faith accountability groups; class officers and hall staff develop spiritual programming opportunities for their classmates; the Sacramental Preparation program welcomes students into deeper life and fellowship within the church; Sisters In Faith and Kingsmen provide women and men, respectively with opportunities for personal, social and spiritual growth; Champions for Christ serves as an additional place of encouragement for our student athletes; and the College's Knights of Columbus St. Andrè Council sponsors 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, a program that raises student consciousness about the plight of the poor and marginalized, the Social Justice Leadership Project, the Supper and Social Justice Program, 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 the CitySERVE walkan immersive experience that welcomes our students to the people, places and service opportunities in our local community during new student orientation, and continue by offering volunteer service throughout the first semester as part of the Holy Cross Experience First Year Experience Seminar. WinterSERVE, SpringSERVE and SummerSERVE provide students with opportunities for more extended periods of service and reflection. The Shoval Center also houses and operates the Community Kitchen at King's College, helping to ensure that food insecurity does not create a barrier to King's College students completing their education.

The Shoval Center is a place where students discover, deepen, and develop their passion for service to their neighbor. Together Campus Ministry and the Shoval 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. All first-year students attend a one-day summer orientation in June. Then students return for Fall Welcome three days prior to the start of classes In the fall semester.

The purpose of Orientation and Fall Welcome is to assist new students with their adjustment to the academic and social environment of the College. The programs encourage students to participate in activities with student orientation guides and leaders (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 HolyCross Experience Seminar. Transfer students are invited to attend a separate and distinct orientation, and also to participate in the Fall Welcome program.. 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.

## Honorary and Professional Societies

***Alpha Alpha Alpha, or Tri-Alpha,*** a National Honor Society for First Generation college students, was founded March 2018 at Moravian College (now Moravian University) In Bethlehem, Pennsylvania. Chartered at King's College In 2021, Tri-Alpha requirements

include a student must be enrolled and have completed at least 30 credits of study, possess an overall GPA of at least 3.2 in all coursework, and be from a family where neither parent nor any legal guardian earned a bachelor's degree.

***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 3.30 and a sociology G.P.A. of at least 3.00.

***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. A grade-point-average of at least 3.70 in at least two advanced foreign language courses is required for admission.

***Alpha Phi Sigma*** was founded in September 1941, as a Police Science Honorary established for the purpose of promoting excellence in scholarship and performance in the field of Criminal Justice. In 1976, the executive board of the Academy of Criminal Justice Sciences voted unanimously to designate Alpha Phi Sigma as the Criminal Justice Honor Society. Alpha Phi Sigma was admitted into the Association of College Honor Societies in 1981. Alpha Lambda chapter of Alpha Phi Sigma at King's College was accepted into Alpha Phi Sigma in 1989. Students who have completed 12 credit hours or more in Criminal Justice and who have attained an overall cumulative grade point average of 3.2 or higher on a 4.0 scale and a grade point average of 3.2 within their major, are recommended for approval by the National Honor Society.

***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, or hold positions of leadership In campus organizations or activities, all of which provide service to the college community and the local area. Juniors and seniors are eligible for membership with a minimum grade-point-average of 3.5 and have attained the Dean's List for at least five of their semesters at King's.

***Beta Alpha Psi*** (founded in 1919) is an honor organization for financial Information students and professionals. The Mission of Beta Alpha Psi is to inspire and support excellence by encouraging the study and practice of accountancy, finance, business analytics and technology; provide opportunities for service, professional development, and interaction among members and financial professionals; and fostering lifelong ethical, social, and public responsibilities. All chapters are AACSB and/or EQUIS accredited. The Omicron Epsilon chapter at King's College was installed in 2025. It is the 350th Beta Alpha chapter. Membership complements formal accounting education by providing opportunities for interaction among students, faculty, and professionals. An invitation to become a candidate for membership is an honor that requires a continued commitment to academic excellence, [professional development, and service to the community. Students must be an accounting major, have completed at least 60 semester

hours of college credit, and achieve a minimum grade-point average of 3.0 to petition to be a candidate. The Omicron Epsilon Chapter admits accounting majors who have completed 5 hours of professional development and 5 hours of service in addition to the minimum GPA requirements.

***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 sophomore class, top 10% of their junior class, or top 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 Alpha Pi*** the 191st chapter Eta Psi, is an international honor society founded in 2004, to recognize high-achieving college and university students with disabilities. Its King's College chapter was started in 2022. Membership is open to both undergraduate and graduate students at colleges and universities who have a documented disability and meet academic criteria: undergraduate level cum G.P.A. 3.10 with at least 21 credits or graduate level cum G.P.A. of 3.30 with 18 credits. Both levels encourage leadership, advocacy, and perseverance. Members strive to provide a role model for other students who qualify for accommodations.

***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 3.50 G.P.A., a distinction of performance which would make them eligible for graduation with cum laude honors.

***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 majoring in finance and who have attained a minimum cumulative grade-point-average of 3.50 and a 3.50 G.P.A. in finance and related coursework. Students 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 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 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. To be eligible for membership, students must be in the Professional Phase of the King's College Athletic Training Program, must be in the MSAT Program and must have a grade point average of 3.40 in MSAT Program courses.

***Kappa Delta Pi*** is an international honor society in education, was that 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 the Tau Pi chapter is based on high academic achievement (minimum cumulative G.P.A. of 3.50), 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*** is the honor society of the National Communication Association for four-year institutions of higher education. Lambda Pi Eta represents the first letters of what Aristotle described in Rhetoric as the three modes of persuasion: logos, pathos, and ethos. The official colors of Lambda Pi Eta are crimson to represent the Communication discipline and silver in recognition of speech and oratory skills. The purpose of the honor society is to promote outstanding academic achievement in the Communication discipline. Lambda Pi Eta was initiated by the students of the Department of Communication at the University of Arkansas. The Speech Communication Association established Lambda Pi Eta as an affiliate organization and as the official national communication honor society for undergraduates in 1994. In February 1996, Lambda Pi Eta was inducted into the Association of College Honor Societies. To be eligible for membership, students must have completed 60 semester hours in undergraduate credit courses; have a cumulative grade point average of at least 3.0; have completed the equivalent of 12 semester hours in courses in Mass Communications; have a grade point average of at least 3.25 in these courses; and be enrolled as a full-time student in good standing with King's College.

***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 (4.00 scale) and 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 3.10 (4.00 scale), a minimum grade-point-average of 3.00 in two-thirds of all undergraduate courses completed.

***Phi Sigma Tau,*** the international l 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 in the top one-third of their class, 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 (4.00 scale), and have high standards of personal behavior.

***Sigma Iota Rho,*** founded in 1984,is the Honor Society for International Studies.,. The purpose of Sigma Iota Rho is to promote and reward scholarship and service among students of international studies, in addition to fostering integrity and creative performance in the understanding of world affairs. The King's College chapter, Theta Epsilon, recognizes students with a Major in Management and Concentration in International Business Management.

In order to qualify for the undergraduate membership, students must meet the following criteria: Completed course work in international studies including courses in relevant subject areas, attained a junior standing and completed at least 21 credit hours of course work towards the International Business major or minor, including at least two courses at the 300 or 400 levels, and completed a cumulative grade point average of 3.3 or higher in all courses, and a grade point average of at least 3.4 in international business courses.

***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 3.40 (4.00 scale), a cumulative minimum G.P.A. of 3.00, and they must be nominated and elected by current members.

***Sigma Zeta,*** the National Science and Mathematics Honor Society, was founded in 1925 to encourage and foster and to recognize and honor scholarly achievement in the natural sciences, computer sciences, and mathematics. The Gamma Xi chapter was founded at King's College in 2015. Members must be junior or senior science or mathematics majors with a minimum science and mathematics GPA of 3.0 (4.0 scale) and cumulative minimum GPA of 3.0. Stephanie Justice-Bitner, Ph.D., Assistant Professor of Biology, and Matthew Olmstead, Ph.D., Assistant Professor of Physics, are co-moderators of the society.

***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 in 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.

## King's College Theatre Department

The King's College Theatre Department welcomes all non-theatre major/minor students to audition and/or participate in all productions, which include a wide variety of performances in musical theatre, comedy, and drama. The Theatre Department offers a dynamic and intensive program with experienced professors and technicians, an active production season, scheduled workshops, guest artists, and special events. Students from any major can register for courses offered in the major.

In addition to enjoying all aspects of theatre, students will become knowledgeable of acting techniques, technical stage work, and if desired, various other aspects of theatre production. All students will gain an understanding about the theatrical process, and will become skilled in the art of professionalism, time management, leadership, teamwork, collaboration, dedication, and commitment – all valuable assets for any profession. The plays produced by the Theatre Department in the state-of-the-art George P. Maffei, II Theatre are chosen for their educational value as well as their entertainment and cultural interests. The production program annually produces four mainstage productions: one Shakespearean/Classical work; one musical; two contemporary plays, either comedic or dramatic; a Brown Bag Theatre Series; an Evening of One-Acts; and a number of staged readings. All students are invited to participate in all the Theatre Department's theatrical endeavors; experience is not required.

# ACADEMIC SERVICES

# Academic Services & Programs

## Academic Skills Center

*Dr. Melissa Ciocco, Director*

The Academic Skills Center provides a coordinated program of services to assist full and part-time students matriculating at King's College to achieve academic success. The office is in the Student Success Center, Suite 113, on the first floor of the D. Leonard Corgan Library or call (570) 208-5841. The services offered 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). Peer tutors, who meet specific requirements, may receive recognition as a certified tutor through CRLA. Tutoring provides course-content and study strategy assistance to students free of charge in most disciplines. The program utilizes multiple tutoring modalities: individual, small group, Supplemental Instruction, and Embedded tutoring.

***Accessibility and Accommodations for people with Disabilities.*** King's College is committed to creating an inclusive learning environment and views disability as an aspect of human diversity. We continue to consult with students, faculty, and staff to identify environmental and attitudinal barriers and to improve accessibility on campus. Services and accommodations are available to any member of the King's community who has a disability. Individuals eligible include, but are not limited to, those with physical, hearing, vision, or speech disabilities, as well as those with learning disabilities, ADHD, psychiatric or medical diagnosis, or food allergies/Celiac Disease. Individuals with temporary disabilities, such as those resulting from concussion, other injury or surgery, are also eligible for services. The goal of these services is to maximize students' educational potential while helping them develop and maintain independence and self-advocacy. Accommodations can be provided based on documentation submitted to the Disability Services Coordinator.

***Disability Grievance Procedure.*** The college has established procedures to address concerns when a person believes his/her/their rights under the ADA law are not being appropriately addressed. A meeting with the Disability Services Coordinator is the first step or see procedures on the Disability Services webpage.

***Testing Center.*** The College offers a smaller, less distracting environment for students to take quizzes or exams with accommodation or for make-up assessments. It is located in the Student Success Center, Suite 113, on the first floor of the D. Leonard Corgan Library and a student should communicate with the instructor and complete a Test Request Form at least 48 business hours prior to the start time of the assessment. Form located on the webpage.

***Supportive Pathways to Academic Resilience and Knowledge (SPARK) Program.*** The Supportive Pathways to Academic Resilience and Knowledge (SPARK) Program is specifically designed to assist students with 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 SPARK Program enrolls students in regular Core and major classes, supported by structured supplementary sessions with a learning specialist to develop learning strategies. In addition, the learning specialist and other Academic Skills staff will act as advocates for the student in the first year and mentor students as they develop self- advocacy skills. This service may continue into the second year, and sometimes beyond, if requested. Program charges a fee and requires a short application submission. See SPARK webpage.

***Learning Strategies Workshops and Individual Sessions.*** 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. Students can also request an individual session with an Academic Skills Center Learning Specialist to review study strategies.

***Writing Center.*** 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. This service is coordinated by the English Department.

## Office of KC Pathways

*Mrs. Maura Modrovsky, Director*

***KC Pathways*** enhances the academic experience by providing the highest level of holistic support, including knowledge and expertise in advising, advocacy, awareness, celebration, immigration services, and programming, and through partnering collaboratively across campus to serve students with successfully completing their degrees.

KC Pathways serves Achievement Plus, ACT 101, First-Generation, and International Students.

The office actively promotes diversity, international, and intercultural understanding and seeks to enrich the academic and cultural environment of King's College.

**To accomplish this mission, we offer the following services:**

**For Students:**

- Academic and non-academic advising
- Personal, financial, and career coaching
- Non-immigrant visa documentation and compliance and international admissions
- Orientation and college acclimation assistance
- Liaison for students
- Summer program for incoming ACT 101 students
- Peer mentorship and other mentorship opportunities

- Lending Library for course textbooks and support materials
- Small group and workshops sessions on various academic and non-academic topics

## Achievement Plus:

Assists students whose financial resources to attend college are limited. Supports highly motivated students who show the potential to succeed in college but may need support mastering the academic rigors and building self-confidence through a structured program of tutoring, counseling, financial assistance, career guidance, and advisement.

***Program Requirements:*** Have low SAT or ACT scores or high school GPA; attempting a difficult curriculum (e.g., pre-med, physician assistant, education, athletic training, accounting) ;returning to college after several years' absence; transferring from a two-year, post-secondary institution; have financial need.

## ACT 101:

Supports highly motivated students who show the potential to succeed in college but may need support mastering the academic rigors and building self-confidence through a structured program of tutoring, counseling, financial assistance, career guidance, and advisement. Assists students whose financial resources to attend college are limited.

***Program Requirements:*** Live in the state of Pennsylvania. Family income meets 200% of the Federal Poverty guidelines. Have low SAT or ACT scores or high school GPA; attempting a difficult curriculum (e.g., pre-med, physician assistant, education, athletic training, accounting); returning to college after several years' absence; transferring from a two-year, post-secondary institution; demonstrate financial need.

## First Generation Monarchs:

Manages opportunities related to First Gen Forward initiatives while also collecting data, seeking funding opportunities and supporting students. Works to advocate, bring awareness, celebrate and support first generation college students at King's.

1. Advocate - through website, recruitment, social media.
2. Bring Awareness - to campus, through external partnerships, and through training.
3. Celebrate - National First Gen Celebration Day, First Gen Graduation Celebration, and student organization events.
4. Support - financial, academic, and holistic resources.

***Program Requirements:*** Students must have a parent or legal guardian who does not have a four-year college degree.

## International Student Services:

Enhances the academic experience of international students by providing the highest levels of knowledge and expertise in advising, immigration services, advocacy, and programming. The Office of Student Success actively promotes international and intercultural understanding and seeks to enrich the academic and cultural environment of King's College.

***Program Requirements:*** An international student is any student planning to study in the US, who is on a non-immigrant visa (F-1, F-2, A1, A2, H1, H2, etc.).

### Honor Societies:

***Alpha Alpha Alpha*** — First Generation Monarchs Program (Requirements- enrolled and completed at least 30 credits of study, an overall GPA of at least 3.2 in all coursework, and who comes from a family where neither parent nor any legal guardians earned a bachelor's degree).

***Chi Alpha Epsilon*** — Achievement Plus/ Act 101 Program (Requirements- earned a cumulative GPA of 3.00 or better for at least two consecutive semesters and have been active with the Achievement Plus/ Act 101 Programs).

## Office of Career Planning

*Dr. 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, proactive academic management, and professional development skills. The Office of Career Planning supports students' career aspirations through collaboration with academic departments, student services, and community partners. All programs and services are focused on four distinct learning goals related to intrapersonal, interpersonal, communication, and information literacy skills.

Students learn the process of career decision-making, which can be applied throughout their professional lives and 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 students' 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, five one-credit courses have been designed to assist students with identifying personal strengths, making informed career choices, searching for jobs and internships, planning for graduate school and developing wealth management skills. These courses are conducted in a workshop style format in order to promote maximum involvement and interaction with students.

### CARP 111 – CAREER DISCOVERY AND VOCATIONAL EXPLORATION I (1 credit)

This is the first course offered as part of the Deciding Program, an innovative academic program created by Academic Advisement and Career Planning, to provide guidance from the first meeting with an academic advisor until a student decides on a major. The career development process of engagement in a variety of activities focused on growth in self-knowledge and personal reflection allows participants to make choices and career plans based on an assessment of interests, skills, and values as well as gather up-to-date information about occupations and trends in the job market. Students will develop a plan to transition these characteristics into academic programs and courses of interest as well as optimize the advisement process through goal-oriented and student-driven advisement sessions. Students enrolled in the Deciding Program.

### CARP 150 – CAREER DISCOVERY AND VOCATIONAL EXPLORATION II (1 credit)

The purpose of this course, offered as a sequel to CARP 111, is to assist students in exploring their meaning and purpose while transforming their hearts and minds related to work, relationships, community and becoming one's authentic self. Through a personal and professional reflective process, students will develop a clear understanding of the concept of vocation and skills of discernment while meaningfully identifying and articulating their unique strengths, life experiences, values, and interests which relate to their calling. Students will be able to interpret and illustrate how the needs of others impact the vocational process and apply principles and methods of vocational discernment to their present (life) choices. Students enrolled in the Deciding Program.

### 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 to students in their freshman and sophomore years, and students will engage in activities designed to assist in self-reflection throughout the course. Topics include: self-awareness through the identification of skills, 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. Engaging activities focused on developing qualities that emphasize resiliency, perseverance, and optimism also serve as an integral part of the course. Students prepare resumes so they can explore opportunities in their fields and begin the resume building process. Freshmen/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 and life skills decisions upon graduation. Once students graduate, they are presented with new challenges involving critical professional and personal decisions (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 students to become educated in a variety of areas centered on wealth management and practical financial life skills. Junior/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 identifying purpose and meaningful career awareness, defining a personal self-brand, developing a resume and cover letter, and gaining interview and etiquette/dining skills. Also covered are the identification of the hidden job market, effective use of on-line job notifications, preparation for employment fairs, and exploration of graduate schools. The course includes a networking experience designed for students which allows 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. Junior/Senior students. Sophomore Accounting majors.

## 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: the Careers In… Series, Peer Mentoring, LinkedIn Labs, Mock Interview Days, Employer Spotlights, Company Explore Days, etc.

## Academic Internship Program

The Academic Internship Program is the centralized college office that coordinates and supervises experiential learning opportunities for King's College. These experiences allow the student to work directly in a professional 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, and for an appropriate number of academic credits. It is an upper level course, academic learning experience, and approximately 110 students complete internships each year. Internships are available during the fall, spring, winter, and summer sessions and last 12-15 weeks.

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 | 10-12 | 150 | 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's prerequisites.

## Eligibility Requirements

An eligible participant is a student who has completed 60 college credits, carries a minimum overall G.P.A. decided by the major program, obtains the 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 for students to check with the Office of Career Planning and their academic advisor to verify specific major requirements.

## Application Procedures

Students interested in exploring the Internship Program begin the application process by 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, 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.

Students will be given access to the internship online platform where 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 number 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 logs, conferences with the faculty coordinator, and a final project.

## Sponsoring Organizations

Internships 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.

## On-Campus Recruitment Program

The On-Campus Recruitment Program is designed to be mutually beneficial to both the students as well as corporate employer partners by creating opportunities for them to connect through customized corporate recruiting events, including on-campus interviews, resume referrals, company tours, and networking opportunities. Employers include both global and regional 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 seeking full-time positions or internships are given the opportunity to learn professional expectations and engage in fundamental behavior within the job search and interview process. They must meet with the Assistant Director of Employer and Corporate Relations to enroll in the program and review the professional obligations required to participate. Interviews are conducted either on campus in the Office of Career Planning, at the employer's site, or through a virtual environment.

## Office of 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, Add/Drop, 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.

## Office of Study Abroad

*Ms. Renata Evan, Coordinator*

The opportunity to study or intern abroad with a faculty-led study abroad program (2-3 weeks), a non-King's summer program (3-8 weeks), or a semester-long program is available to students as part of their undergraduate education at King's College.

Faculty-led programs are an affordable, easy way to access study abroad and to fulfill core and major requirements. For one, all-inclusive flat fee students attend pre-departure workshops, travel for approximately 2 weeks, complete tailored assignments, and receive King's credits. The language of instruction is English.

Students can also elect to take classes abroad during the summer months for 3-8 weeks with one of our partner organizations. The summer months are a great time to experience another culture, get international work experience, and/or complete necessary coursework.

Finally, King's provides many semester-long study abroad opportunities, including affiliation agreements allowing King's students to study for a semester with the University College Dublin, University of Limerick, Saint Louis University Madrid, SSA Education Abroad (Spain, Argentina, Puerto Rico, Panama), CEA CAPA (England, Ireland, Australia, or Italy), the Grenoble School of Management, the University of Notre Dame Australia, John Felice Rome Center of Loyola University Chicago, ISEP (Costa Rica, Belgium, Ghana, Australia, France, Czechia, UK, Japan), and other locations. Semester study abroad programs allow students to have a more in-depth and often transformative immersion experience while earning credits toward their major/minor/core and electives.

King's also offers international internships during summer, fall, or spring terms. These internships offer placements in a variety of businesses and organizations tailored to students' interests, thereby giving them the opportunity to acquire valuable professional experience and to expand personal horizons in an international setting. Programs offering field-based practicum or research components are often of particular interest to students in education, the health sciences, and environmental studies.

Subject to prior approval by appropriate College officials, credits earned in study abroad 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.

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Information and advising on available programs and scholarships is available from the Study Abroad Office located at 112 North Franklin Street. Phone: (570) 208-5987. Email: StudyAbroad@kings.edu.

# Special Academic Programs

## Graduate Study

Graduate Study – Undergraduate students interested in pursuing a graduate degree are encouraged to review the Graduate Catalog for detailed program information, admission requirements, and next steps.

**https://www.kings.edu/pdf/graduate-catalog-24-25-updated.pdf**

## Collaborative Master of Science Programs with the University of Notre Dame

### Master of Science in Accountancy (MSA) The University of Notre Dame Mendoza College of Business

King's College has a collaborative agreement with the University of Notre Dame and the Mendoza College of Business for their Master of Science in Accountancy (MSA) Program. This program is open to undergraduate accounting majors. It is a 1 year, full time course of study over the traditional fall and spring semesters (30 credit hours), that incorporates a broad-based curriculum while allowing students to choose from two tracks: Tax Services or Financial Reporting and Assurance Services. Students successfully completing the program will also earn the minimum 150 credits necessary to earn a Certified Public Accountant license following successful completion of the CPA exam.

The University of Notre Dame guarantees a maximum of two seats each academic year for two accounting majors from King's College to be granted admission into the MSA Program. To be eligible, King's College accounting majors must be U.S. citizens, or permanent U.S. residents, and meet the following criteria and submit their completed admissions application for early decision consideration by November 15 of their senior year:

- An overall G.P.A. of 3.40 or above;
- Average grade of 3.40 or better in all of the program prerequisites taken at the time of application;
- A GMAT score of 620 or above (68th percentile); and
- A written recommendation of the Dean or department chair
- Notre Dame will also give full consideration to all King's College accounting students who:
  - Have completed, or are on track to complete, their undergraduate degree with a strong record of academic achievement;

  - Have completed, or will complete prior to the planned date for matriculation, all of the currently required accounting prerequisites; and
  - Submit a completed application for admissions along with two letters of recommendation, official GMAT scores, and official transcripts.
- The Tax Services Track equips students with the knowledge and skills necessary to confront the increasing complexity of tax laws and to meet the growing demand for highly trained tax professionals. This track provides an in-depth study of taxation issues in the context of today's business environment while improving students' problem-solving skills. The Tax Services Track is designed to prepare students for a variety of professional opportunities in the taxation area, including careers with public accounting firms, business enterprises, and governmental agencies. As a result of industry input, students choosing the Tax Services Track have the ability to complete 21 credit hours of tax-related courses.

The Financial Reporting and Assurance Services Track provides depth in the areas of financial reporting and assurance services, as well as finance. This track is ideal for those preparing for a career in public accounting, especially in the audit area. Students interested in corporate finance or in careers with financial institutions will also benefit from this specialization.

## Master of Science in Management (MSM)
## The University of Notre Dame Mendoza College of Business

King's College has a collaborative agreement with the University of Notre Dame and the Mendoza College of Business for their Master of Science in Management (MSM) program. This program is open to all students who earn an undergraduate degree in a non-business major. The Master of Science in Management program provides a foundational set of business skills for students who want to bridge their undergraduate studies into a career in business. The MSM program is an 11 month, full time course of study with a structured curriculum totaling 41 credits hours.

- In general, King's College students who meet the following conditions may apply for the Master of Science in Management program at Notre Dame:
  - Will have earned an undergraduate degree at the start of the MSM program
  - Will have earned an undergraduate degree in a non-business area (such as liberal arts, science and engineering)
  - Will have little to no work experience

The University of Notre Dame guarantees a maximum of two seats each academic year for two non-business majors from King's College to be granted admission into the MSM Program. To be eligible, King's College students must be U.S. citizens, or permanent U.S. residents, and meet the following criteria and submit their completed admissions application for early decision consideration by November 15 of their senior year:

- An overall G.P.A. of 3.40 or above;
- Average grade of 3.40 or better in all of the program prerequisites taken at the time of application;

- A GMAT score of 620 or above (68th percentile); and
- A written recommendation of the Dean or department chair
- Notre Dame will also give full consideration to all King's College students who:
- Have completed, or are on track to complete, their undergraduate degree with a strong record of academic achievement;
- Submit a completed application for admissions along with two letters of recommendation, official GMAT scores, and official transcripts.

## Master of Science in Entrepreneurship, Technology, & Innovation (ESTEEM)

King's College has a collaborative agreement with the University of Notre Dame for their Master of Science in Entrepreneurship, Technology, & Innovation (ESTEEM) program. This program is open to all students who earn an undergraduate degree in a science, engineering or other technical discipline. The Engineering, Science, Technology, Entrepreneurship, Excellence, Master's (ESTEEM) program is an innovative 11-month Professional Master's Program designed to surround individuals with a STEM background in an entrepreneurial ecosystem allowing them to take university technologies from concept to market. Students are first immersed into business-related courses taught through an entrepreneurial lens followed by a very unique capstone thesis project where students develop a commercialization plan of taking real university research to market.

The ESTEEM Program was developed as a joint program of the College of Science, College of Engineering and Mendoza College of Business. It is designed to provide Science and Engineering graduates the skills required to take science and/or engineering inventions and translate those inventions into commercial ventures while strengthening their science and/or engineering skills. A key point of differentiation of the ESTEEM program is the unique capstone thesis which will enable and encourage direct contact and mentoring with faculty mentors to develop the commercialization plan for a new invention based on a unique science or engineering discovery at the University of Notre Dame.

In general, King's College students who meet the following conditions may apply for the Master of Science in Entrepreneurship, Technology, & Innovation program at Notre Dame:

- Will have earned an undergraduate degree at the start of the ESTEEM program
- Will have earned an undergraduate degree in a STEM discipline, including biology, chemistry, computer and information systems, computer science, engineering, environmental science, general science, mathematics, neuroscience, and physics.
- Will have little to no work experience

The University of Notre Dame guarantees a maximum of two seats each academic year for two STEM students from King's College to be granted admission into the ESTEEM Program. To be eligible, King's College students must be U.S. citizens, or permanent U.S. residents, and meet the following criteria and submit their completed admissions application for early decision consideration by November 15 of their senior year:

- An overall G.P.A. of 3.40 or above;

- Average grade of 3.40 or better in all of the program prerequisites taken at the time of application;
- Standardized Test Scores of at minimum:
  - 156 Verbal and 155 Quantitative on the GRE; or
  - 32 on the MCAT; or
  - GMAT score of 620; and
- A written recommendation of the Dean or department chair

Notre Dame will also give full consideration to all King's College students who:

- Have completed, or are on track to complete, their undergraduate degree with a strong record of academic achievement;
- Submit a completed application for admissions along with two letters of recommendation, official GMAT/GRE/MCAT scores, and official transcripts.

## The 3+3 Law Program and 4+3 Law Program with Villanova Law School

*Dr. Joseph Rish, Associate Professor of Political Science and Pre-Law Advisor*

In collaboration with Villanova University, King's College offers two special programs for admission to Villanova University's Charles Widger School of Law.

The 3+3 Law Program allows eligible students to complete at least three years of coursework in major and core requirements at King's College and then matriculate at Villanova University for three years of study to obtain the J.D. degree with a guaranteed full tuition scholarship for three years of study. The first year at Villanova Law School will provide the remaining credits to earn an undergraduate degree from King's College.

The 4+3 Law Program allows eligible students who have completed their undergraduate work at King's College guaranteed admission to Villanova Law School and a guaranteed half tuition scholarship for three years of study.

Detailed eligibility requirements for each program are listed below. Students may pursue a variety of majors in order to qualify for the Villanova 3 + 3 and 4 + 3 program including Political Science, Economics, History, English, Criminal Justice and majors offered in the McGowan School of Business.

## 3+3 Program Requirements

To be considered for admission to the Widger School of Law under the 3+3 Program, students must have:

- Completed at least 90 credits of coursework including CORE and required major requirements at King's College.*

  (*Transfer students to King's College are not eligible for this program.)
- Earned a minimum cumulative GPA at or above the median GPA of the latest Villanova Law School class at time of application as calculated by King's College and by the Law School Admission Council. For Fall 2025 that GPA requirement is 3.81.

- Scored at or above the 75th percentile LSAT score of the most recent class to matriculate at the Villanova School of Law if seeking admission under the 3+3 program after the junior year.**

  *(**For Fall 2025 admission, the relevant LSAT score is 165 for the 75th percentile. The required score may change each year.)*
- Obtained a strong recommendation from King's College's pre-law advisor.
- Interviewed successfully with the Villanova School of Law prior to receiving a final admission decision.
- Remained in good academic and disciplinary standing.
- Met all of the fitness, character, and other criteria for admission required by the Office of Admission to the School of Law.

Students meeting the 3+3 Program requirements following their junior year will have their application fee to Villanova Law School waived and will receive a guaranteed annual scholarship equivalent to full tuition to Villanova Law School in addition to any financial aid for which they qualify. The scholarship will automatically renew each year provided the student remains in good academic standing. For these students, a maximum of thirty credits may be transferred from Villanova University as transfer credits to complete their King's College undergraduate degree. These transfer credits will not be calculated into a student's grade point average at King's College. Upon successful completion of all J.D. requirements at Villanova University, students will be awarded a Juris Doctor degree from the University's Widger School of Law.

## 4+3 Program Requirements

Completed all CORE and major program requirements with at least 90 credits of coursework earned at King's College.*

*(*Transfer students to King's College may not be eligible for this program.)*

- Earned a minimum cumulative GPA at or above the median GPA of the latest Villanova Law School class at time of application as calculated by King's College and by the Law School Admission Council. For Fall 2025 that GPA requirement is 3.81.
- Scored at or above the median LSAT score of the most recent class to matriculate at the Villanova School of Law if seeking admission under the 4+3 program.**

  *(**For Fall 2025 admission, the median LSAT score of the most recent class was 164. The required score may change each year.)*
- Obtained a strong recommendation from King's College's pre-law advisor.
- Interviewed successfully with the Villanova School of Law prior to receiving a final admission decision.
- Remained in good academic and disciplinary standing.
- Met all of the fitness, character, and other criteria for admission required by the Office of Admission to the School of Law.
- Students who enter Villanova Law School following their senior year (4+3 Program), having completed their bachelor's at King's, will have their application fee waived and will receive a guaranteed annual scholarship equal to half tuition in addition to any financial aid for which they qualify. The scholarship will automatically renew each year provided the student remains in good academic

standing. Upon successful completion of all J.D. requirements at Villanova University, students will be awarded a Juris Doctor degree from the University's Widger School of Law.

To learn more about this Special Academic Program, interested students should consult with their academic advisor and with the King's College Pre-Law advisor.

## The 3 + 3 Program with Duquesne Law School

King's College has an early admission agreement with Duquesne School of Law.

Third year students who meet the following requirements will be offered direct admission to the Duquesne School of Law after their Junior year and will be eligible for traditional financial aid:

- Completed at least three years of coursework and at least 90 credits at King's College
- Earned a minimum GPA of 3.5 as calculated by the Law School Admission Council.
- Scored at or above the 60th percentile on the Law School Admission Test Interviewed successfully at Duquesne law school.
- Received a strong recommendation from the King's College Pre-Law Advisor.
- Remain In good academic and disciplinary standing and meet all character and fitness requirements of the Duquesne School of Law.
- Completed all CORE requirements at King's College and major requirements as determined by the relevant academic department at King's College.

Students may pursue a variety of majors in order to qualify for the Duquesne program including Political Science, Economics, History, English, Criminal Justice and majors offered in the McGowan School of Business.

Apply for priority admission by February 1st. Final admission deadline is May 1st. For more information please contact the King's College Pre-Law Advisor Joseph G. Rish, J.D.

## Honors Program

The Honors Program at King's College provides the serious undergraduate unique opportunities to develop his or her intellectual and creative powers to the fullest extent. Students admitted to the Honors Program enjoy highly engaging discussion-oriented and writing-intensive coursework and highly personalized 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 and career interests.

A 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, and a microwave, the Honors Lounge is a place to study and spend time between classes. All Honors classes take place in the Honors Seminar Room (Hafey-Marian 511). Throughout each semester, students host a "Lounge and Learn" event in which a faculty member visits to discuss his or her current area of research. The Honors Program also sponsors the annual Rev. Donald J.

Grimes, C.S.C. Lecture, for which the Honors Student Advisory Council invites a major scholar. The Honors Program Student Advisory Council also coordinates social events and regular One Day and Weekend Away 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 (History) | Global History |
| HNRS 136 (History) | U.S. History |
| HNRS 203 (Literature) | The Voice of the Individual |
| HNRS 204 (Literature) | The Voice of the Community |
| HNRS 250 (Theology) | The Christian Theological Tradition |
| HNRS 260 (Theology) | The Christian Moral Tradition |
| HNRS 280 (Philosophy) | Virtue, Inquiry, Understanding |
| HNRS 281 (Philosophy) | Belief, Reasoning, Wisdom |

**THE ARTS** (3 CREDITS): **ARTS 100-149**

**FOREIGN LANGUAGE** (3–12 CREDITS**)

Completion of the second semester of intermediate level competency, i.e. LANG 114, is required. If placement warrants, students may also complete one semester of SPAN 115.

*A student who begins at LANG 113 or higher and completes at least two courses in the same language, with grades of C or better, will earn 6 additional credits.

**Students are placed in language courses according to their previous experience and placement test results. Students placed in LANG 111 through LANG 113 will need to complete between 1–3 semesters (3–9 credits) in their chosen language before they are eligible to take LANG 114.

### MATH

*(Choose one of the following)*

HNRS 120

MATH 127 Logic and Axiomatics (3 credits)

OR

MATH 129 Analytic Geometry and Calculus I (4 credits)

### SCIENCE (4 CREDITS)

*(Choose one of the following)*

BIOL 113 Evolution and Diversity with lab

CHEM 113 General Chemistry with lab

PHYS 111 Physics for the Life Sciences with lab

PHYS 113 Physics for Scientists/Engineers with lab

HNRS 270 Natural Science Perspectives

### SOCIAL SCIENCE (3 CREDITS)

*(Choose one of the following)*

ECON 111 Introduction to Macroeconomics

ECON 112 Introduction to Microeconomics

PSYC 101 Introduction to Psychology

SOC 101 Introduction to Sociology

PS 101 Introduction to American Government

OR

PS 231 American Intergovernmental Relations

### SOCIAL AWARENESS PROJECT

*(Choose one of the following)*

Study Abroad Experience (semester or short-term)

OR

Service Learning Course

OR

SERVE Trip (with presentation)

### THE HONORS CAPSTONE

The senior capstone project, which the student develops in consultation with a faculty mentor of his or her choosing, is certified via contract by the Honors Program Director. All capstones are presented at the conclusion of the academic year at the Honors Program Capstone Forum and Awards Dinner. Students in recognized 3+ programs are not required to complete this fourth year project.

# Course Descriptions

## HNRS 135 – (HISTORY) GLOBAL HISTORY

This Honors course in Global History explores how societies across the world have envisioned and struggled to build "the good society," with emphasis on the forces that shape connections and conflicts across borders—empire, revolution, war, migration, religion, nationalism, ideology, and disease. Students will examine how diverse communities have imagined justice, freedom, equality, and the common good, and how these ideals have been remade in moments of exchange, conflict, and transformation. Key to our analysis is reading primary sources critically to recover the perspectives of marginalized groups and to listen for the silences in the historical record. The course considers how states and political movements mobilize culture—through art, education, ritual, media, and memory—to shape people into subjects and citizens, defining who belongs and on what terms. What is "the good society" in a world of unequal power? Who draws the boundaries of nations, cultures, and identities? How have revolutions and global encounters opened new possibilities—or foreclosed them? These inquiries reveal history not as a simple chronology, but as an ongoing contest over power, belonging, and the very meaning of a just world order.

## HNRS 136 – (HISTORY) U.S. HISTORY

This Honors course in U.S. History examines how Americans have envisioned and struggled to build "the good society," with particular attention to the dynamics of class, labor, race, gender, and immigration. Students will explore how social groups—industrialists and workers, enslaved and free people, immigrants and native-born populations, reformers and political institutions—have defined, contested, and reshaped ideas about justice, freedom, equality, and the common good. Because history is often told from the perspective of the powerful, the course also emphasizes "history from the bottom up," attending to the experiences and agency of those who have been marginalized or silenced. What is "the good society" in the American context? What is an "American," and who has had the power to decide? What is "the American Dream," and how has it changed over the generations? How have struggles over work, democracy, and belonging shaped the nation's development? Through these and other inquiries, the course challenges students to see U.S. history not as a settled narrative, but as an ongoing national debate about the possibilities and limits of creating a just and inclusive society.

## HNRS 203 – (LITERATURE) THE VOICE OF THE INDIVIDUAL

What does it mean to speak in one's own voice? How do we find, develop, and sustain our individual voices? How do we navigate the different voices in our lives—from political to social to religious to ethnic and on and on—and define ourselves across, against, and in alignment with those competing voices, at times harmful and at times supportive? Readings in this course will examine the struggle and necessity of finding our own voice and shaping it authentically and purposefully, across time, genre, and geography.

## HNRS 204 – (LITERATURE) THE VOICE OF THE COMMUNITY

An important component of being human is how we instinctively seek to form and join communities. In turn, those communities often speak with one voice, in the form of praise, values formation, or approbation. Even in cultures where individuality is prized, joining with others in solidarity and connection can offer us validation and add meaning to our lives. Communities can also be oppressive, when they seek to

exclude or consolidate power in small groups. Literature, as one of the most important vehicles for understanding ourselves, gives voice to communities, offering multiple portraits: those that establish identities, those that change society, those that maintain society's values, and those that inflict real injury. The literature read in this course will illuminate and examine community voices from a from a variety of literary periods and geographic regions.

### HNRS 250 – (THEOLOGY) 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.

### HNRS 260 – (THEOLOGY) 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

Honors Natural Science Perspectives is 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 explore the philosophical and historical origins of the scientific method, 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. 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 – (PHILOSOPHY) VIRTUE, INQUIRY, & UNDERSTANDING

From the time of Plato, the western philosophical tradition has taken seriously the Socratic injunction, know thyself, as an indispensable project of personal self-constitution that shapes not just who we are, but the sort of thinking in which we engage and the kind of knowledge that follows from it. Lurking behind the great philosophical questions we will consider in this course is the reality that such questions only emerge from the kind of being for whom asking and interrogating are elements integral to its own self-definition, i.e., the human being. Whether we know ourselves as such is therefore no small task, for upon it depends the possibility of pursuing philosophy as inquiry, born in uncertainty, striving for clarity. This course, therefore, which deploys both ancient

and contemporary writers to focus on a variety of topics like culture and character, the beautiful and the good, and knowing and being, centers the practice of question asking as the principal task to be cultivated and pursued in service of the perennial human search for understanding.

### HNRS 281 – (PHILOSOPHY) BELIEF, REASONING, & WISDOM

This seminar, which will cover major thinkers in ancient, modern, and contemporary philosophy, is designed to encourage students to practice the discipline of thinking hard, carefully, and with others about the big questions that lie just below the surface of everyday life and opinion. The central aim is to develop, through a wide-ranging, semester-long conversation, an in-depth understanding of the proper roles of reason, evidence-gathering, faith, trust, and argumentation in a well-lived, thoughtful, engaged human life. Special emphasis will be given to the questions 'how ought we form our beliefs?' and 'how do wisdom and intelligence relate?'

## Military Science (Army ROTC)

King's College offers students the opportunity to participate in Army ROTC through a partnership with the Northeastern 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. Students who complete the Army ROTC Program at King's receive commissions as Second Lieutenants in the United States Army.

The King's College Company and the Royal Warrior Battalion continually ranks in the top 10% of all ROTC programs nationwide. The Battalion has recently celebrated seventy 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 receive a commission 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 stipend of $420 a month to cover living expenses. 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 as well as with private Industry available only through Army ROTC. Army ROTC also offers language and cultural immersion programs both on campus and through cooperating universities. For contracted Cadets ROTC offers financial 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, MIL 221/222 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 (Basic Camp) 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. The Army will commission successful graduates as a second lieutenant with a starting salary of over $75,000 per year including housing allowance and; food allowance. This in addition to full medical and dental benefits for you and your family members, and 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 – INTRODUCTION TO THE ARMY (1 credit)
### MIL 212 – FOUNDATIONS OF AGILE AND ADAPTIVE LEADERS (1 credit)

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 normally 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 – LEADERSHIP AND DECISION MAKING** (2 credits)
**MIL 222 – ARMY DOCTRINE AND TEAM DEVELOPMENT** (2 credits)
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 normally 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 – TRAINING MANAGEMENT AND WARFIGHTING FUNCTIONS** (2 credits)
**MIL 232 – APPLIED LEADERSHIP IN SMALL UNIT OPERATIONS** (1 credit)
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. Cadet Summer Training (CST) Advanced Camp. Students are presented with challenging scenarios related to small-unit tactical operations 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 feedback 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 three 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 – THE ARMY OFFICER** (2 credits)
**MIL 242 – COMPANY GRADE LEADERSHIP** (1 credit)
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 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 three 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 and 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 (Advanced Camp) 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 contracted Cadets and students enrolled 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:

## Army ROTC Scholarships

One-, two-, three- and four-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 up to $4,200 per year for each year the scholarship is awarded. In addition to the Army awarded scholarship benefits, King's College allows Army ROTC Scholarship recipients to retain their King's merit-based aid to cover room and board. 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) National Four Year 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 on 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 http://www.afrotc.com/ or http://www.afrotc.wilkes.edu.

Additional information about the Air Force ROTC program can be found at: https://www.kings.edu/academics/special_programs.

## 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

**BASIC COURSE**

| First Semester | Credits | Second Semester | Credits |
|---|---|---|---|
| MIL 100 Physical Fitness Training | 1 | MIL 100 Physical Fitness Training | 1 |
| MIL 211 Introduction to the Army | 1 | MIL 212 Foundations of Leadership | 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 Leadership & Dec. Making | 2 | MIL 222 Army Doctrine & Team Dev. | 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 Training Mgmt. and WF | 2 | MIL 232 Applied Leadership | 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 The Army Officer | 2 | MIL 242 Company Grade Leadership | 1 |
| MIL 251 Leadership Laboratory | 0 | MIL 252 Leadership Laboratory | 0 |
| | **3** | | **2** |

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. Interested students should 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.

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).

# 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, and the Gulf War, and the peaceful employment

| 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 | 0 | AS 104 Leadership Laboratory | 0 |
| | **1** | | **1** |

| Third Semester | Credits | Fourth Semester | Credits |
|---|---|---|---|
| AS 201 Evolution of USAF Air and Space Power I | 1 | AS 202 Evolution of USAF Air and Space Power II | 1 |
| AS 203 Leadership Laboratory | 0 | AS 204 Leadership Laboratory | 0 |
| | **1** | | **1** |

## 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. Students enrolling in these courses do not incur any military service obligation unless they 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 | 0 | AS 304 Leadership Laboratory | 0 |
| | **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 | 0 | AS 404 Leadership Laboratory | 0 |
| | **3** | | **3** |

of U.S. air power in civic actions, scientific missions, and support of space exploration.

### AS 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.

# THE CURRICULUM

# Holy Cross Experience

### HCE 101 – HOLY CROSS EXPERIENCE (1 Credit)

The Holy Cross Experience course is a one-credit course that is required of all first-year students.

The Holy Cross Experience course introduces first-year students to the essential elements and foundations of a King's College education. HCE 101 focuses on the concept of the "Vocation of a Student" with an eye toward a "Vocation for Life." To understand and actively engage what it means to be a student at King's provides a strong foundation for a student's future vocation. By vocation King's does not mean simply a career trajectory, but a life trajectory. The foundational questions of who am I, what type of person do I desire to be, and to what values, beliefs or causes will I dedicate my life form the horizon for engagement in this course.

The Holy Cross Experience course is an introduction to the mission and history of King's, and an exploration of the practices and habits that enable academic success, personal growth, ethical decision making, and positive social engagement.

The course helps students transition to the demands and unique opportunities of college life and to understand the liberal arts foundation of a King's College education. It provides an immediate connection other first-year students in an environment marked by mutual support and frank and honest conversation about college success.

## 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/political science, economics, 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.

## The King's College Curriculum

King's College prepares its students for purposeful, meaningful lives and careers with a broad-based curriculum that encourages intellectual, religious, moral, personal, and social development. At King's College, students

- Participate in a rigorous Core curriculum that develops the skills and talents necessary for success in any field and that provides a sophisticated knowledge in, understanding of, and appreciation for the liberal arts and sciences.

- Develop expertise and specialized skills in traditional academic majors and in professional programs.
- Examine, in the security of a nurturing community, religious and moral convictions in order to discover appropriate ways of attaining personal fulfillment and serving the common good.

Many factors contribute to the attainment of these goals, including the content of courses in diverse academic disciplines; the various, creative teaching/learning strategies employed by instructors; the effectiveness of advisement, mentorship, and counseling; the impact of programs that foster reflection and cultivate leadership skills; the quality of facilities; the effect of co-curricular activities; 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 particularly good preparation for life and work beyond college. A liberal education provides much more than mere technical training. It provides thinking, communication, and problem-solving skills that maintain their worth in all aspects of life. Prepared for and inclined toward lifelong learning, the person educated in the liberal arts 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, a set of courses and experiences designed to help students develop the intellectual maturity and moral strength to lead purposeful, meaningful lives. As the name suggests, the Core is central to a King's liberal arts education in the Catholic tradition.

The Core Curriculum has two basic aims: *foundational*, in service of students' majors and professional programs; and *formative*, in service of students' lives more broadly, beyond any one discipline or any one profession. As an integrated curriculum, the Core is an expression of the College's shared mission to be a community of learning, mindful of life's great questions of meaning and purpose.

Concretely, the Core helps students develop foundational skills and competencies that majors and professional programs build upon. These include written and oral communication, quantitative reasoning, critical inquiry and analysis, technological competency, and information literacy.

The Core also fosters in our students intellectual virtues such as curiosity, openmindedness, creativity, perseverance, and independent thinking. Ideally, our graduates consequently demonstrate tolerance for ambiguity and diversity of opinion and thought. They solve problems imaginatively, engage and learn from perspectives and experiences different from their own, and are confident in what they know while recognizing that they always have much to learn.

Finally, the Core creates opportunities for students' cultural, moral, and spiritual formation. Here the Core most clearly reflects King's distinctive mission as a Holy Cross college. King's aims to graduate students who are versed in the Catholic intellectual and social justice traditions; who are proficient in recognizing, formulating, and addressing

matters of moral significance and concern; who are sensitive to the scope and complexity of human experience, emotion, and expression; who have contemplated the findings and studied the methods of the natural and social sciences; and who are prepared and disposed to mobilize their talents and skills as global citizens in service of the common good.

## Core Curriculum Goals and Outcomes

The foundational and formative aims of the Core are expressed in a set of goals and outcomes developed and assessed in courses throughout the Core curriculum:

**GOAL 1: To help students develop the foundational skills and competencies of written and oral communication, quantitative reasoning, critical inquiry and analysis, and technological competency and information literacy. In pursuit of this goal, King's has established the following outcomes for students:**

*With respect to written communication:*

- Support a significant central idea with thoughtfully chosen evidence and details appropriate to the purpose and genre;
- Demonstrate organization and cohesion in writing;
- Incorporate effectively and document properly sources that are reliable, accurate, and relevant; and
- Demonstrate facility with the English language, including conventions, sentence structure, and diction.

*With respect to oral communication:*

- Engage in discussion to acquire, develop, and challenge ideas, even in the face of disagreement;
- Generate and develop clear main, subsidiary, and supporting ideas for presentations;
- Structure and phrase effective introductory, transitional, and concluding speech segments;
- Select and execute language that is correct, concise, concrete, colorful, and clear; and
- Effectively deliver messages from appropriate performance documents.

*With respect to quantitative reasoning:*

- Convert information into various mathematical forms;
- Perform calculations successfully;
- Explain information presented in mathematical forms; and
- Analyze a problem's framework, including generalizations of the problem and how modifying the problem's assumptions will affect conclusions that can be drawn from the problem.

*With respect to critical inquiry and analysis:*

- Identify the tone, purpose, audience, and main ideas of a text and interpret its meaning through close analysis;
- Critically evaluate arguments;
- Synthesize materials to construct and express ideas, formulate positions, and solve problems; and
- Formulate a research question or problem.

*With respect to technological competency and information literacy:*

- Define and articulate the extent and type of information and sources needed;
- Use appropriate technologies to access the needed information effectively;
- Interpret and evaluate information and its sources critically and incorporate selected information into one's knowledge base; and
- Use information and information technologies ethically, legally, and effectively.

**GOAL 2: To lead students to become conversant with the Catholic intellectual tradition. In pursuit of this goal, King's has established the following outcomes:**

- Identify and explore ideas of faith, reason, and meaning;
- Critically analyze some of the Catholic intellectual tradition's major texts, themes, concepts, figures, and histories;
- Engage in interfaith dialogue; and
- Construct and defend an argument on wisdom, faith, or the good life.

**GOAL 3: To enable students to recognize, formulate, and address matters of moral significance and concern. In pursuit of this goal, King's has established the following outcomes:**

- Demonstrate a basic knowledge of philosophical and Christian ethics;
- Analyze moral arguments about matters of contemporary and perennial importance in view of differing moral perspectives locally and across cultures;
- Apply fundamental principles, such as those of the Catholic social justice tradition, to important economic, social, and political issues;
- Construct, evaluate, and defend moral arguments about matters of contemporary and perennial importance; and
- Develop self-awareness about core moral convictions and a capacity for self-criticism and scrutiny.

**GOAL 4: To cultivate students' capacity to appreciate, analyze, and engage the human experience in its many creative forms. In pursuit of this goal, King's has established the following outcomes:**

- Identify and analyze the formal and thematic features of a variety of artistic and literary works;
- Situate an artistic or literary work in a larger context; and
- Demonstrate creative capacities through inventing, designing, writing, or performing.

**GOAL 5: To advance our students' scientific reasoning and literacy. In pursuit of this goal, King's has established the following outcomes:**

- Demonstrate familiarity with theories and research methods in the natural and social sciences, including qualitative and quantitative interpretations and analyses;
- Critically assess sources and claims to test their validity from a scientific and quantitative perspective;
- Evaluate the strengths and limits of the scientific method and articulate the relationship between science and other ways of seeking knowledge;
- Design an experiment with a sound hypothesis or research question;
- Demonstrate knowledge of the principles of ethically responsible research; and
- Demonstrate knowledge of discoveries and trends in the natural and social sciences.

**GOAL 6: To prepare and dispose our students to be responsible citizens in our increasingly interdependent world. In pursuit of this goal, King's has established the following outcomes:**

- Recognize the causes and consequences of historical events;
- Recognize the historical context for contemporary issues;
- Critically assess societal structures and institutions;
- Demonstrate knowledge of the interrelatedness of local and global issues;
- Engage critically with one's own and other cultures; and
- Explore thoughtful and workable responses to local and global problems.

## Core Curriculum Structure

Instruction in the Core learning outcomes begins in a first-year seminar and continues through a series of courses organized under four headings that encapsulate the knowledge, skills, values, and dispositions that characterize a King's graduate.

## College Seminar: The Quest for Meaning

The College Seminar is an introduction to college-level academic study though a multidisciplinary examination of a topic of enduring human significance. Each seminar prepares students for subsequent academic work by emphasizing development of critical reading and reasoning skills, argumentation, information literacy, and academic research. Attention is also given to cultivating an appreciation for intellectual virtues that are characteristic of a person educated in the liberal arts, such as curiosity, open-mindedness, creativity, perseverance, and independent thinking. Several seminars are also thematically linked to another requirement of the Core Curriculum, creating a shared two-course learning community. Collectively, the seminar and learning community enable deep study of a perennial issue, sustained interaction with peers and professors, and practice in making connections across courses. Course descriptions for the College Seminar (CSEM 100) can be found in the College Seminar section of the catalog.

## Communication and Creative Expression

Courses in this group – Writing, Oral Communication, Literature, and Arts – are designed to cultivate a student's capacity to appreciate, analyze, and engage the human experience in its diverse creative forms. In some courses, students will develop their capacities to move, educate, convince, and entertain audiences; tell their own stories; reflect on their learning; discover and reveal attitudes and feelings; defend beliefs, opinions, and interpretations; and contribute in diverse, creative, and meaningful ways to the lives of those with whom they live and work. Other courses will develop students' abilities to identify and analyze the formal and thematic features of a variety of artistic and literary works and to explain how the creation and reception of those works was influenced by aesthetic, cultural, historical, and social factors. All of the courses in this category will develop students' ability to use methods of human expression – to invent, design, write, speak, and perform – in creative and effective ways. In short, the courses in this group will help students probe for deeper understanding and meaning in the cultural works they encounter and to create meaning through their own artistic works and their written and spoken communication. To complete the requirement for this group, students take one course from each of the following four categories.

## Writing

A student educated in the liberal arts 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. The academic writer communicates purpose and meaning in writing that is organized, coherent, and developed through rhetorical methods such as description, comparison/contrast, argument, and cause-effect analysis. Good, clear writing is grammatically sound and free of errors in usage and mechanics. The requirement in writing is met in ENGL 110 – Academic Writing. Some students may be required to take an extended, two-semester version of writing instruction, which begins with ENGL 105 – Composition. Course descriptions can be found in the English section of the catalog.

## Oral Communication

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 of 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 messages, validating messages with substantive support, effectively wording messages, outlining messages for effective execution, delivering messages with confidence, and accurately analyzing the messages of others. The Oral Communications requirement is met by taking COMM 101 Oral Communication. A course description can be found in the Mass Communication section of the catalog.

## Literature

We read literature for a variety of reasons. Literary texts provide reflections on cultural values and concerns, windows into the past, and a chance to escape or to confront the troubles of our lives. Through literature we can analyze human actions and motivations and meditate on our common humanity and the world we share. In literature we also find the epitome of artistic expression and models for our own writing. Short stories, novels, plays, poems, and essays 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. English courses numbered 140-149 will fulfil the requirement for Literature. Course descriptions can be found in the English section of the catalog.

## The Arts

The arts – a diverse range of human activities, creations, and expressions that appeal to the senses or emotions – are important constituents of human culture. Vital to a liberal arts education, studying the seven lively arts – architecture, painting, sculpture, dance, drama, music, and literature – provides students with not just a deeper understanding and appreciation for the intrinsic value of creative expression, but also with an opportunity to more fully explore the experiences, concerns, desires, and emotions shared by the human community. Studying the arts has practical implications as well, since success in many professional fields relies in part on the dispositions that studying the arts can provide: a deeper sense of empathy, for example, or a stronger desire to create and sustain beauty in the world. In short, studying the arts can give students tools for making a more productive and satisfying life. Arts courses numbered 100 and 149 will fulfill the requirement for The Arts. Course descriptions can be found in the "Non-Departmental Core Courses" section of the catalog.

# Citizenship

Courses in the Citizenship group promote critical awareness and engagement with today's complex global issues. These courses emphasize the study of the world through its history, cultural diversity, and contemporary economic, political, and social contexts. Language instruction and study abroad experiences help students bridge academic study with the skills and habits of mind needed to face the challenges of our increasingly interdependent world. The aim of the group is to foster social responsibility in our students and prepare them to act in service to the common good. Students completing this group should have an enhanced sense of their identity as citizens of a global community. Completing this group requires a course in History, a course in Global Connections, and an Intercultural Competence experience, which includes either a global languages course or a qualified study abroad.

## History

Courses is the history category are designed to give students a broad-based introduction to the subjects and practices of history. These courses develop skills essential to contemporary global citizenship. History fosters engagement with diverse perspectives, encourages critical analysis of complex and competing sources, develops empathy, and builds careful and effective argumentation. History courses offered in this category of the core are introductions to various fields of historical study. These courses emphasize engagement with and interpretation of primary historical texts alongside modern historical studies. Students will build understandings of change over time, the importance of historical context, and causal factors influential in historical development. History courses numbered 100 to 149 will fulfill the requirement for this Core category. Course descriptions can be found in the History section of the catalog.

## Global Connections

Global connections courses engage students in a critical study of the interdependent nature of the global system and the consequences of this interdependence for local and global communities, past and present. The courses in this category will prepare students to move from global awareness to global citizenship, challenging them to consider their

responsibility to the common good. Courses will be sorted into two investigative tracks, historical and social scientific, which emphasize varied approaches – quantitative and qualitative analysis, social theory, historical inquiry, analysis of primary and secondary sources, etc. – to historical and contemporary issues. Through these analyses, students will come to understand the contours and complexities of active citizenship on local and global scales. Courses in this category are offered in several departments – Economics, Geography, History, Political Science, and Sociology – and are numbered 150 to 199. Course descriptions can be found in the relevant sections of the catalog.

### Intercultural Competence

A student who develops college-level intercultural competency can engage with members of various cultures in a productive and sensitive manner. Interaction with others is the foundational principle of both choices in this category of the Core – Global Languages and Cultures, and Study Abroad. Both selections provide opportunities for developing the dispositions needed to face the challenges of an increasingly interdependent world.

The Languages and Cultures courses integrate language instruction with the study of culture. Through interactive speaking exercises, reading and listening in the target language, and comparisons between the student´s native culture and the cultures studied in the course, students will expand their communicative abilities in the target language, enhance their appreciation of the cultures studied, explore the relationships between local and global concerns and develop greater intercultural competency. Qualifying courses include FRENCH 101 to 105, GERMAN 101 to 105, and SPANISH 101 to 115. Course descriptions can be found in the Foreign Language section of the catalog.

The second option in this category builds intercultural competency in the context of an approved Study Abroad program. Through interaction with citizens of the target culture and a variety of immersive cultural experiences, students learn to listen well, to interpret cultural realities, and to act appropriately and effectively with that understanding. This direct engagement with the target culture is accompanied by course work conducted before, during, and after the trip that teaches students to process and critically reflect upon their experience to develop their intercultural competency. For more information, see Study Abroad in the Academic Services section of the catalog.

## Quantitative and Scientific Reasoning

Courses in this group prepare King's graduates to be scientifically literate members of society. Over time, the quest for truth and understanding has led inquisitive people to ponder questions about the physical world and to discover – through the process of hypothesis, experiment, and observation – the rules, both simple and complex, that govern natural phenomena. In this vein, the overarching goals of the courses within this group are to inspire students to be curious about the world around them and to provide the mathematical and analytical tools necessary to draw sound conclusions from observations and evidence. From the study of the matter in the universe, the organization of matter into complex living organisms and ecosystems, and the effects of human behavior and organization on the physical world and each other, students will ultimately form connections between the governing principles of scientific inquiry and our human experience within the natural world. The foundational knowledge developed in the

Quantitative and Scientific Reasoning group will enable students to identify scientific issues underlying national and local decisions and to utilize their skills of quantitative and scientific analysis to respond in meaningful and ethically responsible ways to issues of contemporary importance to society. To complete the requirement for this group, students take one course from each of the following four categories.

## Quantitative Reasoning

A person educated in the liberal arts 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. The requirement in Quantitative Reasoning is met through MATH 120 – Mathematical Ideas. A course description can be found in the Mathematics section of the catalog. Some students may be required to take an additional math course, Math 100, which counts as elective credit.

## The Scientific Endeavor

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. In the Scientific Endeavor course, students will examine the empirical methods scientists use to gain knowledge about the world and how this knowledge shapes our human experience. The course offers a study of the scientific approach, its limitations, and what distinguishes science from other approaches to understanding the world. Students will learn how scientific observations and data become accepted scientific theories, how controversies are settled, and how science and scientists retain credibility and authority. The Scientific Endeavor requirement is met through NSCI 100 – The Scientific Endeavor. A course description can be found in the "Non-Departmental Core Courses" section of the catalog.

## Science in Context

In the Science in Context courses, students will have the opportunity to build upon their existing scientific knowledge. Courses in this category may offer students a broad introduction to an unfamiliar discipline or may provide a detailed topical investigation into a more familiar one. The Science in Context course teaches students to explore new areas of scientific knowledge, to draw connections with other academic disciplines, especially within the Core Curriculum, to examine contemporary issues and topics, and to evaluate how science shapes our everyday lives. Science in Context course descriptions can be found in the "Non-Departmental Core Courses" section of the catalog.

### Human Behavior and Social Institutions

Knowledge of the substance, motivation, and consequences of both individual and collective human behavior is essential to the person educated in the liberal arts. 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. Courses in Human Behavior and Social Institutions will increase students' systematic understanding both of themselves as functioning human beings and of their individual similarities to and differences from others. Courses will enhance students' understanding of the nature and significance of their conscious experience and will help them recognize the forces that shape their interpersonal attachments and interactions. Each course offered in Human Behavior and Social Institutions will introduce students to the goals, methods, theories, and research findings associated with disciplines within the social sciences, which includes economics, geography, political science, psychology, and sociology. Courses in this category are offered in several departments--Economics, Geography, Political Science, Psychology, and Sociology--and are numbered 100 to 149. Course descriptions can be found in the relevant sections of the catalog.

## Wisdom, Faith and the Good Life

How do faith and reason help us to know what is good and true? What does faith have to offer reason, and what does reason have to offer faith? Faith opens new horizons for reason, and reason challenges faith to greater understanding and refinement. Theology is the free, rigorous, and methodological study of God's self-revelation in the person of Jesus Christ encountered in community. Philosophy is the free, rigorous, and methodical use of logic and argument in search of truth. The courses in this group introduce students to the experience of doing philosophy and theology, both where they converge and where they diverge. The experience of doing philosophy well is of discovering new, surprising, wonderful, and sometimes baffling depths and complexities to existence, our lives, and our beliefs. The aim of theology is the good life as informed by the critical study of sacred scripture, the lives and ideas of people who search for God, and the moral investigation of the personal and common good. Theology integrates the methods of many disciplines such as philosophy, history, literature, and science. This group plays a special role in the Catholic mission of King's College to transform minds and hearts with zeal in communities of hope. To complete the requirement for this group, students take one course from each of the following four categories.

### Introduction to Philosophy

Philosophy is the attempt to answer, through rational reflection, the deepest and most fundamental questions of human existence. What is the meaning of life? How can people achieve true happiness and fulfillment? Does God exist? What do we mean by God?

Why should we be moral? How should we decide what is right? Are people really free? Do humans have souls, or are we just physically complex organisms? What is a soul? Is there life after death? What can we know and how can we know it? This course invites students to critically reflect on these and other perennial issues through contemporary and historical texts. PHIL 101: Introduction to Philosophy fulfills the requirement for this category. A description can be found in the Philosophy section of the catalog.

## Philosophical Investigations

An exploration of one or more of the main areas of philosophy: ethics, metaphysics, epistemology, logic, political philosophy, or aesthetics. The courses offered in this category are intended to build upon the introductions to the main areas of philosophy that students receive in the first philosophy course. There is no prerequisite for courses in this category, but PHIL 101: Introduction to Philosophy is strongly recommended. Philosophy courses numbered 170 to 199 will fulfill the requirement for Philosophical Investigations. Course descriptions can be found in the Philosophy section of the catalog.

## Theology and Wisdom

Theology is faith seeking understanding. Seeking to understand faith means, on the one hand, carefully studying the foundational sources of Christianity as encountered in the Scriptures, both the Old and New Testaments, and on the other hand exploring the living traditions of the Catholic and broader Christian community, traditions that change as histories and cultures change. Theology courses will explore issues and questions of faith, introducing some of Christianity's long history of such exploration, and engaging in dialogue with a variety of other perspectives, from the Jewish traditions from which Christianity sprang, to questions that arise from today's global and interfaith world. Theology courses numbered 150-159 will fulfill the requirement for Theology and Wisdom. Course descriptions can be found in the Theology section of the catalog.

## Theology and the Good Life

Moral Theology is the discipline of reflecting critically and constructively on the Christian way of life. Students are encouraged to engage with and examine the ways in which Christian beliefs and practices form and reform the imagination, language, and actions of believers, and to describe and judge the variety of ways in which the Christian way of life has contributed, or has failed to contribute, to making God's reign present to the world. Theology courses numbered 160-169 will fulfill the requirement for Theology and the Good Life. Course descriptions can be found in the Theology section of the catalog.

## Non-Departmental Core Courses

Descriptions for nearly all courses that fall under the categories listed above can be found in the major program pages that follow the Core section of the catalog. Courses in the College Seminar, the Arts and the NSCI categories are listed below.

## College Seminar

### CSEM 100 - THE QUEST FOR MEANING

All sections of the College Seminar are numbered CSEM 100. Each section of the course focuses on a specific quest chosen from the following five:

#### Quest for Community

"Community" is ubiquitous. We speak of local and regional communities, of national and global communities, of ethnic and religious and political communities, of physical and virtual communities. The term's prevalence, of course, reflects its deep conceptual importance in our lives. How do communities provide us with a sense of belonging – to neighborhood, school, church, nation, organization, profession, and so on? How do various communities answer our lifelong quest to be accepted, to interact and forge relationships? How do communities influence the way we learn values and strengthen beliefs? How do communities both foster and limit our ability to develop independent identities? What is our proper role in the community? How do we exercise both dependence on and responsibility to others? While sections will vary, each will consider the complex roles that communities play in our everyday lives.

#### Quest for Identity

"Who am I?" is a fundamental question we begin asking ourselves at a very early age. How we answer it is influenced by a myriad of variables, including gender, age, social class, religion, occupation, ethnicity, and nationality. How do these variables shape who we are and what we become? What elements of our identity are beyond our control? What elements are the result of affiliations and designations that we freely choose? How do the questions of identity drive human behavior, choices, and self-perception? Why are questions about identity often so ambiguous and difficult to answer definitively? Sections of this seminar will vary topically, but all will consider the complexity of understanding one's identity and how it gets formed.

#### Quest for Love

It's been said that love is the most powerful force in the universe. It is a consistent theme in literature and art and has been debated in every imaginable context, from the theological or philosophical to the biological or psychological. The pervasiveness

of this enigmatic concept throughout cultures and across time illustrates its conceptual importance to our lives. But what is love, exactly? How does romantic love differ from what we feel for parents, children, siblings, friends, and neighbors? What does it mean to love a nation, nature or God? What human behaviors can be justified by love? How does love contribute to the decisions we make? This seminar examines our quest to feel, find, and understand love in context with ourselves and our local and global communities.

### Quest for Truth

Human beings are, at their very core, thinking creatures. We inevitably form ideas about the way things really are, about what the truth is. What, if anything, do we know? By what means and methods do we know what we know? Through personal experience? Through the systematic empirical observation and hypothesis construction encouraged by scientific disciplines? Through intuition? Through philosophical investigation, theological reflection, or artistic inspiration? In our pursuit of the truth, how often are we forced, despite our strong desire for certainty, to settle for – instead of well-grounded confidence – (modestly) reasonable beliefs, or even (half) guesses? When we form our beliefs, must we do so only on the basis of evidence? Or is it sometimes permissible to believe something because of the advantages it brings? What is the psychology or sociology of belief? That is, how does the pursuit of truth function within a person or within a group? One or several such questions will be the focus of a College Seminar course categorized as "Quest for Truth."

### Quest for Beauty

We call many things beautiful – a sunset, a turn of phrase, a dance, a face. But what exactly is beauty? How is it to be defined? Is it only "in the eye of the beholder"? Is beauty determined solely by cultural standards in a given time and place, or are there universal, timeless standards upon which all cultures would agree? Can beauty be measured mathematically or scientifically? How can intangible things – a life, for example – be beautiful? And why are we so drawn to beauty? What is the connection between beauty, love, and truth? Why do we describe encounters with beauty as transcendent and sublime? Should we resist certain notion of beauty? How, for example, is a critique of certain ideals of beauty a critique of power? Courses under this category will explore a section of the conversation about beauty, addressing a range of different notions of the beautiful, as well as the experience of beauty.

# The Arts

### ARTS 102 – 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.

### ARTS 103 – THE ART OF IMPROVISATION (3 credits)

This course is an introduction to improvisational acting techniques for the non-actor 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. This course will help equip the non-actor with the tools to be self-sufficient and to think from the heart of originality and inspiration. This course will lead the student into the world of public life with confidence, self-reliance, and assurance with communication skills that will enrich the experience.

### ARTS 104 – THE THEATRE: AN INTRODUCTION (3 credits)

The aesthetics of theatre as an art of self-expression, imagination and communication will be explored. Students will gain an understanding of the creative process of theatre from both a performance and design perspective. Through textbook readings, videos, class discussions, and viewing/critiquing live performances, students develop a basic theatre vocabulary and an appreciation for this most collaborative of art forms. The function of the theatre will be investigated, allowing students to analyze, appreciation, and create their own performance piece.

### ARTS 111 – BALLET (3 credits)

A Ballet class for the beginner through experienced level dancer. This course incorporates lecture/demonstration and dance exercises designed to explore the movement dynamics appropriate for ballet dance presentation. Barre, stretch, and center exercises are included with ballet terminology and technique. There will be lecture and discussion on Ballet choreographers and composers to present the history of ballet. Every student builds on knowledge and technical skills and develops group awareness while introducing the individual to their own movement potential. An understanding of proper ballet training and technique as a foundation of poise, flexibility, physical stamina and a form of artistic expression is paramount to this course and valuable qualities for the dancing profession.

### ARTS 112 – 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.

### ARTS 113 – 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.

### ARTS 114 – 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 music, 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.

### ARTS 115 – 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.

### ARTS 116 – FUNDAMENTAL VOCAL TECHNIQUE (3 credits)
Students enrolled in this course will study the fundamentals of vocal technique and production, such as posture, breath support, diction, anatomy/health of the voice, effective practice, and other topics. Classes will be lecture and performance based. Students will be expected to sing in each class and to learn several pieces culminating in a recital at the end of the semester. Students wishing to enroll in the course are expected to be able to read musical notation on a basic level.

### ARTS 121 – ART HISTORY: CLASSIC THEMES IN WESTERN ART (3 credits)
This course surveys basic themes of art within Western Civilization. Artists through the ages have portrayed basic stories, drawn from myth, religion, and history, that show people's realities and fantasies, fears and hopes. These stories reflect the concerns of the past, while they often resonate with us today, and provide a foundation of a common culture. Students will read key stories from our heritage (especially from the Bible and Greek Mythology), look at and interpret art about them, and analyze their impact on our culture. We will draw especially on the Greco-Roman and Judeo-Christian traditions to provide a basis for appreciating art, its changing styles and techniques, and ourselves.

### ARTS 122 – ARTS APPRECIATION (3 credits)

Students will be introduced to various aspects of appreciation and analysis of numerous visual art media. Students will develop an appreciation for the history of visual art and artists and increase their ability to analyze and interpret visual art as a means of expressing the social, political, and cultural trends of the period in which it was created. Course work will include an introduction to the diverse aspects of art such as its components, media and techniques, and content.

### ARTS 123 – DRAWING AND DRY MEDIA (3 credits)

Introductory course concerned with the fundamentals of drawing in order to develop creative capacities and gain a broader understanding and appreciation of intellectual cultural activity. 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.

### ARTS 124 – PAINTING AND WET MEDIA (3 credits)

Painting and Wet Media is a three-credit course concerned with the fundamentals of painting, such as observation, basic painting techniques, composition, and painting media. Students will exam and analyze the work of master painters and synthesize the techniques into their own artwork.

### ARTS 125 – GRAPHIC DESIGN (3 credits)

Students will learn about art history, including specific eras, movements, artists' philosophies and techniques and the relevance to practical applications today, such as marketing and advertising. This course utilizes lecture and hands-on experience with industry standard Adobe Creative Suite software. Students will design classic and contemporary works, such as movie posters and book covers while emulating the techniques of Renaissance, medieval and contemporary artists through a range of styles from medieval manuscripts, cutting-edge contemporary cartoon illustration and urban graffiti.

### ARTS 131 – 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: 131PL

### ARTS 135 – INTRODUCTION TO FILM STUDIES (3 credits)

A critical introduction of major concepts of film through study of selected films and film genres. This course will introduce the student to some major concepts in film studies and film language (editing, cinematography, sound, special effects, etc.) and

narrative film structure. Course will culminate in an understanding of the many ways films produce meaning through critical interpretations and deep analysis. Film Studies courses are taught thematically each semester, focusing on specific genres or the work of specific directors.

### ART 141 – IMAGINATIVE WRITING (3 credits)

These introductory writing courses 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.

# NSCI (Natural Science)

## The Scientific Endeavor

### NSCI 100 – THE SCIENTIFIC ENDEAVOR (3 credits)

A study of the empirical methods scientists use to gain knowledge about the world and how this knowledge shapes our human experience. The course offers a study of the scientific approach, its limitations, and what distinguishes science from other approaches to understanding the world. While examining contemporary issues in science, students will learn how scientific observations and data become accepted scientific theories, how controversies are settled, and how science and scientists retain credibility and authority.

## Science in Context

### NSCI 171 – 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 and other solar systems, the life cycle of stars, the large-scale structure of the Universe, and the connection between the cosmos and humanity. Sections may occasionally run with an emphasis on astrobiology and the search for life in the Universe.

### NSCI 172 – 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 comprehendible 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. Special topical sections may include The Chemistry of Beer, the Chemistry of Cooking, etc.

### NSCI 173 – 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. Special topical sections may include The Biology of Stress, The Science of Drug Addiction, etc.

### NSCI 174 – THE ENVIRONMENT AND NATURAL RESOURCES (3 credits)

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

### NSCI 175 – DINOSAURS AND THE SCIENCE OF PALEONTOLOGY (3 credits)

Dinosaurs, their biology, evolution, and extinction will be the primary focus of this course. The scientific method as used by paleontologists for understanding dinosaurs as once living animals will be stressed. The course will examine fundamental geological and biological techniques, and the philosophical foundations of these practices that bring us a reliable understanding of past events. The course will cover such topics as geologic time, radioactive dating, plate tectonics, fossilization, and skeletal anatomy, as well as critical examination of evidence for two major events in dinosaur history; their extinction by cometary impact and the origin of birds.

### NSCI 176 – 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.

### NSCI 177 – CONCEPTUAL PHYSICS (3 credits)

An introductory course on elementary physics covering topics such as motion, mechanics, energy, electromagnetism, light, sound, atomic and nuclear physics. The course will be descriptive, conceptual, and will include nearly no math. Special topical sections may include The Physics of Superheroes, The Physics of Warfare, The Physics of Toys, etc.

### NSCI 178 – 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.

### NSCI 179 – HEALTH AND THE HUMAN BODY (3 credits)

An introduction to nutrition principles necessary to promote a healthy lifestyle. The course will examine nutrients (proteins, carbohydrates, fat, vitamins, water, and minerals), the physiological processes used to digest, absorb, and utilize them, and their relation to contemporary issues healthy body weight, physical performance, and various diseases such as heart disease, diabetes, cancer, and osteoporosis.

**NSCI 180 – MODERN MATERIALS** (3 credits)
A survey of how different materials work, how they are made and how they affect human society. Since the industrial revolution, and especially during this century, there has been a veritable "materials revolution," ushering in cements, high-performance alloys, polymers, composites, semiconductors, and superconductors. Like the Stone Age and Iron Age before us, future historians may refer to our age as the Age of Silicon, after the material which forms the basis of the devices which power our advanced electronic systems.

**NSCI 181 – SUSTAINABLE ENERGY AND THE ENVIRONMENT** (3 credits)
An exploration of our wide range of traditional and renewable energy sources and how these options impact our environment and society. Students will be exposed to the complex and compelling ethical issues raised by global, national and local changes in how we produce and use energy. In addition, students will gain the knowledge necessary to be articulate in career, community, and personal arenas regarding renewable energy resources.

**NSCI 190 – 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.

# MAJOR PROGRAM DESCRIPTIONS

# Baccalaureate Degree Programs

## Bachelor's 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 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 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
French
Mass Communications
Philosophy
Professional Writing
Spanish
Theatre
Theology

### Natural Sciences

Environmental and Sustainability Studies
Mathematics

### Social Sciences

Criminal Justice
Economics
Education PK-4
Education Math 4-8
Education Science 4-8
History
International Relations and Strategy
Political Science
Psychology
Sociology
Social Work

# Bachelor of Science

## Natural Sciences

*Athletic Training Program
Biology
Biochemistry and Molecular Biology
*Chemistry
Chemistry (Business)
Chemistry (Engineering)
*Clinical Laboratory Science (Medical Technology)
*Computer Science
Computer Science (Business)
Computer Science (Engineering)
General Science
Engineering (Civil)
Engineering (Mechanical)
Engineering 3+2
Environmental Chemistry
Environmental and Ecological Sciences
Environmental Science (Engineering)
Exercise Science
Health and Physical Education PK-12
Medical Studies Life Sciences
Mathematics (Business)
Neuroscience
Nursing
*Physician Assistant
Physics
Physics (Aerospace Engineering)
Physics (Business)
Physics (Civil Engineering)
Physics (Electrical Engineering)
Physics (Mechanical Engineering)

## Social Sciences

Psychology

## Technology

Computers and Information Systems
Computers and Information Systems (Business)

### Business Administration

*Accounting
Management with Concentrations in

- Business Administration
- Entrepreneurship
- Finance
- Health Care
- Human Resources
- International Business
- Sports Management

Marketing

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

## 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. 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
Biology
Business Administration
Chemistry
Computers and Information Systems
Computer Science
Creative Writing
Criminal Justice
Data Analytics
Dramaturgy
Economics
Engineering
English – Literature
Entrepreneurship
Environmental Studies
Ethics
Finance
Fine Arts
Forensic Studies
Forensic Accounting
French
Geography
Global Studies
Health Care Management
History
Human Resource Management
International Business
International Relations and Strategy
Latin American Studies
Marketing
Management
Mass Communications
Mathematics
Neuroscience
Philosophy
Professional Writing
Physics
Political Economy
Political Science
Psychology
Sports Management
Sociology
Social Work
Spanish
Theatre
Theology
Women's Studies

# Athletic Training (3+2 Master of Science in Athletic Training Program)

*Mr. Jeremy Simington, Athletic Training Program Director*
*Dr. Jan Kretzschmar, Exercise Science Program Director*

Athletic training is practiced by athletic trainers, health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. Athletic Trainers (also known as ATs) are unique health care providers who specialize in the prevention, assessment, treatment and rehabilitation of injuries and illnesses. Athletic trainers refer to the population that receives their services as patients or clients. Typical patients and clients served by athletic trainers include:

- Recreational, amateur, and professional athletes
- Individuals who have suffered musculoskeletal injuries
- Those seeking strength, conditioning, fitness, and performance enhancement
- Others delegated by a physician

The King's College Athletic Training Program provides students with individualized, learning-centered athletic training education in the liberal arts tradition, which enables them to become confident, skilled, and competent certified athletic trainers who practice based on current concepts and evidence to strive to be principled healthcare providers.

## The 3+2 Master of Science in Athletic Training Program

The 3+2 Master of Science in Athletic Training (MSAT) Program is an exciting, innovative, accelerated program that allows students to obtain a Bachelor of Science in Exercise Science and a Master of Science in Athletic Training in five years. The 3+2 MSAT Program is divided into two components:

## Pre-Professional Phase: Undergraduate Component, Years 1, 2, and 3

- Students in the Pre-Professional Phase will have the major of Exercise Science (3+2 MSAT Track)
- These students will enter the Professional Phase upon successful completion of Year 3 and upon meeting all requirements for entry into the Professional Phase

**Professional Phase:** graduate component, Years 4 and 5

- These students will earn a **Bachelor of Science in Exercise Science degree** upon successful completion of Year 4
- These students will earn a **Master of Science in Athletic Training degree** upon successful completion of Year 5

Students are accepted into the Pre-Professional Phase of the 3+2 MSAT Program by being accepted at King's College and declaring the major of Exercise Science (3+2 MSAT Track). There are no other requirements. Transfer students will be accepted on a case-by-case basis depending upon the credits and courses they have completed prior to entering King's College. Students are permitted to apply transfer credits to the Pre-Professional Phase of the program. All transfer credits are subject to approval by the Athletic Training Program Director and the King's College Registrar. The Pre-Professional Phase is not part of the Athletic Training Program's accreditation status awarded by the Commission on Accreditation of Athletic Training Education (CAATE). In the Pre-Professional Phase, students are Exercise Science majors. See the Exercise Science section of this catalog for more information about the Exercise Science major.

Students must complete a minimum of 50 athletic training experience hours prior to the completion of the Pre-Professional Phase. Students can complete these hours at King's College or at an off-campus location (upon approval by the Athletic Training Program Clinical Education Coordinator). The Athletic Training Program will assist students in finding opportunities to complete these hours. Students bear the ultimate responsibility for completing the required number of hours.

All 3+2 MSAT Program students are guaranteed a seat in the Professional Phase of the program if they meet all progression criteria, meet all requirements for entry, and submit a formal application to the Professional Phase. Progression criteria for the Pre-Professional Phase are as follows:

- At the end of Year 2, the student must have a cumulative G.P.A. of 2.000 or higher and a major G.P.A. of 2.000 or higher to continue.
- At the end of the fall semester of Year 3, the student must have a cumulative G.P.A. of 2.000 or higher and a major G.P.A. of 2.000 or higher to continue.

See the Exercise Science section of this catalog for more information about the Exercise Science major and the required Exercise Science coursework in the Pre-Professional Phase.

Requirements for entry into the Professional Phase are as follows (must be met by the end of the spring semester of Year 3):

- Completion of all Year 1, 2, and 3 major and Core (non-major) coursework
- Cumulative G.P.A. and major G.P.A. of 2.670 or higher
- Completion of a minimum of 30 athletic training experience hours
- Completion of a formal application to the Professional Phase

Year 4 of the 3+2 MSAT Program is the first year of the Professional Phase. See the King's College Graduate Catalog for more information about the Professional Phase and the graduate part of the program. During Year 4, students begin graduate-level coursework. Progression criteria for Year 4 are as follows:

- Students must earn a grade of "C" or better in all coursework
- At the end of Year 4, the student must have a cumulative G.P.A. of 2.670 or higher and a major G.P.A. of 2.670 or higher to continue.

Upon successful completion of Year 4, the student will earn a Bachelor of Science in Exercise Science. For more information about Year 5 and the remainder of the Professional Phase, see the King's College Graduate Catalog.

## Additional Requirements of the Professional Phase

During the summer session of the Professional Phase, all students will be required to complete the following background checks: Pennsylvania Child Abuse History Clearance, Pennsylvania State Police Request for Criminal History Record Check, and Federal Criminal History Record Information. Students may be required to complete all three clearances again prior to the second year of the Professional Phase (Year 5). All costs incurred in complying with this requirement are the responsibility of the student. Students who do not have clear background checks may be dismissed from the Professional Phase.

All students in the Professional Phase must assume responsibility for their own transportation to clinical education sites. Students are expected to own a vehicle that can provide reliable and consistent transportation. Students are responsible for all expenses related to travel to clinical education sites. All students in the Professional Phase are required to have the following vaccinations, which are recommended for healthcare workers by the Centers for Disease Control and Prevention:

(**https://www.immunize.org/wp-content/uploads/catg.d/p2017.pdf**)

- Chickenpox vaccine (varicella)
- Flu vaccine (influenza)
- Hepatitis B vaccine
- MMR vaccine (measles, mumps, rubella)
- Tdap (tetanus, diphtheria, and whooping cough) or Td (tetanus and diphtheria)

All vaccinations must be up-to-date and/or in progress (if a series) with the exception of the flu vaccine (influenza). Students who did not get a flu vaccine prior to entry in the MSAT Program will still be eligible for entry. All students must get a flu vaccination in the fall of Year 1 and Year 2.

Students must present proof of current immunizations during the summer session of the first year of the MSAT Program and must maintain all immunizations throughout the MSAT Program. Students are responsible for the cost of all immunizations. Some clinical sites may 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. Students who fail to comply with additional immunizations and titers for clinical rotations may be denied access to hospitals, schools, and other clinical rotation sites. This may affect their ability to complete the MSAT Program. Students are responsible for the cost of any additional immunizations and titers.

All students in the Professional Phase may require tuberculosis (TB) surveillance. Students will be notified if they require surveillance for their clinical rotation(s). Surveillance will be arranged with the King's College Student Health Center. Students who fail to comply with TB surveillance may be denied access to hospitals, schools, and other clinical rotation sites. This may affect their ability to complete the MSAT Program. Students are responsible for the cost of TB surveillance. All students in the MSAT Program must have a laptop computer with wireless internet capability. Students

may use a PC or Apple computer. Students are responsible for having a computer with the necessary processing power and functionality to meet program requirements and complete all academic and clinical work in the program. Tablet computers (e.g., Apple iPad, Samsung Galaxy, etc.) are NOT recommended as they are not likely to have the necessary processing power and functionality. Students must be able to run the Google Chrome web browser application on their computer due to its compatibility with our online program management system.

## Accreditation Status

The King's College Master of Science in Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

## Tuition and Fees

The following table explains the tuition and fees in the 3+2 MSAT Program

| Year/Session | Tuition and fees |
|---|---|
| Pre-Professional Phase: Years 1, 2, and 3 | Undergraduate tuition plus college fees for each year |
| Professional Phase: Year 4 Summer Session | 9 credits at the per-credit rate for the MSAT Program plus college fees (see information below about undergraduate financial aid) |
| Professional Phase: Year 4 Fall and Spring Semesters | Undergraduate tuition plus MSAT Professional Program Fees (see information below about undergraduate financial aid) |

## Anticipated MSAT Professional Program Fees:

Additional information about tuition and fees can be found at:
**https://www.kings.edu/programs/graduate/athletic-training.html**

In the first year of the Professional Phase (4th year overall, includes the Summer Session and Fall and Spring Semesters), undergraduate financial aid can be applied toward tuition, fees, room, and board for the summer session and the fall and spring semesters because students are still considered undergraduate students from a financial aid point of view.

Tuition and fees for Year 5 of the Professional Phase can be found at:
**https://www.kings.edu/cost-aid/tuition-fees/graduate.html**

## Technical Standards

The Professional Phase of the 3+2 MSAT Program at King's College is a rigorous and intense program that places specific requirements and demands on students. One of the objectives of the program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the program establish the essential qualities that are considered necessary for students to achieve the knowledge, skills, and competencies of an entry-level athletic trainer. A candidate for the Professional Phase of the 3+2 MSAT Program must meet the following abilities and expectations. The following are required, with or without reasonable accommodations:

- The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
- Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
- The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds. This includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- The ability to record the physical examination results and a treatment plan clearly and accurately.
- The capacity to maintain composure and continue to function well during periods of high stress.
- The perseverance, diligence, and commitment to complete the Professional Phase as outlined and sequenced.
- Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
- Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

## Curriculum Sequence

For more information about Year 5 (Professional Phase), see the King's College Graduate Catalog.

| YEAR 1 (Pre-Professional Phase) | | | | | |
|---|---|---|---|---|---|
| **FALL** | | | **SPRING** | | |
| AT 100 | Intro. to the Athletic Training Profession | 1 | AT 120 | Principles of Biology for Health Sciences | 3 |
| EXSC 101 | Introduction to Exercise Science | 3 | EXSC 150 | Prevention, Treatment, & Emergency Care of Injuries | 3 |
| PHYS 108 | Applied Biophysics | 3 | CHEM 107 | General, Organic, and Biochemistry | 3 |
| PHYS 108L | Applied Biophysics Lab | 1 | CHEM 107L | General, Organic, and Biochemistry Lab | 1 |
| CORE Course | | 3 | CORE Course | | 3 |
| CORE Course | | 3 | CORE Course | | 3 |
| HCE 101 | Holy Cross Experience | 1 | **TOTAL CREDITS** | | **16** |
| **TOTAL CREDITS** | | **15** | | | |

| YEAR 2 (Pre-Professional Phase) | | | | | |
|---|---|---|---|---|---|
| EXSC 219 | Anatomy & Physiology for Exercise Science I | 3 | EXSC 220 | Anatomy & Physiology for Exercise Science II | 3 |
| EXSC 219L | Anatomy & Physiology for Exercise Science I Lab | 1 | EXSC 220L | Anatomy & Physiology for Exercise Science II Lab | 1 |
| EXSC 245 | Principles of Health | 3 | EXSC 290 | Exercise Physiology | 3 |
| EXSC 280 | Clinical Kinesiology & Anatomy | 3 | CORE Course | | 3 |
| PSYC 101 | Intro. to Psychology | 3 | CORE Course | | 3 |
| CORE Course | | 3 | CORE Course | | 3 |
| **TOTAL CREDITS** | | **16** | **TOTAL CREDITS** | | **16** |

| YEAR 3 (Pre-Professional Phase) | | | | | |
|---|---|---|---|---|---|
| **FALL** | | | **SPRING** | | |
| EXSC 309 | Electrocardiology | 3 | EXSC 310 | Assessment & Measurements in Exercise | 3 |
| EXSC 330 | Alternative Methods of Exercise | 3 | EXSC 310L | Assessment & Measurements in Exercise Lab | 1 |
| CORE Course | | 3 | EXSC 320 | Exercise and Special Populations | 3 |
| CORE Course | | 3 | EXSC 325 | Nutrition & the Athlete | 3 |
| CORE Course | | 3 | MATH 126 | Introduction to Statistics | 3 |
| **TOTAL CREDITS** | | **15** | CORE Course | | 3 |
| | | | **TOTAL CREDITS** | | **16** |

| YEAR 4 (Professional Phase) | | |
|---|---|---|
| **SUMMER** | | |
| AT 400 | Foundations of Athletic Training | 3 |
| AT 405 | Pharmacology & General Medicine | 2 |
| AT 410 | Evidence-Based Medicine 1 | 2 |
| AT 415 | Athletic Training Procedures | 2 |
| **TOTAL CREDITS** | | **9** |

| **FALL** | | | **SPRING** | | |
|---|---|---|---|---|---|
| AT 420 | Athletic Training Practicum 1 | 3 | AT 425 | Athletic Training Practicum 2 | 3 |
| AT 430 | Prevention, Evaluation, & Diagnosis 1 | 4 | AT 435 | Prevention, Evaluation, & Diagnosis 2 | 4 |
| AT 450 | Therapeutic Interventions 1 | 4 | AT 455 | Therapeutic Interventions 2 | 4 |
| AT 470 | Advanced Human Anatomy | 3 | AT 475 | Head, Neck, & Spine | 3 |
| **TOTAL CREDITS** | | **14** | **TOTAL CREDITS** | | **14** |

**AT 420 and AT 425** will include required clinical experiences that are non-immersive, meaning that students will take other courses while also completing the clinical experiences. These clinical experiences will be in a variety of settings. Clinical experiences will typically begin in early August (several weeks prior to the start of the fall semester), will continue across the entire academic year (which may include during breaks), and will typically end in May.

**BACHELOR OF SCIENCE IN EXERCISE SCIENCE DEGREE IS GRANTED UPON SUCCESSFUL COMPLETION OF YEAR 4**

| YEAR 5 (Professional Phase) | | | | | |
|---|---|---|---|---|---|
| **FALL** | | | **SPRING** | | |
| AT 520 | Athletic Training Practicum 3 | 4 | AT 525 | Athletic Training Practicum 4 | 4 |
| AT 530 | Therapeutic Interventions | 3 | AT 570 | Management & Leadership Strategies | 3 |
| AT 540 | Psychosocial & Professional Issues | 3 | AT 580 | Nutrition & Wellness | 3 |
| AT 550 | Evidence-Based Medicine 2 | 3 | **TOTAL CREDITS** | | **10** |
| **TOTAL CREDITS** | | **13** | | | |

**AT 520** will include required clinical experiences that are immersive. Immersive experiences are practice-intensive and allow the student to experience the totality of care provided by athletic trainers. Students do not take other courses during immersive experiences. Clinical experiences will occur on the following schedule:

- 3 weeks of immersive clinical experiences prior to the start of the semester (typically August)
- 4 weeks of immersive clinical experiences in the first half of the semester (typically August/September)
- 8 weeks of no clinical experiences (typically September/October/November); all other courses will be taken at this time
- 4 weeks of immersive experiences in the second half of the semester (typically November/December)

**AT 525** will include required clinical experiences that are immersive. Clinical experiences will occur on the following schedule:

- 3-4 weeks of immersive clinical experiences prior to the start of the semester (typically December/January)
- 8 weeks of no clinical experiences (typically January/February/March); all other courses will be taken at this time
- 8 weeks of immersive experiences in the second half of the semester (typically March/April/May)

**MASTER OF SCIENCE IN ATHLETIC TRAINING DEGREE IS GRANTED UPON SUCCESSFUL COMPLETION OF YEAR 5**

# Course Descriptions

### AT 100 – INTRODUCTION TO THE ATHLETIC TRAINING PROFESSION (1 CREDIT)

This course introduces students in the 3+2 MSAT Program to fundamental information about the athletic training profession. The course will discuss the role of the athletic trainer within the healthcare system in relation to other healthcare professionals. The course will require students to contemplate their own self-awareness and allow them to develop study skills which will assist in their personal and professional development. This course will also address topics of professionalism, communication and introduce students to scientific research.

### AT 120 – PRINCIPLES OF BIOLOGY FOR HEALTH SCIENCES (3 CREDITS)

This course gives students an understanding of the principles of biology as they relate to the cellular, organismic, and population levels of organization. Students will learn about the structure, function, and biochemical process of cells. Students will learn about genetics at the cellular level and at the level of gene expression and inheritance. Students will learn about evolution of populations through natural selection and adaptation. Students will learn about vertebrate structure and function, including biomechanics, physiology, and communication and control systems.

### AT 400 – FOUNDATIONS OF ATHLETIC TRAINING (3 CREDITS)

This course provides students with foundational clinical athletic training knowledge, skills, and abilities. Students will be able to apply bracing, taping, and ambulatory aids with patients. Students will use skills needed in medical emergencies. Topics include spine boarding, protective equipment removal, vacuum splints, oxygen use and various emergency care techniques.

### AT 405 – PHARMACOLOGY & GENERAL MEDICINE (2 CREDITS)

This course provides students with the ability to use pharmacological agents to manage medical conditions in an effective, legal, and ethical manner. Students will learn how to educate patients about medications, including effects, proper use, and the risks of misuse and abuse. Students will learn and be able to follow best practices in pharmaceutical management. Students will also learn about general medical conditions and how disease and injury affect the various systems of the body. Students will also learn how to develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan.

### AT 410 – EVIDENCE BASED MEDICINE I (2 CREDITS)

In this course the student will learn and apply the key concepts of evidence-based practice including how to formulate appropriate clinical inquiries, search the relevant medical literature, and find and analyze research to answer a specific question. Basic statistical analysis and interpretation relevant to Athletic Training will be presented including an analysis of measures of variability. Additionally, students will investigate common disablement models and apply key concepts related to diagnostic accuracy, epidemiology, and patient-oriented outcome assessments.

### AT 415 – ATHLETIC TRAINING PROCEDURES (2 CREDITS)
This course provides students with an understanding of the evaluation process, chart documentation, and medical terminology. Time will be devoted to using an electronic medical record system for patient-file management, insurance issues such as filing/tracking claims and third-party reimbursement. The student will learn evaluation techniques including manual muscle testing, soft tissue palpation, bone palpation, and special joint integrity testing techniques.

### AT 420 – ATHLETIC TRAINING PRACTICUM 1 (3 CREDITS)
Students complete multi-week clinical experiences in a variety of settings, performing direct client/patient care guided by a preceptor who is an athletic trainer or physician. Clinical experiences typically begin prior to the first day of the semester and may extend beyond the last day of the semester.

### AT 425 – ATHLETIC TRAINING PRACTICUM 2 (3 CREDITS)
Students complete multi-week clinical experiences in a variety of settings, performing direct client/patient care guided by a preceptor who is an athletic trainer or physician. Clinical experiences typically begin prior to the first day of the semester and may extend beyond the last day of the semester.

### AT 430 – PREVENTION, EVALUATION, AND DIAGNOSIS 1 (4 CREDITS)
In this course the student will learn background, mechanisms of injury, common signs and symptoms, and treatments for common orthopedic injuries in the upper and lower quarters as well as the thorax and spine. The student will learn and apply psychomotor skills involving various palpation skills, range of motion assessments, manual muscle testing techniques, orthopedic special testing techniques, and neurovascular testing pertaining to musculoskeletal evaluation of these areas. Additionally, this course will cover an analysis of posture, gait, and functional movement patterns.

### AT 435 – PREVENTION, EVALUATION, AND DIAGNOSIS 2 (4 CREDITS)
In this course the student will learn to recognize, assess, interpret, and manage conditions related to environmental conditions as well as common congenital and acquired general medical conditions in the gastrointestinal, genitourinary, cardiovascular, endocrine, pulmonary, and integumentary systems. In-depth evaluations of the abdomen and thorax as well as sudden death will also take place in the course.

### AT 450 – THERAPEUTIC INTERVENTIONS 1 (4 CREDITS)
The student will be introduced to theory and techniques of therapeutic interventions. The student will learn how to critically think through application and development of intervention protocols.

### AT 455 – THERAPEUTIC INTERVENTIONS 2 (4 CREDITS)
This course provides students with the ability to build upon their foundational knowledge and use current evidence to develop therapeutic intervention protocols which include corrective exercises, special considerations and a whole-body approach to movement to promote a healthy return to function.

### AT 470 – ADVANCED HUMAN ANATOMY (3 CREDITS)

This course provides students with the knowledge of functional human anatomy through cadaveric dissection and classroom instruction. Students will develop an appreciation of human anatomy from regional and systems approaches with the intent of practical application. Special focus is placed on the musculoskeletal, cardiovascular, respiratory, and nervous systems. The relationship between structure and function will continually be stressed, emphasizing implications for athletic injury mechanisms and human performance.

### AT 475 – DIAGNOSIS AND INTERVENTIONS FOR THE HEAD AND SPINE (3 CREDITS)

In this course the student will learn background, pathomechanics, pathophysiology, signs and symptoms, and treatments for brain, spinal, and facial pathologies. The student will learn and apply psychomotor skills involving various palpation skills, range of motion assessments, manual muscle testing techniques, orthopedic special testing techniques, and neurovascular testing pertaining to musculoskeletal evaluation of these areas. Additionally, this course will cover an analysis of legal considerations surrounding the recognition and management of these conditions.

### AT 520 – ATHLETIC TRAINING PRACTICUM 3 (4 CREDITS)

Students complete multi-week, immersive clinical experiences in a variety of settings, performing direct client/patient care guided by a preceptor who is an athletic trainer or physician. Immersive clinical experiences are practice-intensive experiences that allow students to experience the totality of care provided by athletic trainers. Clinical experiences typically begin prior to the first day of the semester and may extend beyond the last day of the semester.

### AT 525 – ATHLETIC TRAINING PRACTICUM 4 (4 CREDITS)

Students complete multi-week, immersive clinical experiences in a variety of settings, performing direct client/patient care guided by a preceptor who is an athletic trainer or physician. Immersive clinical experiences are practice-intensive experiences that allow students to experience the totality of care provided by athletic trainers. Clinical experiences typically begin prior to the first day of the semester and may extend beyond the last day of the semester.

### AT 530 – THERAPEUTIC INTERVENTIONS (3 CREDITS)

This course will expand on the student's foundational therapeutic intervention knowledge. The student will learn various advanced intervention techniques and be able to incorporate them into clinical practice to supplement patient care.

### AT 540 – PSYCHOSOCIAL & PROFESSIONAL ISSUES (3 CREDITS)

This course provides students with the ability to identify, support, and counsel patients who have a variety of psychosocial issues, including mental health and behavioral health conditions. Students will learn how to make appropriate referrals to other health care professionals and to effectively communicate and collaborate with them to optimize patient care and outcomes. Students will also learn techniques for the promotion of psychosocial health and for patient advocacy. Additionally, students will explore ethical and legal issues related to professional practice, self-assess their professional competence, and create and carry out professional growth plans.

### AT 550 – EVIDENCE-BASED MEDICINE 2 (3 CREDITS)

This course will allow the student to expand upon and apply techniques learned in AT 410 to synthesize an original critically appraised topic manuscript and presentation. Additionally, this course will focus on advancing topics in both qualitative and quantitative research design, higher-level research statistical concepts, application of epidemiology concepts, disablement model coding, and healthcare informatics.

### AT 570 – MANAGEMENT & LEADERSHIP STRATEGIES (3 CREDITS)

This course provides students with the ability to perform a variety of administrative duties, including medical facility management, human resource management, financial management, and policy development and implementation. Students will learn how to be effective leaders when engaging in strategic planning, quality assurance and improvement, crisis management, risk management, delivery of health care services, and advocacy for athletic training.

### AT 580 – NUTRITION AND WELLNESS (3 CREDITS)

This course provides students with an understanding of the relationship between physical fitness, physical performance, injury prevention, and nutritional intake. Students will understand how to conduct a nutritional analysis and how to evaluate various diets to provide appropriate dietary recommendations. Students 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 pre-event and post-event meals. Students will also learn about dietary planning for disease/disorder prevention and management.

# Biochemistry and Molecular Biology

*Dr. Julie Belanger, Program Director*

The Biochemistry and Molecular Biology (BMB) program combines the knowledge of chemistry with application to living systems. As such, BMB is a cross-disciplinary major offered jointly by the Department of Biology and the Department of Chemistry and Physics. The cross-discipline nature of this program will prepare well-rounded scientists that are competitive for professions in health, industry, academia, and government.

The courses required in this program are selected to build a coherent chemical and biological repertoire, with strong foundational knowledge in both biology and chemistry. This program is specifically designed for students to apply their basic biochemical knowledge to solving integrated problems through collaborative efforts and carefully designed experiments. The nature of the coursework provides an abundance of hands-on, relevant laboratory experiences, and includes independent research experience relevant to the field. Throughout the program students will build their quantitative reasoning, critical thinking, oral and written communication skills.

Students graduating from the program will be well-versed in the chemical analysis of biological systems. Specifically, students who complete this program should have the ability to:

- Integrate and apply the fundamentals of biology and chemistry and the key principles in biochemistry and molecular biology.
- Accurately prepare reagents with an awareness of laboratory safety and ethical responsibilities.
- Design experiments and interpret results using an integrated approach, with an understanding of the limits of the experimental approach.
- Effectively interpret and communicate scientifically relevant information.
- Biochemistry and Molecular Biology majors wishing to complete major sequence requirements at other institutions must complete these requirements at a four-year institution and have the prior approval of the Program Director.

# Education Requirements

**MAJOR SEQUENCE REQUIREMENTS** (22 COURSES – 72 CREDITS)

| | |
|---|---|
| BMB 110L | Introduction to Biochemical Techniques (1) |
| BMB 353L | Advanced Biochemical Techniques (2) |
| BMB 455 | Senior Colloquium (1) |
| BMB 456 | Senior Colloquium (1) |
| BIOL 113 | Evolution and Diversity with Lab (4) |
| BIOL 213 | Cell and Molecular Biology with Lab (4) |
| BIOL 450 | Molecular Genetics with Lab (4) |
| CHEM 351 | Technological Competency (1) |
| CHEM 353 | Biochemistry (3) |

Note that BIOL 353 may substitute for CHEM 353.

| | |
|---|---|
| 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) |
| MATH 129 | Analytic Geometry and Calculus I (4) |
| MATH 130 | Analytic Geometry and Calculus II (4) |
| PHYS 113/L | Physics for Scientists and Engineers I (4) |
| PHYS 114/L | General Physics II with Lab (4) |

It is advised that students take at least one semester of BIOL 229 (Independent research) or CHEM X96, X97 (Chemical Research). In addition to the courses listed above, 3 more courses from the list below are required (9 credits). One of these upper-level courses must be research intensive (BIOL490, CHEM496, CHEM497). Other upper level (300 or 400 designation) courses may be substituted with the permission of the Program Director:

| | |
|---|---|
| BIOL 314 | Microbiology |
| BIOL 326 | Immunology |
| BIOL 330 | Introduction to Bioinformatics |
| BIOL 336 | Cell Biology |
| BIOL 456 | Molecular Neuroscience |
| BIOL 490 | Senior Research |
| CHEM 357/L | Physical Chemistry I |
| CHEM 471 | Advanced Inorganic Chemistry |
| CHEM 473 | Organic Chemistry of Drug Design and Discovery |
| CHEM 475 | Advanced Analytical Chemistry |
| CHEM 496 | Senior Research |

Students who wish to be eligible for certification by the American Chemical Society must include from the above list: BIOL 336, BIOL 336L, CHEM 357, CHEM 357L, and CHEM 471. There is no Biochemistry and Molecular Biology minor, and Biochemistry and Molecular Biology majors may not minor in Biology or Chemistry.

# Course Descriptions

### BMB 110L – INTRODUCTION TO BIOCHEMICAL TECHNIQUES (1 credit)

This course will introduce students to the chemistry of biological processes. Topics covered include proper use of micropipettes, data collection, data planning, experimental design and data analysis. Student groups will work with a faculty mentor to complete and report on an independent project related to the faculty member's research program. Prerequisites: BIOL 113, CHEM 113, MATH 129, or permission of the instructor. 3 laboratory hours.

### BMB 353L – ADVANCED BIOCHEMICAL TECHNIQUES (2 credits)

Students will gain hands-on experience with modern biochemical tools and techniques. This course builds upon the concepts learned in the biochemistry course and is intended for biochemistry (BMB) majors and chemistry majors pursuing American Chemical Society Certification. It is organized around a semester long project designed and carried out by the students. Students will use molecular visualization, protein mutagenesis, protein purification and characterization to carry out their projects. 4 laboratory hours. Prerequisites: CHEM 242, Pre- or Co-requisite: CHEM 353/BIOL353, or permission of the instructor.

### BMB 455, 456 – SENIOR SEMINAR (1, 1 credit)

Critical assessment of the biochemistry primary literature. Students will apply skills learned in BIOL 370 to review and present a recent paper, one each semester. Fall semester students will lead discussion of a paper in a rigorous but informal style similar to a journal club. Spring semester students will present either their own independent research or a different paper in a style consistent with a professional meeting poster session. Students will present for both fellow students and biochemistry program faculty. Attendance at presentations of other students is required. 1 lecture hour. Prerequisites: BMB 353L, BIOL 370 or CHEM351.

# Biology

*Dr. Brian Mangan, Chairperson*

Biology, the scientific study of life and living organisms, is a very broad field that ranges in scale from molecules to ecosystems. Opportunities available to our graduates are also broad and range from careers in research to medicine to education. Many of our students go on to professions in the health sciences where they apply their understanding of living organisms on a daily basis. Others move on to graduate school or careers in research where they generate new knowledge about living organisms for the scientific community.

To prepare students for the diversity of professional and academic opportunities, the Biology curriculum uses a series of introductory courses to establish a broad foundation. Many students continue to choose courses from a diverse range of topics during their 3rd and 4th years, though our curriculum also allows students to specialize in particular areas of study. The Biology curriculum is rigorous, but it allows students the opportunity to earn a minor or complete significant coursework in other fields in science and math as well as education, social sciences and the humanities.

In addition to learning the major concepts and tenets of biology, students regularly apply the scientific method paradigm in introductory and advanced courses. All students will actively participate in the scientific processes by searching the scientific literature, designing and conducting experiments, and presenting their results in written and oral forms. Many students will conduct independent research projects and present their results at regional or national conferences.

*Biology majors wishing to complete major sequence requirements at other institutions must complete these requirements at a four-year institution and have the prior approval of the Biology Department.*

## Education Requirements

**BIOLOGY MAJOR SEQUENCE REQUIREMENTS** (19 COURSES – 68 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 270 | Sophomore Seminar (1) |
| BIOL 370 | Junior Seminar (2) |
| BIOL 470 | Senior Seminar (2) |
| 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 | Physics for the Life Sciences I with Lab (4) |
| PHYS 112 | Physics for the Life Sciences II with Lab (4) |

In addition, students **must complete 5 upper-level electives (300 and 400 level** except BIOL 370, 491, and 499). Three of the electives must include a laboratory section, and at least one of the laboratory courses must be either **BIOL 490 Biological Research** or a **Research-Intensive Course (RIC)**. RICs are upper-level biology labs that, more than other courses, focus on the design and completion of a research project. Every senior will present a research project (completed in BIOL 490 Biological Research or a RIC) as part of the BIOL 470 Senior Seminar requirements at the annual Biology Research Symposium.

### BIOLOGY MAJOR – CONCENTRATION IN PRE-GENETIC COUNSELING

(9 COURSES – 26 CREDITS)

In order to earn the Pre-Genetic Counseling concentration, students must choose the following four upper-level Biology courses as their Biology electives.

| | |
|---|---|
| BIOL 323 | Genetics (4) |
| BIOL 330 | Introduction to Bioinformatics (3) |
| BIOL 353 | Biochemistry (3) |
| BIOL 450 | Molecular Genetics (4) |

In addition, the following courses outside of the Biology major must be completed.*

| | |
|---|---|
| PSYC 101 | Introduction to Psychology (3) |
| PSYC 355 | Developmental Psychology: Childhood and Adolescence (3) |
| PSYC 356 | Developmental Psychology: Adulthood and Aging (3) |
| PSYC 362 | Introduction to Counseling and Therapy (3) |
| PHIL 174/ THEO 288 | Bioethics (3) |

*Two additional Psychology courses will confer a Psychology minor

### 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.*

## Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Demonstrate knowledge of and apply major biological concepts, tenets and principles.
- Identify, retrieve, and properly interpret and apply published and electronic sources of biological and other scientific information.
- Articulate, apply, and analyze the application of the elements of the scientific method.
- Collect, analyze, interpret and evaluate information and data, and present that information and data in a competent, professional manner in both written and oral forms.

# Course Descriptions

### BIOL 113 – EVOLUTION AND DIVERSITY (4 CREDITS)

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 CREDITS)

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. Prerequisite: BIOL 113. 3 lecture and 3 laboratory hours.

### BIOL 213 – CELL AND MOLECULAR BIOLOGY (4 CREDITS)

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 molecular biology. While the scope of this course is broad, it will have a concentrated focus on metabolic and genetic principles. Prerequisites: BIOL 113 and 210. 3 lecture and 3 laboratory hours.

### BIOL 219 – ANATOMY AND PHYSIOLOGY I (4 CREDITS)

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 majors.

### BIOL 220 – ANATOMY AND PHYSIOLOGY II (4 CREDITS)

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 with a minimum grade of C-. 3 lecture and 3 laboratory hours. Intended primarily for Athletic Training majors.

### BIOL 221 – ANATOMY AND PHYSIOLOGY I FOR MEDICAL STUDIES (4 CREDITS)

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 213 and CHEM 241. 3 lecture and 3 laboratory hours. Intended primarily for Medical Studies majors.

**BIOL 222 – ANATOMY AND PHYSIOLOGY II FOR MEDICAL STUDIES (4 CREDITS)**
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 with a minimum grade of C-. 3 lecture and 3 laboratory hours. Intended primarily for Medical Studies majors.

**BIOL 224 – BIOCHEMISTRY FOR MEDICAL STUDIES (4 CREDITS)**
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 will consist of in-depth discussions of modern techniques and clinical diseases in biochemistry. Prerequisites: BIOL 213, CHEM 241, or permission of instructor. 4 credits for lecture plus problem hour covering in-depth discussions of modern techniques and clinical diseases in biochemistry. *Intended primarily for Medical Studies and Clinical Laboratory Science majors.*

**BIOL 229 – MODERN TECHNIQUES IN BIOLOGICAL SCIENCES (1 CREDIT)**
A hands-on course to introduce students to techniques used in biological research. The student will work in the research laboratory of a designated faculty member to provide experience using modern equipment in the context of an ongoing faculty research project. Emphasis will be placed on developing laboratory or field skills to prepare the student for writing a research proposal in BIOL 370 and conducting independent research in BIOL 490. Prerequisite: Permission of the instructor. 3 laboratory hours.

**BIOL 270 – SOPHOMORE SEMINAR (1 credit)**
Sophomore seminar serves as a transitional course from the foundational 113, 210, and 213 courses to upper-level elective and research courses. This course will primarily focus on critical thinking, quantitative reasoning, and information literacy while discussing literature that addresses current issues in the biological sciences. Prerequisites: BIOL 113, 210, and 213.

**BIOL 314 – MICROBIOLOGY (3 CREDITS WITH OPTIONAL 1 CREDIT LAB)**
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 241 or permission of the instructor. 3 lecture and 3 optional laboratory hours.

**BIOL 323 – GENETICS (3 CREDITS WITH OPTIONAL 1 CREDIT LAB)**
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 optional laboratory hours.

### BIOL 327 – IMMUNOLOGY (4 OR 5 CREDITS)

Fundamentals of immunology, immuno pathology, 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; transplantations; and methods in immunology. The laboratory exercises in the course will serve to emphasize concepts covered in lecture. Prerequisites: BIOL 210 and BIOL 213. Medical Studies majors: 3 lecture and 1 problem hour. Other majors: 3 lecture hours, 1 problem hour, and 3 laboratory hours.

### BIOL 330 – INTRODUCTORY BIOINFORMATICS (3 CREDITS)

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 CREDITS WITH OPTIONAL 1 CREDIT LAB)

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 353 recommended), CHEM 242, or permission of the instructor. 3 lecture and 3 optional laboratory hours.

### BIOL 341 – TOPICS IN MEDICAL GENETICS (3 CREDITS)

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 Medical Studies Majors. 3 lecture hours.

### BIOL 349 – ANIMAL BEHAVIOR (3 CREDITS)

The study of behavior is complex and broad, requiring knowledge of many disciplines. In this course, students will learn about animal behavior from evolutionary, physiological, ecological, environmental, and functional perspectives. Areas of concentration will include proximate vs. ultimate causes, behavioral rhythms, foraging, habitat selection, movement, orientation, migration, territoriality, agonistic behavior, communication, social behavior, predator and prey behavior, cooperation, altruism, kin selection, mating systems, sexual selection, eusociality, parental care, learning, human behavior, and anthropogenic effects on animal behavior. Prerequisites: BIOL 113 and 210, or permission of the instructor. Cross-listed as NEUR 349. 3 lecture hours.

### BIOL 350 – DEVELOPMENTAL BIOLOGY (3 CREDITS)
A fascinating discipline that investigates the development of an organism from fertilization to death. Beginning with an overview of embryology where a single fertilized egg develops into specialized cells and includes gene expression, morphogenesis, and stem cell biology. Further development of the organism includes sex determination, and nervous system, organ, and limb development. The course concludes with developmental disorders, mechanisms of regeneration, diseases of aging and senescence. Prerequisites: BIOL 210, 213 or permission of the instructor. 3 lecture hours.

### BIOL 353 – BIOCHEMISTRY (3 CREDITS)
An introduction to the major classes of biomolecules, enzymology, metabolism, and bioenergetics. Topics may include 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. Prerequisites: CHEM 242, or permission of instructor. 3 lecture hours.

### BIOL 355 – COMPARATIVE VERTEBRATE ANATOMY (4 CREDITS)
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 required laboratory hours.

### BIOL 370 – JUNIOR SEMINAR (2 CREDITS)
The Biology Junior Seminar guides students through the process of writing a research proposal. Assignments focus on helping students strengthen their abilities to transfer information literacy, critical thinking, and effective communication skills developed through the core curriculum and major program to a specific project in the major. The Junior Seminar also helps students develop a clearer understanding of the expectations of faculty in the major with respect to their ability to apply critical thinking skills and to communicate effectively. Students have the opportunity to complete the proposed research in BIOL 490. Prerequisite: BIOL 270. 2 lecture/seminar hours.

### BIOL 380 – NEUROENDOCRINOLOGY (3 CREDITS)
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 416 – PARASITOLOGY (3 CREDITS WITH OPTIONAL 1 CREDIT LAB)
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 optional laboratory hours.

### BIOL 420 – BOTANY (3 CREDITS WITH OPTIONAL 1 CREDIT LAB)

An overview of land plant biology, with primary focus on flowering plants. Topics include diversity and evolution, anatomy and physiology, ecological interactions, and the importance of plants to humans for nutrition, medicine, and culture. The laboratory will focus on flowering plant anatomy and identification and the use of assays to test for bioactivity of phytochemicals. With the lab, this is a research-intensive course (RIC) that includes a student-designed research project. Prerequisites: BIOL 113, 210, 213 or permission of the instructor. 3 lecture and 1 optional laboratory hour.

### BIOL 430 – ECOLOGY (3 CREDITS WITH OPTIONAL 1 CREDIT LAB)

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 research methods and biostatistics. With the lab, this is a research-intensive course (RIC) that includes a student-designed research project. Prerequisite: BIOL 113 and 210, or permission of the instructor. 3 lecture and 3 optional laboratory hours.

### BIOL 447 – PHYSIOLOGY (3 CREDITS WITH OPTIONAL 1 CREDIT LAB)

The study of the functions and interactions of organ systems. Topics include respiration, circulation, muscle contraction, digestion, homeostasis, and removal of waste material. Includes Problem-Based Learning using examples of bites from venomous organisms. 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 optional laboratory hours.

### BIOL 450 – MOLECULAR GENETICS: DNA SCIENCE (3 CREDITS WITH OPTIONAL 1 CREDIT LAB)

Emphasis on the molecular-level understanding of genetics including replication, transcription, and translation, gene expression and mutation. Modern techniques in molecular genetics will be discussed including DNA fingerprinting, systematics, microarrays, CRISPR and other techniques as they are created and evolve. Laboratory exercises include application of varied modern genetic techniques including PCR, cloning, sequencing and bioinformatics. The laboratory class will be collecting novel data on an on-going cloning project. Prerequisites: BIOL 213 (BIOL 323 recommended) and CHEM 242, or permission of the instructor. 3 lecture and 3 optional laboratory hours.

### BIOL 456 – MOLECULAR MECHANISMS OF BRAIN DISORDERS (4 CREDITS)

This course focuses on the cellular and molecular mechanisms of neurological and neuropsychiatric conditions. This course will explore how alterations in neuronal signaling, neuroanatomy, cell biology, and molecular mechanisms of normal brain function lead to diseases such as Alzheimer's, Parkinson's, Stroke, Post-traumatic stress disorder, Multiple Sclerosis, Schizophrenia, Depression, and Anxiety. This course will also explore how exercise can promote changes in the brain leading to improved neuronal functioning and decreased symptoms of disease. This is an integrated lecture/

laboratory experience where we will explore in vitro models of neurological diseases and treatment strategies for these diseases. This course will include developing in vitro models of disease, cell death and protection assays, regenerative medicine, molecular techniques in protein biology, and microscopy. Prerequisites: BIOL 210 and 213. 3 lecture and 3 required laboratory hours.

### BIOL 470 – SENIOR SEMINAR (2 CREDITS)

This course will serve as the capstone for Biology majors. The course includes three main elements. Students will read and discuss primary literature with a focus on evaluation and critique to demonstrate critical thinking and understanding of the scientific method. Students will also present a research poster, based on a project completed in a Research Intensive Course, to demonstrate oral communication skills. Finally, students will complete a Biology Major Field test to demonstrate breadth and depth of understanding in the biological sciences. Prerequisite: BIOL 370 and a Research Intensive Laboratory Course.

### BIOL 490 – BIOLOGICAL RESEARCH I (4 CREDITS)

This independent research course is designed for students to implement the research project developed in the Junior Seminar (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. Prerequisite: Permission of the instructor and BIOL 370.

### BIOL 491 – BIOLOGICAL RESEARCH II (2, 3 OR 4 CREDITS)

For students who want to continue original, independent research. Prerequisite: 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. Julie Belanger, 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, independence, 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.

*The Department of Chemistry offers degrees (with optional American Chemical Society (ACS) certification) in Chemistry, Biochemistry and Molecular Biology, and Environmental Chemistry.*

# 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 | Technological Competency (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 I (1) |
| CHEM 494 | Senior Colloquium II (1) |
| MATH 129 | Analytic Geometry and Calculus I (4) |
| MATH 130 | Analytic Geometry and Calculus II (4) |
| MATH 237 | Mathematical Methods for the Physical Sciences (3) |
| MATH 238 | Differential Equations (3) |
| PHYS 113/L | Physics for Scientists & Engineers I (4) |
| PHYS 114/L | Physics for Scientists & Engineers II (4) |

*CHEM 358L may be replaced by a semester of research (CHEM 396, 397, 496, 497) but it must be taken for certification by the American Chemical Society.

**MATH 231, 237, 238, or 361 can be taken to fulfill this requirement.

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

CHEM 353/L Biochemistry (5)

Note that BIOL 353 may substitute for CHEM 353.

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 425 | Science of Fermentation (4) |
| CHEM 473 | The Organic Chemistry of Drug Design and Drug Action (3) |
| CHEM 474 | Biogeochemistry (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 490 | Special Topics in Chemistry (3) |
| CHEM 496 | Senior Research I (3) |
| CHEM 497 | Senior Research II (3) |

Or any other CHEM course numbered 359 or higher approved by the Chairperson of the Chemistry Department.

### SECONDARY SCHOOL CERTIFICATION IN CHEMISTRY

For a Secondary Education School Certificate in Chemistry students must complete the chemistry requirements listed above as well as the Education Department courses required for certification.

### FORENSIC STUDIES MINOR REQUIREMENTS (6 COURSES – 18 CREDITS)

FS 131/CJ 131 Introduction to Criminal Law (3)

FS 178/NSCI 178 Forensic Science (3)

FS 176/NSCI 176 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.

See Forensic Studies Minor for more information and course descriptions

### 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)

OR

CHEM 244/L Instrumental Analysis (5)

One approved CHEM elective numbered CHEM244 or higher excluding CHEM 351. Three (3) Credits of CHEM research may be used as this elective.

## Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Apply foundational knowledge in general chemistry, analytic chemistry, organic chemistry, physical chemistry, inorganic chemistry, and physics.
- Interpret and communicate chemical information effectively.
- Perform chemical techniques appropriately and interpret the findings correctly.

## Course Descriptions

### CHEM 107 – GENERAL, ORGANIC, AND BIOCHEMISTRY (4 CREDITS)

A course designed for students pursuing health science fields such as Exercise Science – Athletic Training, Strength and Conditioning, and Occupational Therapy. This course provides a foundational understanding of chemical principles with an emphasis on medical and health-related applications. Topics include the classification of matter, measurement systems, atomic structure, the periodic table, chemical bonding, and the mole concept. Students will examine chemical equations, equilibrium, gas laws, solutions, acid-base chemistry, and pH, along with fundamental concepts in organic chemistry, including molecular structure, functional groups, and basic reactions. Biochemical topics such as properties of carbohydrates, lipids, and proteins are introduced, emphasizing their roles in human physiology and biological systems.

### CHEM 113 – GENERAL CHEMISTRY I (4 CREDITS)

A foundational chemistry course that will introduce many of the fundamental concepts of chemistry including: problem solving utilizing dimensional analysis and stoichiometry, defining the role energy plays in a given chemical reaction, and understanding the structure of individual atoms and molecules. Additionally, the course will help you understand and appreciate the importance of chemistry (and science in general) in your day-to-day life and be able to communicate this understanding to others. The material covered in the lectures will be emphasized and expanded upon with a weekly laboratory safely working with chemicals and reporting the results. Primarily for students majoring in the natural sciences. Students who withdraw from CHEM 113 will automatically be removed from CHEM 113L unless permission to remain in the lab is granted by the Department Chairperson. 4 lecture-recitation and 3 laboratory hours.

### CHEM 114 – GENERAL CHEMISTRY II (4 CREDITS)

The second semester of a foundational chemistry course that will cover fundamental concepts of chemistry in more depth including: the emergent properties of a collection of atoms and molecules in the three phases of matter, how molecules physically interact and how this affects reaction rate, acid-base chemistry, and chemical equilibria with an introduction to chemical thermodynamics. Additionally, the course will help you understand and appreciate the importance of chemistry (and science in general) in your day-to-day life and be able to communicate this understanding to others. The material covered in the lectures will be emphasized and expanded upon with a weekly laboratory safely working with chemicals and reporting the results. Primarily for students majoring in the natural sciences. Students who withdraw from CHEM 114 will automatically be removed from CHEM 114L unless permission to remain in the lab is granted by the Department Chairperson. Prerequisite: CHEM 113. 4 lecture-recitation and 3 laboratory hours.

### CHEM 197 – EARLY RESEARCH EXPERIENCE IN CHEMISTRY (0-1 CREDIT)

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 a "B" in CHEM 113L. Permission of the faculty member and the Department Chairperson is required.

### CHEM 241 – ORGANIC CHEMISTRY I (4 CREDITS)

An introduction to organic chemistry. Topics include bonding, geometry, physical properties, nomenclature, spectroscopy, isomers, chirality, a summary of elementary steps, reactivity, an introduction to multistep reactions, reactions of alkyl halides and regiochemical and stereochemical considerations. Laboratory work involves the synthesis of organic compounds, physical property measurements, separation and purification techniques, and the use of spectroscopic methods for compound identification. Students who withdraw from CHEM 241 will automatically be removed from CHEM 241L unless permission to remain in the lab is granted by the Department Chairperson. Prerequisite: CHEM114. 3 lecture and 3 laboratory hours.

### CHEM 242 – ORGANIC CHEMISTRY II (4 CREDITS)

CHEM 242 lecture and lab are continuations of CHEM 241/L. Topics include nucleophilic substation and elimination reactions, electrophilic additions to nonpolar pi bonds, nucleophilic addition to polar pi bonds and regiochemical and stereochemical

considerations of reactions. Students work independently during laboratory work which includes competitive enantioselectivity of absolute configuration, mechanist pathway determination, synthesis of natural products, organometallic reactions, green chemistry analysis and computational considerations. Students who withdraw from CHEM 242 will automatically be removed from CHEM 242L unless permission to remain in the lab is granted by the Department Chairperson. Prerequisite: CHEM241. 3 lecture and 3 laboratory hours.

### CHEM 243 – ANALYTICAL CHEMISTRY (5 CREDITS)

An application of the principles of equilibrium, electrochemistry, and basic statistics to quantitative chemical analysis. The laboratory utilizes gravimetric, volumetric, potentiometric methods of analysis with an emphasis on data interpretation, accuracy, and precision. Students who withdraw from CHEM 243 will automatically be removed from CHEM 243L unless permission to remain in the lab is granted by the Department Chairperson. Prerequisite: CHEM 114. 3 lecture and 4 laboratory hours.

### CHEM 244 – INSTRUMENTAL ANALYSIS (5 CREDITS)

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 several methods of chemical analysis including spectrophotometry, atomic spectroscopy, mass spectrometry, and chromatography . Students who withdraw from CHEM 244 will automatically be removed from CHEM 244L unless permission to remain in the lab is granted by the Department Chairperson. Prerequisites: CHEM 241. 3 lecture and 4 laboratory hours.

### CHEM 252 – PHYSICAL CHEMISTRY FOR THE LIFE SCIENCES (4 CREDITS)

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 CREDITS)

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 – TECHNOLOGICAL COMPETENCY (1 CREDIT)

Students will learn about the different kinds of scientific journals and databases that contain reliable chemical information. This course will give students an understanding of how the literature is organized, extract useful information from a patent and search databases for references, spectral data, and molecular properties. A professional development component of the course will assist students in developing a resume, cover letter and effective job search and interview skills. Students will explore a career path of interest to them and complete a career portfolio. 1 lecture and 1 library/computer practicum hour.

### CHEM 353 – BIOCHEMISTRY (3 CREDITS)

An introduction to the major classes of biomolecules, enzymology, metabolism, and bioenergetics. Topics may include 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. The lecture and laboratory are required for American Chemical Society Certification, but not for graduation with a Chemistry major. Prerequisites: CHEM 242. CHEM 353L has limited capacity and requires permission of the Department Chairperson and the Biochemistry and Molecular Biology (BMB) Program Director, with priority going to BMB majors and chemistry majors wishing to obtain American Chemical Society Certification. 3 lecture and 4 laboratory hours.

### CHEM 357 – PHYSICAL CHEMISTRY I (5 CREDITS)

Thermodynamics, the study of energy and its effect on the properties of macroscopic systems of matter, will be developed with appropriate rigor. Topics include the four laws of thermodynamics, heat, work, internal energy, enthalpy, free energy, entropy, and mechanical, thermal, and material (phase and reaction) equilibrium. Laboratories will closely correlate with topics discussed in lecture and will emphasize the completion of properly formatted and scientifically written laboratory reports. Students who withdraw from CHEM 357 will automatically be removed from CHEM 357L unless permission to remain in the lab is granted by the Department Chairperson. Prerequisites: CHEM 114, PHYS 114; at least a C in MATH 130; MATH 238 Differential Equations is highly suggested; or permission of instructor. 3 lecture and 4 laboratory hours per week.

### CHEM 358 – PHYSICAL CHEMISTRY II (5 CREDITS)

After the course opens with a detailed study of two-component systems (ideal, ideally dilute, and non-ideal solutions as well as binary phase equilibrium and binary phase diagrams), topics include transport properties, chemical kinetics, and quantum mechanics. Specifically, a rigorous look at the breakthroughs that led to the advent of quantum mechanics will be followed by a close investigation of the quantum mechanical treatment of many traditional systems: particles in boxes, the simple harmonic oscillator, the rigid rotor, the hydrogen atom, and both homonuclear and heteronuclear diatomic molecules. Again, laboratories will closely correlate with topics discussed in lecture and will emphasize the completion of properly formatted and scientifically written laboratory reports. Students who withdraw from CHEM 358 will automatically be removed from CHEM 358L unless permission to remain in the lab is granted by the Department Chairperson. Prerequisites: CHEM 357. 3 lecture and 4 laboratory hours per week.

### CHEM 373 – ADVANCED ORGANIC CHEMISTRY (3 CREDITS)

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 CREDITS)

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 425 – SCIENCE OF FERMENTATION (4 CREDITS)

This course is designed to help upper-level Biology, Biochemistry, and Chemistry majors synthesize foundational concepts in biology, chemistry, and physics and apply them to the science and art of fermentation. Foundational concepts will include the chemical reactions taking place during fermentation, analytical methods used to monitor fermentation processes, evolution of populations, ecology (the conditions and resources that facilitate fermentation), how humans perceive flavor and taste, and the impact of fermented products on human health. We will apply those concepts to the diverse cultural and evolutionary history of fermentation and a few of the many approaches to preserving and adding value to food and drink. We will also do several fermentation processes, sensory analysis of fermented products, and science as a process. *Signing of the CHEM425 course waiver is required before beginning this course.* Prerequisite: CHEM 242; or permission of Department Chairperson. 3 lecture hours and 3 laboratory hours.

### CHEM 471 – ADVANCED INORGANIC CHEMISTRY (5 CREDITS)

The properties and reactivities of inorganic compounds will be explained, with an emphasis on independence and professionalism. The discussion will include rigorous treatment of molecular symmetry (group theory), advanced treatment of chemical bonding (molecular orbital theory), and a more in-depth look at chemical reaction types (acid-base and redox). The chemical and electronic properties of coordination and organometallic compounds will also be discussed. Finally, the class will end with the descriptive chemistry of the different families of elements from the periodic table. Laboratory work will involve the synthesis, purification, and characterization of inorganic compounds. The laboratory is required for American Chemical Society Certification, but not for graduation with a Chemistry major. Prerequisite: CHEM 114. 3 lecture hours and 4 laboratory hours.

### CHEM 473 – THE ORGANIC CHEMISTRY OF DRUG DESIGN AND DRUG ACTION (3 CREDITS)

This course will look at the history of drug discovery, what makes drugs active in the body, how drugs are metabolized in the body, how drugs are synthesized and tested in a laboratory setting, and current topics in the field of drug design and testing. Laboratory techniques in chemical and biological analysis, media representation of disease and treatment, and government regulation of drugs will also be discussed. Prerequisites: CHEM242; CHEM353/BIOL353 or permission of the Department Chairperson. 3 lecture hours.

### CHEM 474 – BIOGEOCHEMISTRY (3 CREDITS)
Biogeochemistry is the study of how elements cycle through the Earth's atmosphere, crust, oceans, and living organisms via physical, chemical and biological processes. Global cycling of carbon, nitrogen, sulfur, phosphorous and other elements will be explored across various ecosystems (ex. terrestrial, marine). Special topics may include isotopic tracers, redox cycling, eutrophication, and acidification. Primary literature sources will be examined to explore the influence of human activities on element cycling and climate. 3 lecture hours, 1 semester. Prerequisite: CHEM 114 and CHEM 114L; CHEM 242 or permission of the Department Chairperson. ENST 202/L is strongly recommended, but not required. Course offered every other year in the Spring semester of odd years

### CHEM 475 – ADVANCED ANALYTICAL CHEMISTRY (3 CREDITS)
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 CREDITS)
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 CREDITS)
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, and 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 CREDITS)
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 490 – SPECIAL TOPICS IN CHEMISTRY (3 CREDITS)

An upper-class forum for a variety of current topics in chemistry. 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 are chosen to augment several major programs depending upon demand. Permission of the Department Chairperson is required. 3 lecture hours.

### CHEM 493, 494 – SENIOR COLLOQUIUM I, II (1, 1 CREDIT)

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. Typically 1 lecture hour, however; 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 CREDITS)

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 – Business

*Dr. Julie Belanger, Chairperson*

The Bachelor of Science in Chemistry – Business program combines the traditional Chemistry major with 10 foundational business courses. This interdisciplinary curriculum provides students with an understanding of the principles and applications of chemistry and provides students with the knowledge to make them competent in a business environment.

Employers in science and technology-based industries are continually faced with the challenge of identifying and hiring personnel who have a strong background in science and mathematics and who also possess knowledge of business processes and practices. The Chemistry – Business program is an attractive and differentiated degree for Chemistry majors, particularly those who wish to pursue immediate employment in the business sector after graduating from King's College. Students with a degree in Chemistry-Business will be attractive candidates for positions in technical sales, technical marketing, customer service, project management, technology management, supply chain management, and manufacturing support and management.

Since this is an interdisciplinary program, the business portion has more credits than a traditional minor and fewer credits than a double major. The eight foundational business courses cover the pre-requisite business content required of most MBA programs. There are two business electives included so students can specialize in a particular area of business which is compatible with their career goals.

In order to distinguish this degree from the traditional B.S. Chemistry degree, diplomas and transcripts will reflect the interdisciplinary nature of this program by listing the degree as B.S. in Chemistry – Business.

*Chemistry – Business majors wishing to complete major requirements at another institution must complete them at a four-year institution and have permission from the Department Chairperson. To maintain the academic rigor of the program, at least 50% of all science, mathematics, and business courses must be taken at King's College.*

## Education Requirements

**MAJOR REQUIREMENTS** (27 COURSES – 88 CREDITS)

**CHEMISTRY REQUIREMENTS**

| | |
|---|---|
| CHEM 113/L | General Chemistry I with Lab (4) |
| CHEM 114/L | General Chemistry II with Lab (4) |
| CHEM 241/L | Organic Chemistry I with Lab (4) |
| CHEM 242/L | Organic Chemistry II with Lab (4) |
| CHEM 243/L | Analytical Chemistry with Lab (5) |
| CHEM 244/L | Instrumental Analysis with Lab (5) |
| CHEM 351 | Technological Competency (1) |
| CHEM 357/L | Physical Chemistry I with Lab (5) |
| CHEM 358/L* | Physical Chemistry II with Lab (5) |

| | |
|---|---|
| CHEM 471 | Advanced Inorganic Chemistry (3) |
| CHEM 493 | Senior Colloquium I (1) |
| CHEM 494 | Senior Colloquium II (1) |
| PHYS 113/L | Physics for Scientists and Engineers I with Lab (4) |
| PHYS 114/L | Physics for Scientists and Engineers II with Lab (4) |
| MATH 129 | Analytic Geometry and Calculus I (4) |
| MATH 130 | Analytic Geometry and Calculus II (4) |
| MATH 237 | Mathematical Methods for the Physical Sciences (3) |
| MATH 238 | Differential Equations (3) |

*CHEM 358L may be replaced by a semester of research (CHEM 396, 397, 496, 497).
**MATH 231, 237, 238, or 361 can be taken to fulfill this requirement.

## BUSINESS REQUIREMENTS

| | |
|---|---|
| MSB 110 | Introduction to Financial Reporting (3) |
| MSB 120 | Introduction to Management Accounting and Planning (3) |
| MSB 200 | Principles of Management (3) |
| MSB 210 | Principles of Marketing (3) |
| MSB 220 | Financial Management (3) |
| ECON 111 | Introduction to Macroeconomics (3) |
| ECON 112 | Introduction to Microeconomics (3) |
| ECON 221 | Statistics and Predictive Analytics (3) |

*One of the following Business Elective course tracks (6-7 credits):*

### Technology Management Track

| | |
|---|---|
| BUS 363/L | Production/Operations Management with Lab (4) |
| BUS 435 | Global Innovation, Technology and Entrepreneurship (3) |

### Manufacturing and Operations Management Track

| | |
|---|---|
| MKT 385 | Global Supply Chain Management (3) |
| BUS 363/L | Production/Operations Management with Lab (4) |

### Marketing Track

| | |
|---|---|
| MKT 330 | Selling Strategies (3) |
| MKT 390 | International Marketing (3) |

### Entrepreneurship Track

| | |
|---|---|
| BUS 330 | Business Entrepreneurship (3) |
| BUS 455 | Global Innovation, Technology and Entrepreneurship (3) |

### Accounting Track

| | |
|---|---|
| ACCT 240/L | Intermediate Accounting I with Lab (4) |
| ACCT 301 | Intermediate Accounting II (3) |

Course descriptions for both the Chemistry and Business courses can be found in the respective areas of the College Catalog.

## Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Apply foundational knowledge in general chemistry, analytic chemistry, organic chemistry, physical chemistry, inorganic chemistry, and physics.
- Interpret and communicate chemical information effectively.
- Perform chemical techniques appropriately and interpret the findings correctly.
- Use critical thinking along with mathematical, theoretical, and/or experimental knowledge to solve problems.
- Be professionally knowledgeable in business and business practices.
- Critically analyze technical challenges from both a scientific and business perspective.

# Clinical Laboratory Science/ Medical Technology

*Mary Sanders, Program Director*

The Bachelor of Science in the 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; Pennsylvania College of Health Sciences, Lancaster, PA; Reading Hospital, Reading, PA; University of Pennsylvania Hospital, Philadelphia, PA; UPMC Williamsport, Williamsport, PA; York Hospital, York, PA; Geisinger School of Medical Laboratory Science, Danville, 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.

## Clinical Laboratory Science/Medical Technology

### Program Planner

**MAJOR SEQUENCE REQUIREMENTS**

| | Fall Semester | Spring Semester |
|---|---|---|
| *Freshman* | Evolution and Diversity (BIOL 113 and 113L)<br>General Chemistry I (CHEM 113 and 113L)<br>Intro. to Statistics and Data Analysis (MATH 128) | Organisms and Their Ecosystems (BIOL 210 and 210L)<br>General Chemistry II (CHEM 114 AND 114L)<br><br>Calculus** (MATH 125) |

| | Fall Semester | Spring Semester |
|---|---|---|
| *Sophomore* | Organic Chemistry I<br>(CHEM 241 and 241L)<br>Immunology<br>(BIOL 326 and 326L)<br>Cell and Molecular Biology<br>(BIOL 213 and 213L) | Organic Chemistry II<br>(CHEM 242 and 242L)<br>Biochemistry for Med.<br>(BIOL 224 and 224L)<br>Or Biochemistry<br>(BMB 353) |
| *Junior* | Molecular Genetics:<br>DNA Science**<br>(BIOL 450 and 450 L)<br>Or Genetics**<br>(Biol 323 and 323L) | Medical Microbiology<br>(BIOL 314 and 314L)<br>Modern Techniques<br>(BIOL 229) |
| *Senior* | **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).* | |

### G.P.A. REQUIREMENT

At the completion of the second semester of the first year, students are required to achieve and maintain **a minimum overall and science G.P.A. of 3.00** to remain in the major.

### SENIOR YEAR: (INTERNSHIP)

Students eligible for the fourth year, by virtue of having completed the preceding courses satisfactorily, must 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. Students who are not accepted into an internship for the 3 + 1 program may proceed to a 4 + 1 program only with the permission of the Program Director.

## Clinical Laboratory Science/Medical Technology Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Analyze a problem, apply a problem-solving approach to the situation, formulate and implement solutions, evaluate outcomes, and communicate the process in a written format.
- Orally communicate concepts, procedural methods, data analysis, and outcomes effectively and clearly.
- Demonstrate professional responsibility.

## 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 erythocytes, 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 venipucture.

# Computer and Information Systems

*Professor Shirley Yanovich, CIS Program Director*

In today's business world, organizations rely heavily on the latest computing technology to remain competitive. Information systems ensure businesses operate efficiently, securely, and with a competitive edge, driving innovation and change.

A degree in Computer and Information Systems (CIS) equips you with the knowledge and skills needed to thrive in this fast-paced, ever-evolving field. Our program offers a solid foundation in information technology, with a focus on practical, real-world applications. It prepares students to design, implement, and manage technology solutions that support modern organizations. Students develop strong technical, analytical, and problem-solving skills that enable them to adapt to emerging technologies and meet the evolving demands of the global workforce.

The CIS curriculum is ideal for those who enjoy working with new technologies, designing software, managing and securing networks, or analyzing data to uncover insights. This program not only develops strong technical abilities but also enhances your problem-solving skills to tackle the dynamic challenges businesses and industries face. You will learn in-demand, cutting-edge information system technologies, with courses in software development, database design and management, web design and implementation, cybersecurity and network security, systems analysis, artificial intelligence and business intelligence, and data analytics.

Graduates of the CIS program are well-prepared for career opportunities in software engineering, database management, cybersecurity, data science, cloud architect, data analysis, AI engineering, consulting, computer support, project management, auditing, forensics, software development, and management roles, among others.

The program promotes real-world experience through internships with leading industry partners, allowing students to apply classroom knowledge in professional technology settings. Our extensive corporate network enhances job readiness and supports a smooth transition into the workforce upon graduation. CIS majors are required to complete an approved internship for academic credit.

*A CIS major or minor must attain a minimum "C-" grade in all required CIS courses.*

## Education Requirements

**MAJOR REQUIREMENTS** (19 COURSES – 57 CREDITS)

| | |
|---|---|
| CIS 106 | IT Methods and Procedures (3) |
| CIS 116 | Programming I (3) |
| CIS 117 | Programming II (3) |
| CIS 119 | Spreadsheet Analysis (3) |
| CIS 125 | Artificial Intelligence and Business Intelligence (3) |
| CIS 244 | Database Design and Implementation (3) |
| CIS 251 | WEB-based Information Systems (3) |
| CIS 255 | Geographic Information Systems (3) |

| | |
|---|---|
| CIS 351 | Systems Analysis, Design, and Implementation I (3) |
| CIS 352 | Systems Analysis, Design, and Implementation II (3) |
| CIS 356 | Database Management Systems (3) |
| CIS 385 | Cyber Network Foundations (3) |
| CIS 386 | Advanced Cyber Networks and Security (3) |
| CIS 471 | Information Systems Security and Assurance (3) |
| CIS 472 | IT Project Management (3) |
| CIS 487 | Enterprise Cyber Security (3) |
| CIS 499 | CIS Internship (3) |
| MATH 123 | Finite Mathematics(3) |

*Math placement to be determined by student's preparedness.*

| | |
|---|---|
| MSB 110 | Introduction to Financial Reporting (3) |
| MSB 120 | Introduction to Management Accounting and Planning (3) |

*One of the following:*

| | |
|---|---|
| ECON 221 | Statistics and Predictive Analytics (3) |
| MATH 126 | Introduction to Statistics (3) |

## MINOR SEQUENCE REQUIREMENTS

| | |
|---|---|
| CIS 110 | Introduction to Business Information Systems (3) |
| CIS 119 | Spreadsheet Analysis (3) |

**Choose one of the suggested tracks below for the remaining four courses (12-13 credits):**

**Recommended/Suggested Tracks:**

**Business:**

CIS 351 System Analysis, Design, & Implementation I (3)
CIS 352 System Analysis, Design, & Implementation II (3)
CIS 471 Information Systems Security and Assurance (3)
CIS 472 IT Project Management (3)

**Cyber:**

CIS 385 Cyber Network Foundations (3)
CIS 386 Advanced Cyber Networks and Security (3)
CIS 471 Information Systems Security and Assurance (3)
CIS 487 Enterprise Cyber Security (3)

**Programming:**

CIS 116 Programming I (3)
CIS 117 Programming II (3)
CIS 244 Structured Programming (3)
CIS 356 Database Management Systems (3)
CS 256L Database Management Systems Lab (1)

**Information System:**

CIS 106 IT Methods and Procedures (3)
CIS 251 WEB-based Information Systems (3)
CIS 255 Geographic Information Systems (3)
CIS 471 Information Systems Security and Assurance (3)

# Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Demonstrate proficiency in programming, database management, cybersecurity and system design, applying these skills to solve computing problems effectively.
- Develop analytical and problem-solving skills, to analyze information systems and business problems, identify technological requirements, and create innovative solutions.
- Exhibit effective communication skills, both written and verbal, and demonstrate the ability to work collaboratively in teams to achieve common goals in project-based environments.
- Apply ethical principles and professional standards in the computing field, recognizing the social and global impact of their solutions.
- Apply foundational and high-level concepts of artificial intelligence (AI) to analyze data, design intelligent systems, and develop innovative solutions to real-world problems, while considering compliance and regulatory requirements, ethical implications, and the impact of AI on organizational decision-making and societal change.

# Course Descriptions

### CIS 106 – IT METHODS AND PROCEDURES (3 CREDITS)

An introduction to computer and information systems concepts through a hands-on approach; students will be given an opportunity to work with IT professional staff and learn first-hand the different avenues available in the IT field. Key areas include help desk, networking, web development, and network security, to name a few.

### CIS 110 – INTRODUCTION TO BUSINESS INFORMATION SYSTEMS (3 CREDITS)

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 transactions through strategic competitive advantages and efficiencies. Students will be introduced to business applications and learn how these applications support the business mission.

### CIS 116 – PROGRAMMING I (3 CREDITS)

This course is the first course in software development, with a special focus In the design and implementation of short computer programs. It also touches on other parts of software development process such as requirement analysis, documentation, and testing. Cross listed as CS 112.

### CIS 117 – PROGRAMMING II (3 CREDITS)

Students will be introduced to essential tasks in software development, encompassing problem-solving, algorithmic, and object-oriented design, documentation, programming, and testing. This course specifically focuses on software development, emphasizing the object-oriented paradigm and the creation of high-quality code. The goal is to equip students with a robust foundation in skills and techniques essential for addressing

problems within the realm of computers and computing, ultimately preparing them for meaningful careers in software development. The curriculum also delves into various aspects of the software development process, including requirements analysis, documentation, and testing. Cross listed as CS 120. Prerequisite: CIS 116.

### CIS 119 – SPREADSHEET ANALYSIS (3 CREDITS)

This course offers students the opportunity to master the advanced functionality of Microsoft Excel and spreadsheet concepts to design and create professional worksheets for use in business and industry. Students will be able to demonstrate competencies in creating and managing worksheets and workbooks, creating cells and ranges, creating tables, applying formulas and functions, and creating charts and objects. Students will focus on advanced financial functions and analytical tools to ensure critical thinking to determine what data to present and how to present it. This is especially useful to the financial, accounting, and CIS professionals.

### CIS 125 – ARTIFICIAL INTELLIENCE AND BUSINESS INTELLIENCE (3 CREDITS)

This course provides an introduction to Artificial Intelligence (AI) and Business Intelligence (BI) concepts used to support data-driven decision making in organizations. Students learn foundational AI principles and explore how data can be analyzed, visualized, and interpreted through the development of interactive dashboards. Emphasis is placed on using modern BI tools to transform data into meaningful insights that support strategic and operational business decisions.Prerequisite: CIS 119.

### CIS 244 – DATABASE DESIGN AND IMPLEMENTATION (3 CREDITS)

This course introduces the principles and practices of database design and implementation in modern information systems. Students learn how to analyze data requirements, design relational database structures, and implement databases. Prerequisite: CIS 117.

### CIS 251 – WEB-BASED INFORMATION SYSTEMS (3 CREDITS)

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.

### CIS 255 – GEOGRAPHIC INFORMATION SYSTEMS (3 CREDITS)

This course serves as an introduction to Geographic Information Systems (GIS), an essential tool in modern geography, environmental science, urban planning, and various other fields. Students will explore the fundamental principles, techniques, and applications of GIS technology, focusing on its role in spatial data analysis, visualization, and decision-making processes utilizing GIS software application ArcGIS Pro.

### CIS 351 – SYSTEMS ANALYSIS, DESIGN, AND IMPLEMENTATION I (3 CREDITS)

This course covers the five phases in the systems development life cycle (SDLC): systems planning, systems analysis, system design, system implementation, and systems support and security. This course explains the development of information systems through understanding and specifying in detail what a system should do and how the components of the system should be implemented and work together by gathering detailed information, defining requirements, prioritizing requirements, developing

user-interface dialogs, and evaluating requirements with users. This course is designed to use problem solving techniques that improve the system and ensure that all the components of the system work efficiently to accomplish their purpose. Students are expected to work on a team during the entire semester.

### CIS 352 – SYSTEMS ANALYSIS, DESIGN, AND IMPLEMENTATION II (3 credits)

This course is a continuation of CIS 351 Systems Analysis, Design, and Implementation I. Throughout this course, students will explore the intricacies of the Systems Development Life Cycle (SDLC), encompassing five key phases: systems planning, systems analysis, system design, system implementation, and systems support and security. This course delves into the development of information systems, emphasizing a comprehensive understanding and specification of system functionality. By gathering detailed information, defining requirements, prioritizing them, developing user-interface dialogs, and evaluating requirements with users, students will gain practical insights into system development.

The course is structured to employ problem-solving techniques aimed at enhancing system efficiency and ensuring seamless collaboration among system components to achieve their intended purpose. Throughout the semester, students are expected to collaborate within a team, fostering a collaborative learning environment. *Prerequisite: CIS 351.*

### CIS 356 – DATABASE MANAGEMENT SYSTEMS (3 CREDITS)

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. The database design and administration is part of the lecture and the database-driven application is done in the lab. *Cross listed as CS 256. 3 lecture and 2 laboratory hours.*

### CIS 385 – CYBER NETWORK FOUNDATIONS (3 CREDITS)

An introduction to cyber network foundations in local and wide-area networks. Topics include thorough coverage of the OSI and TCP/IP model, TCP/IP protocols, IEEE standards, and transmission media, analog and digital signaling, LAN topologies, circuit and packet switching, VLANs and subnets, and cyber security considerations. This course will provide formal methodology for problem solving, enhance a student's ability to identify cyber security problems, and design solutions.

### CIS 386 – ADVANCED CYBER NETWORKS AND SECURITY (3 CREDITS)

A hands-on continuation of the concepts learned in CIS 385 Cyber Network Foundations. Using Microsoft Active Directory and local area networking domain structure as framework for a more detailed investigation into data communications in local and wide-area networks. Topics include thorough coverage of design, implementation, configuration and management of Windows server, domains, Ad organizations, roles, services, file systems, and security. Also covered LAN topologies, VLANS, subnets, DHCP, NAT, DNS, and routing. This course will provide formal methodology for problem solving, enhance a student's ability to identify problems, and design solutions. Prerequisite: CIS 385.

### CIS 471 – INFORMATION SYSTEMS SECURITY AND ASSURANCE (3 CREDITS)
This course will introduce the fundamental concepts and principles of cybersecurity in the digital age. Students will gain a comprehensive understanding of the cyber threat landscape, including various attack vector, vulnerabilities, and emerging threats. This course will cover essential cybersecurity practices, including network security, cryptography, system administrations, and incident response. Students will also explore legal and ethical considerations in cybersecurity/AI as well as gain insight into various career paths in the field.

### CIS 472 – IT PROJECT MANAGEMENT (3 CREDITS)
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.

### CIS 487 – ENTERPRISE CYBER SECURITY (3 CREDITS)
This course provides a comprehensive introduction to the field of cybersecurity. Students will gain a foundational understanding of cyber threats, vulnerabilities, and critical security concepts. The course will explore methods for securing systems, networks, and data, with an emphasis on best practices and real-world applications. This course aims to equip you with the foundational knowledge and skills to navigate the ever-evolving digital information security landscape.

### CIS 490 – SPECIAL TOPICS (3 CREDITS)
This course is a forum for a variety of current topics within the information systems discipline. 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 499 – CIS INTERNSHIP (3 CREDITS)
Independent work-related experiential learning activity based on procedures established by the Center for Experiential Learning.

# Computer and Information Systems – Business

*Professor Shirley Yanovich, CIS Program Director*

The Bachelor of Science in Computer and Information Systems – Business program combines the traditional CIS major with an additional nine foundational business courses, creating an interdisciplinary curriculum that equips students with both technical expertise and a strong understanding of business principles. This program prepares students to excel in technology-driven business environments by combining computer systems knowledge with essential business acumen.

Employers in the technology industries seek professionals who not only have a strong background in programming, database design and implementation, computer hardware, cybersecurity, and information systems but also understand business processes and practices. The CIS - Business degree is particularly valuable for students aiming for immediate employment in the business sector after graduation. Graduates will be well-positioned for careers in technical sales, technical marketing, customer service, business applications software development and information systems project management.

As an interdisciplinary program, this degree offers more business coursework than a traditional minor but fewer credits than a double major. The curriculum includes nine foundational business courses, covering the prerequisite content for most MBA programs, along with two business electives that allow students to specialize in a business area aligned with their career goals. To distinguish this program from the traditional B.S. in Computer and Information Systems, diplomas and transcripts will officially reflect the interdisciplinary nature of this degree as B.S. in Computer and Information Systems – Business.

*Computer and Information Systems – Business majors wishing to complete major requirements at another institution must complete them at a four-year institution and have permission from the Department Chairperson. To maintain the academic rigor of the program, at least 50% of all science, computer and information systems and business courses must be taken at King's College.*

# Education Requirements

**MAJOR REQUIREMENTS** (27 COURSES – 82 CREDITS)

**COMPUTER AND INFORMATION SYSTEMS REQUIREMENTS**

| | |
|---|---|
| CIS 106 | IT Methods and Procedures (3) |
| CIS 116 | Programming I (3) |
| CIS 117 | Programming II (3) |
| CIS 119 | Spreadsheet Analysis (3) |
| CIS 244 | Database Design and Implementation (3) |
| CIS 251 | WEB-based Information Systems (3) |
| CIS 255 | Geographic Information Systems (3) |
| CIS 351 | Systems Analysis, Design, and Implementation I (3) |
| CIS 352 | Systems Analysis, Design, and Implementation II (3) |
| CIS 356 | Database Management Systems (3) |
| CIS 385 | Cyber Network Foundations (3) |
| CIS 386 | Advanced Cyber Networks and Security (3) |
| CIS 471 | Information Systems Security and Assurance(3) |
| CIS 472 | IT Project Management (3) |
| CIS 487 | Enterprise Cyber Security (3) |
| CIS 499 | CIS Internship (3) |
| MATH 123 | Finite Mathematics (3) |

*MATH PLACEMENT TO BE DETERMINED BY STUDENT'S PREPAREDNESS.*

| | |
|---|---|
| MSB 110 | Introduction to Financial Reporting (3) |
| MSB 120 | Introduction to Management Accounting and Planning (3) |
| ECON 221 | Statistics and Predictive Analytics (3) |

**BUSINESS REQUIREMENTS**

| | |
|---|---|
| MSB 200 | Principles of Management (3) |
| MSB 210 | Principles of Marketing (3) |
| MSB 220 | Financial Management (3) |
| ECON 111 | Introduction to Macroeconomics (3) |
| ECON 112 | Introduction to Microeconomics (3) |

*One of the following Business Elective course tracks (6-7 credits):*

**Technology Management Track**

| | |
|---|---|
| BUS 363/L | Operations Management with Lab (4) |
| BUS 435 | Global Innovation, Technology and Entrepreneurship (3) |

**Manufacturing and Operations Management Track**

| | |
|---|---|
| MKT 385 | Global Supply Chain Management (3) |
| BUS 363/L | Operations Management with Lab (4) |

### Marketing Track

MKT 330 Selling Strategies (3)
MKT 390 International Marketing (3)

### Entrepreneurship Track

BUS 330 Entrepreneurship Business Management (3)
BUS 455 Global Innovation, Technology and Entrepreneurship (3)

### Accounting Track

ACCT 115/L Introduction to Financial Accounting II with Lab (4)
ACCT 240 Intermediate Accounting I (3)

*Course descriptions for both the Computer and Information Systems and Business courses can be found in the respective areas of the College Catalog.*

## Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Demonstrate proficiency in programming, database management, cybersecurity, and system design, applying these skills to solve computing problems effectively.
- Develop analytical and problem-solving skills, to analyze information systems and business problems, identify technological requirements, and create innovative solutions.
- Exhibit effective communication skills, both written and verbal, and demonstrate the ability to work collaboratively in teams to achieve common goals in project-based environments.
- Apply ethical principles and professional standards in the computing field, recognizing the social and global impact of their solutions.
- Apply foundational and high-level concepts of artificial intelligence (AI) to analyze data, design intelligent systems, and develop innovative solutions to real-world problems, while considering compliance and regulatory requirements, ethical implications, and the impact of AI on organizational decision-making and societal change.
- Be professionally knowledgeable in business and business practices.
- Critically analyze technical challenges from both a scientific and business perspective.

# Computer Science

*Dr. Amy Sliva, 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 Mathematics 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 and Axiomatics (3) |
| MATH 129 | Analytical Geometry and Calculus I (4) |
| MATH 130 | Analytical Geometry and Calculus II (4) |
| MATH 235 | Discrete Mathematics (3) |
| CS 112 | Introduction to Programming (3) |
| CS 120 | Object-Oriented Software Development with Lab (4) |
| CS 232 | Data Structures with Lab (4) |
| CS 233 | Advanced Data Structures with Lab (4) |
| CS 256 | Database Management with Lab (4) |
| CS 270 | Computer Organization with Lab (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 375 | Computer Graphics (3) |
| CS 380 | Image Processing with Parallelism (3) |
| CS 416 | Cybersecurity and Ethical Hacking (3) |
| CS 420 | Advanced Topics in Programming (3) |
| CS 448 | Artificial Intelligence (3) |
| CS 455 | Machine Learning (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 250 | Linear Algebra (4) |
| PHYS 111 | General Physics I (4) |

**COMPUTER SCIENCE MINOR** (6 COURSES – 19 CREDITS)

| | |
|---|---|
| CS 112 | Introduction to Programming (3) |
| CS 120 | Object-Oriented Software Development with Lab (4) |
| CS 232 | Data Structures *(lab optional)* (3) |
| CS 256 | Database Management *(lab optional)* (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.

## Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Create and implement solutions for a problem over the entire software development life cycle.
- Describe the operational details of computer languages and systems.
- Explain the theoretical foundations of computing.
- Demonstrate proficiency in a breadth of advanced computing topics.

## Course Descriptions

### CS 100 – INTRODUCTION TO COMPUTING (3 CREDITS)

This course is an introduction to the broad and dynamic field of computing for nonmajors. 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 111 – PROGRAMMING FOR DATA ANALYTICS (3 CREDITS)

This course is an introduction to the practice of problem solving and data analysis using spreadsheets and the R programming language, with an emphasis on the types of problems encountered in real-world data. Topics include problem solving, control structures, simple data structures, basic numerical algorithms, and data visualization and analysis with emphasis on using the extensive R libraries for solving these types of problems.

### CS 112 – INTRODUCTION TO PROGRAMMING (3 CREDITS)

This course is the first course in computer programming with an emphasis on problem solving and program design. Topics include algorithm design, testing, input and output, expressions, control structures, functions, list and dictionaries, reading and writing files.

### CS 120 – OBJECT-ORIENTED SOFTWARE DEVELOPMENT (4 CREDITS)
This course is an introduction to object-oriented design and implementation with an emphasis on the tools, processes, and disciplines used in large-scale software development projects. Topics include class design, code refactoring, inheritance and interfaces, exception handling, and version control systems. Prerequisites: CS 112. 3 lecture and 2 laboratory hours required to be taken in the same semester.

### CS 232 – DATA STRUCTURES (4 CREDITS)
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. *Offered fall semesters.* Prerequisites: CS 120 or consent of the instructor. 3 lecture and 2 laboratory hours where laboratory hours are not required for minor.

### CS 233 – ADVANCED DATA STRUCTURES (4 CREDITS)
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. *Offered spring semesters.* Prerequisites: CS 232 or consent of the instructor. 3 lecture and 2 laboratory hours where the laboratory hours are not required for the minor.

### CS 256 – DATABASE MANAGEMENT SYSTEMS (4 CREDITS)
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. *Offered fall semesters. Lecture portion cross-listed as CIS 356.* Prerequisite: CS 120 or consent of the instructor. 3 lecture and 2 laboratory hours.

### CS 270 – COMPUTER ORGANIZATION (4 CREDITS)
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 processors including instruction sets, register transfer operations, control microprogramming, data representation, and arithmetic algorithms. Prerequisites: CS 232 or consent of the instructor. *Offered spring semesters.* 3 lecture and 2 laboratory hours.

### CS 300 – SOFTWARE MAINTENANCE (1 CREDIT)
This course provides a hands-on experience in software maintenance. Students will use modern tools of the trade to effect changes in existing code bases while working together with faculty members and other students. This class can be repeated for credit. *Open to junior and senior Computer Science majors upon approval of the Chairperson or Program Director.*

### CS 305 – COMPILER DESIGN (3 CREDITS)
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 CREDITS)
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 CREDITS)

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 CREDITS)

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 computers 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 CREDITS)

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 375 – COMPUTER GRAPHICS (3 CREDITS)

This course explores fundamental concepts in 2D and 3D computer graphics. It introduces 2D raster graphics techniques including simple image processing, interaction techniques, and user interface design. It then progresses into 3D modeling, geometric transformation, and 3D viewing and rendering techniques. Some basic knowledge of linear algebra is helpful but not required. *Offered every other year.* Prerequisites: CS 233 or consent of the instructor.

### CS 380 – IMAGE PROCESSING WITH PARALLELISM (3 CREDITS)

This course presents the fundamentals of image processing through the application of parallel computing with the GPU and the Open CL programming environment. Topics include image processing algorithms, the GPU programming model and architecture, parallel programming patterns, shared data structures, synchronization techniques, and load balancing. *Offered every other year.* Prerequisites: CS 233 or consent of the instructor.

### CS 416 – CYBER SECURITY AND ETHICAL HACKING (3 CREDITS)

This course is an introduction to the security mindset and the foundational practices and principles of cybersecurity from both a human and technical perspective. It begins with an exploration of non-technical issues, such as ethics and policy. Students then see and experiment with a variety of areas within cybersecurity, including binary exploitation, encryption, hashing, networks, digital forensics, cryptocurrency, and modern topics. *Offered every other year.* Prerequisites: CS 233 and CS 270 or consent of the instructor.

### CS 420 – ADVANCED TOPICS IN PROGRAMMING (3 CREDITS)

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 perspective of implementation issues. *Offered every other year.* Prerequisites: CS 233 or consent of the instructor.

### CS 448 – ARTIFICIAL INTELLIGENCE (3 CREDITS)
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, uncertain reasoning, and learning as problems faced by our agents. Overview of more specialized fields 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 455 – MACHINE LEARNING (3 CREDITS)
This course is an introduction to the principles of machine learning and data science applied to real-world datasets. It explores the theory and implementation of several machine learning approaches including nearest neighbor, Bayesian classifiers, linear regression, support vector machines, neural networks, decision trees, clustering, and ensembles. Students apply their skills in a data science competition using real-world data. *Offered every other year.* Prerequisites: CS 233 or consent of the instructor.

### CS 480 – SOFTWARE ENGINEERING (3 CREDITS)
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 CREDITS)
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 CREDITS)
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 CREDITS)
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 with a minimum G.P.A. requirement of 2.5 in their Computer Science courses or with approval of the Chairperson or Program Director.*

### CS 496 – RESEARCH IN COMPUTER SCIENCE (3 CREDITS)
Research into a problem of current computer science interest under the supervision of a department member. A written report is required. *Open to Computer Science majors with a minimum G.P.A. requirement of 3.0 in their Computer Science courses or with approval of the Chairperson or Program Director.*

### CS 499 – COMPUTER SCIENCE INTERNSHIP (3 CREDITS)
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.

# Computer Science – Business

*Dr. Michael Koscho, Program Director*

The Bachelor of Science in Computer Science – Business program combines the traditional Computer Science major with ten foundational business courses. This interdisciplinary curriculum provides students with an understanding of the principles and applications of computer science and provides students with the knowledge to make them competent in a business environment.

Employers in science and technology-based industries are continually faced with the challenge of identifying and hiring personnel who have a strong background in computer science and mathematics and who also possess knowledge of business processes and practices. The Computer Science – Business program is an attractive and differentiated degree for Computer Science majors, particularly those who wish to pursue immediate employment in the business sector after graduating from King's College. Students with a degree in Computer Science – Business will be attractive candidates for positions in technical sales, technical marketing, and customer service, as well as in organizations requiring expertise in information technology, business applications software development, and information systems project management.

Since this is an interdisciplinary program, the business portion has more credits than a traditional minor and fewer credits than a double major. The eight foundational business courses cover the pre-requisite business content required of most MBA programs. There are two business electives included so students can specialize in a particular area of business which is compatible with their career goals.

In order to distinguish this degree from the traditional B.S. Computer Science degree, diplomas and transcripts will reflect the interdisciplinary nature of this program by listing the degree as B.S. in Computer Science – Business.

*Computer Science – Business majors wishing to complete major requirements at another institution must complete them at a four-year institution and have permission from the Department Chairperson. To maintain the academic rigor of the program, at least 50% of all science, computer science, mathematics and business courses must be taken at King's College.*

## Education Requirements

**MAJOR REQUIREMENTS** (28 COURSES – 90 CREDITS)

**COMPUTER SCIENCE REQUIREMENTS**

| | |
|---|---|
| MATH 127 | Logic and Axiomatics (3) |
| MATH 129 | Analytical Geometry and Calculus I (4) |
| MATH 130 | Analytical Geometry and Calculus II (4) |
| MATH 235 | Discrete Mathematics (3) |
| CS 112 | Introduction to Programming (3) |
| CS 120 | Object-Oriented Software Development with Lab (4) |
| CS 232 | Data Structures with Lab (4) |
| CS 233 | Advanced Data Structures with Lab (4) |

| | |
|---|---|
| CS 256 | Database Management with Lab (4) |
| CS 270 | Computer Organization with Lab (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 375 | Computer Graphics (3) |
| CS 380 | Image Processing with Parallelism (3) |
| CS 416 | Cybersecurity and Ethical Hacking (3) |
| CS 420 | Advanced Topics in Programming (3) |
| CS 448 | Artificial Intelligence (3) |
| CS 455 | Machine Learning (3) |
| | OR |
| | Any CS course 300 or higher |

## BUSINESS REQUIREMENTS

| | |
|---|---|
| MSB 110 | Introduction to Financial Reporting (3) |
| MSB 120 | Introduction to Management Accounting and Planning (3) |
| MSB 200 | Principles of Management (3) |
| MSB 210 | Principles of Marketing (3) |
| MSB 220 | Financial Management (3) |
| ECON 111 | Introduction to Macroeconomics (3) |
| ECON 112 | Introduction to Microeconomics (3) |
| ECON 221 | Statistics and Predictive Analytics (3) |

*One of the following Business Elective course tracks (6-7 credits):*

### Technology Management Track

| | |
|---|---|
| BUS 363/L | Production/Operations Management with Lab (4) |
| BUS 435 | Global Innovation, Technology and Entrepreneurship (3) |

### Manufacturing and Operations Management Track

| | |
|---|---|
| MKT 385 | Global Supply Chain Management (3) |
| BUS 363/L | Production/Operations Management with Lab (4) |

### Marketing Track

| | |
|---|---|
| MKT 330 | Selling Strategies (3) |
| MKT 390 | International Marketing (3) |

### Entrepreneurship Track

| | |
|---|---|
| BUS 330 | Business Entrepreneurship (3) |
| BUS 455 | Global Innovation, Technology and Entrepreneurship (3) |

### Accounting Track

| | |
|---|---|
| ACCT 240/L | Intermediate Accounting I with Lab(4) |
| ACCT 301 | Intermediate Accounting II (3) |

Course descriptions for both the Computer Science and Business courses can be found in the respective areas of the College Catalog.

## Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Create and implement solutions for a problem over the entire software development life cycle.
- Describe the operational details of computer languages and systems.
- Explain the theoretical foundations of computing.
- Demonstrate proficiency in a breadth of advanced computing topics.
- Be professionally knowledgeable in business and business practices.
- Critically analyze technical challenges from both a scientific and business perspective.

# Criminal Justice

*Dr. Christopher D. Moore, Chairperson*

The Criminal Justice program offers course work leading to the Bachelor of Arts degree. 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, homeland and private security, juvenile probation, social work, sociology, and 4) sensitize students 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 and homeland security.

Specific career and advanced study opportunities for the Criminal Justice major include: police officer, state and federal law enforcement (i.e., State Police, F.B.I., Secret Service, Treasury, Drug Enforcement, Customs Inspector), prosecutor, public defender, corrections officer, adult and juvenile probation and parole agent, sheriff's deputy, law school, graduate school, forensic scientist, court administrator, and private security investigator).

Criminal Justice majors are strongly encouraged to participate in internships at one of the many municipal, county, state, and federal agencies located not only in the Wilkes-Barre area but in other geographical areas, in conjunction with Career Planning and Placement.

## Education Requirements

**MAJOR SEQUENCE REQUIREMENTS** (14 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 373 | Juvenile Delinquency (3) |
| CJ 475 | Adult Corrections (3) |
| CJ 493 | Senior Seminar (3) |
| SOC 101 | Introduction to Sociology (3) |
| SOC 225 | Social Psychology (3) |
| SOC 251 | Probability and Statistics in Social Sciences (3) |
| SOC 252/252L | Research Methods in Social & Behavioral Science (4) |

*One course (3 credits) of the following:*

| | |
|---|---|
| SOC 341 | Social Inequality (3) |
| SOC 343 | Minority Group Relations (3) |
| SOC 345 | Gender and Sexuality (3) |

**Two** additional CJ electives (6 credits).

**MINOR SEQUENCE REQUIREMENTS** (6 COURSES – 18 CREDITS)

| | |
|---|---|
| CJ 110 | Introduction to the Criminal Justice System (3) |
| CJ 333 | Criminology (3) |

**Four** additional CJ electives (12 credits) at the 300-level or above.

# Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Demonstrate knowledge of the operation of the criminal justice system and the legal and moral implications involved in discharging the criminal justice process.
- Use the scientific method to perform evidence-based outcomes by having competence in social science research, understand and apply the concepts and theories associated with the principles of the discipline.
- Successfully and appropriately implement current models and technologies employed by professionals in criminal justice professions.
- Apply critical thinking, information literacy, effective writing, and oral communication skills to investigate criminal justice phenomena.

# Course Descriptions

### CJ 110 – INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM (3 CREDITS)

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. May include off-campus site visits and field trips.

### CJ 131 – INTRODUCTION TO CRIMINAL LAW (3 CREDITS)

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.

### CJ 312 – CHILD ABUSE (3 CREDITS)

This course covers the history of child abuse. Emphasis is placed on the current problem, nature and effects of abuse, how child molesters operate, and legal and social responses to the problem. *Prerequisite: SOC 101 or PSY 101.*

### CJ 333 – CRIMINOLOGY (3 CREDITS)

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. *Prerequisite: SOC 101, CJ 110, or consent of the instructor.*

### CJ 342 – WOMEN AND THE CRIMINAL JUSTICE SYSTEM (3 CREDITS)

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. *Cross-listed as SOC 342.*

### CJ 343 – INTRODUCTION TO HOMELAND SECURITY (3 CREDITS)
This course examines the philosophical and strategic practices of enforcing security in the United States. The course also focuses on the various principles that drive different response mechanisms for mitigating, managing, and recovering from emergencies and disasters. *Prerequisite: CJ 110 or consent of the instructor.*

### CJ 344 – TERRORISM (3 CREDITS)
This course examines the geopolitical factors that contribute to the development of terrorist actors. The course will also focus on the historical background of terror organizations and further explore their various tactics used to achieve their political goals. *Prerequisite: CJ 110 or consent of the instructor.*

### CJ 345 – SECURITY AND RISK MANAGEMENT (3 CREDITS)
This course introduces students to the principles of security and risk management with a focus on developing practical leadership and decision-making skills applicable across professional settings. Through an experiential, skills-based approach, students explore both historical and contemporary security practices, analyze vulnerabilities in physical security systems, and learn to identify and mitigate threats. Emphasis is placed on risk assessment, protective strategies, and collaborative planning, preparing students to function effectively as security managers or independent consultants. *Prerequisite: SOC 101 and CJ 110, or consent of the instructor.*

### CJ 346 – CYBERCRIME (3 CREDITS)
This course examines the behavior of criminals who utilize information technology to conduct cyberattacks and intrusions. The course will also review the various approaches used by law enforcement to unmask those who commit malicious cyber activities in U.S. networks. *Prerequisite: CJ 110 or consent of the instructor.*

### CJ 348 – CRIME AND PUBLIC POLICY (3 CREDITS)
This course examines the effectiveness of public policy as it responds to criminal behavior. Students will engage in policy analysis and participate in a classroom discussion relating to governmental response to crime and the criminal justice system. *Prerequisite: CJ 110.*

### CJ 351 – POLICE OPERATIONS I (3 CREDITS)
An examination of the basic factors which influence police operations, with emphasis on the nature, purpose, and functions of police operations with particular attention to the management process involving management by objectives. Patrol techniques, leadership, team policing, special operations, patrol manpower distribution, command and control, terrorism, civil disorders, and other patrol operations will be given to the future of patrol and an evaluation of recent theories for increased policing efficiency.

### CJ 352 – POLICE OPERATIONS II (3 CREDITS)
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 CREDITS)
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. *Prerequisite: FS 178 Forensic Science, FS 176 Forensic Biology, or consent of the instructor.*

### CJ 356 – SERIAL KILLERS (3 CREDITS)
This course deals with America's fascination with serial killers. It is an in-depth look at serial killers, the use of forensic evidence, investigative strategies, the role of the FBI's Behavior Analysis Unit, and high-profile criminal trials.

### CJ 363 – CRIMINAL PROCEDURES (3 CREDITS)
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 CREDITS)
The manner in which the federal and state court systems administer justice and conduct their day-to-day operations. The student will become familiar with the personnel and financing of court systems. State and federal processing of cases will be compared and contrasted. The impact of Supreme Court decisions on the trial of criminal cases will be analyzed. Issues such as selection and removal of judges, plea bargaining, unified court systems, and court reform will be studied.

### CJ 367 – RULES OF EVIDENCE: CASES AND PRINCIPLES (3 CREDITS)
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.

### CJ373 – JUVENILE DELINQUENCY (3 CREDITS)
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 CREDITS)
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. *Prerequisite: CJ/SOC 373 or consent of the instructor.*

### CJ 376 – RESTORATIVE PRACTICES IN JUVENILE JUSTICE (3 CREDITS)
The course looks at restorative practices to repair the harm done to an individual or group by another individual or group. The student will learn about restorative practices designed to increase empathy and accountability on behalf of the wrong-doer, and restore, to the extent possible, the emotional and material losses of the harmed parties by providing a range of opportunities for dialogue, negotiation and problem-solving. The class is designed to build skills in knowledge, analysis, critical thinking, communication, and implementation of restorative practices and principles. *Prerequisite: CJ 373 or consent of the instructor.*

### CJ 381 – PRIVATE SECURITY (3 CREDITS)
An overview of private security in its practical application, and an analysis of 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. *Prerequisite: CJ 110 or consent of the instructor*

### CJ 383 – PROBATION, PAROLE AND COMMUNITY-BASED CORRECTIONS (3 CREDITS)
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. *Prerequisite: CJ 110 or consent of the instructor*

### CJ 435 – VICTIMOLOGY (3 CREDITS)
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. *Prerequisite: SOC 101, CJ 110, or consent of the instructor*

### CJ 445 – STREET GANGS (3 CREDITS)
This course covers the various street gangs in the United States. Special emphasis is placed on their origins, style, mode of operation, and societal reaction including efforts to change gang behavior and reintegrate former members back into society.

### CJ 453 – POLICE COMMUNITY RELATIONS (3 CREDITS)
Survey of relationships between and among police and, community/citizens; 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. *Prerequisite: at least Sophomore standing or consent of the instructor.*

### CJ 457 – CRIMINAL JUSTICE ADMINISTRATION AND LEADERSHIP (3 CREDITS)
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. *Prerequisites: Criminal Justice major or minor and at least a junior standing, or consent of the instructor.*

### CJ 464 – JUVENILE LAW AND JUSTICE (3 CREDITS)

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 systems use of intake and diversion will be discussed along with the role of police, prosecutors, and defense counsel. Certification, i.e., the process of transferring a juvenile from juvenile court to adult court, will also be examined along with the attendant legal rights which accompany juveniles who find themselves in the system. *Prerequisite: CJ 373 or consent of the instructor.*

### CJ 470 – DEVIANT BEHAVIOR (3 CREDITS)

An analysis of the social creation of 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. Prerequisite: CJ/SOC 333 or consent of the instructor.*

### CJ 482 – MENTAL ILLNESS AND THE CRIMINAL JUSTICE SYSTEM (3 CREDITS)

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. *Prerequisite: CJ 333 or consent of the instructor*

### CJ 485 – ORGANIZED CRIME (3 CREDITS)

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. *Prerequisite: SOC 101 and CJ 110, or consent of the instructor.*

### CJ 486 – DRUGS IN THE COMMUNITY (3 CREDITS)

This course will examine the various aspects concerning the 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. *Prerequisites: SOC 101 and CJ 110, or consent of the instructor.*

### CJ 487 – WHITE-COLLAR CRIME (3 CREDITS)

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 company's price-fixing scheme, and the Equity Funding scandal will be examined. *Prerequisite: SOC 101 and CJ 110, or consent of the instructor.*

### CJ 492/494-496 – SPECIAL TOPICS IN CRIMINAL JUSTICE (3 CREDITS)
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 CREDITS)
A seminar designed to investigate and analyze contemporary and emergency issues in the criminal justice field. *Prerequisite: CJ 333, SOC 252/252L, and senior standing.*

### CJ 497-498 – SUPERVISED INDIVIDUAL STUDY (3 CREDITS)
The study of a criminal justice 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 CREDITS)
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 Administrators Office, the Wilkes-Barre Police Department, and other agencies. *Prerequisite: must have (1) completed 60 college credits, (1) a minimum overall 2.25 G.P.A., (3) obtained the written approval of the academic advisor, (4) incurred no serious student conduct violations, and (5) successfully completed a pre-screening meeting with the Office of Career Planning.*

# Data Analytics Minor

*Dr. Todd Gutekunst, Program Director*

Advances in computer technology have magnified how we acquire, store, and use data in all sectors of society. Such advances have created the need for mathematically and computationally trained professionals capable of analyzing bodies of data and making recommendations based on those analyses. To meet this need, King's College offers a Data Analytics minor. An interdisciplinary program, the minor develops research, programming, and critical analysis skills necessary to gather, process, and evaluate large amounts of information and determine what such information might mean in particular societal contexts. This minor is available to all undergraduate students.

Coursework for the Data Analytics minor includes a course in information systems that builds a strong foundation in the use of Microsoft Excel; an introductory mathematics course that covers quantitative analysis methods necessary for visualizing and interpreting data; an introductory course in statistics and data analysis; an introductory programming course that provides preparation for advanced work in analytics; a course in the student's major field of study (or a related field) that includes application of data analytics; and an academic experience—a course or an internship—that requires project-based learning involving data analysis.

## Education Requirements

**MINOR SEQUENCE REQUIREMENTS** (6 COURSES - 18 CREDITS)

- **Data Analytics Basics/Excel Competency (6 credits)**
  - CIS 110 – Introduction to Business Information Systems (3)
  - MATH 123 – Finite Mathematics and Business Analytics (3)
    - Alternatives to Math 123 include the following: 125 Calculus (4), Math 127 Logic and Axiomatics (3), and Math 129 Analytic Geometry and Calculus I (4)
- **Statistics (3 credits)**
  Choose one of:
  - ECON 221 Statistics and Predictive Analytics (3)
  - MATH 126 – Introduction to Statistics (3)
  - MATH 128 – Introduction to Statistics and Data Analysis (4)
  - SOC 251 – Probability and Statistics in Social Science (3)
  - PSYC 220/Lab – Statistics for the Behavioral Sciences (3)
  - PS 221 – Probability and Statistics in Social Science (3)
- **Programming (3 credits)**
  Choose one of:
  - CS112 – Introduction to Computer Programming (3)
  - CS111 – Programming for Science and Engineering (3)
- **Applications (2-5 credits)**
  These are courses in which content can be applied in data analytics, enabling the student to further his or her base of knowledge for work in the field.

Choose one of:

- CS256/CIS356 – Database Management Systems (3) or (4) with CS256 Lab
- MATH 250 – Linear Algebra (4)
- MATH 361 – Probability and Statistics I (3)
- MATH 362 – Probability and Statistics II (3)
- MATH 363 – Mathematical Modeling (3)
- AT 410 - Evidence Based Medicine I (2)
- CIS 255/GEOG 255 – Geographic Information Systems (3)
- ACCT 340 – Advanced Managerial Accounting (3)
- BIOL 330 – Introductory Bioinformatics (3)
- CHEM 243 – Analytical Chemistry (5) (includes lab)
- CHEM 244 – Instrumental Analysis (5) (includes lab)
- ECON 222 – Statistics and Econometrics (3)
- ENGR 360 – Probability and Engineering Statistics (3)
- ENST 410 – Environmental Sampling and Analysis (3)
- EXSC 480 – Research & Design (2)
- GEOG 355 – Applied Geographic Information Systems
- MKT 360 – Digital Marketing/Lab (4)
- MKT 450 – Marketing Research (3)
- NEUR 310 – Research Methods in Neuroscience (3)
- PHYS 260 – Introduction to Numerical Techniques in Physics (4)
- PHYS 430 Dynamical Systems and Chaos (3)
- PSYC 221 – Research Methods (4)
- SOC 252/252L Research Methods in Social & Behavioral Science (4)
- BUS 363 and 363L Operations Management (and lab) (3 + 1 for lab)
- HIST 261 Research and Methods in History (to include revisions to cover statistics, data summarization and visualization)
- GEOG 312 Dynamics of Population
- BUS 380/380L Health Care Operations Management & Health Care Operations Management Lab (3) + (1)

- **Project-Based Learning (3 credits)**

  To satisfy this requirement, students must complete a course that includes a data analytics project or an internship.

  A student may satisfy this requirement by completing one of the following:

  - CIS 471 – Applied Global Information Systems (3)
  - CS490 – Special Topics: Machine Learning (3)
  - ECON 323 - Econometrics
  - ACCT 440 – Accounting Information Systems (3)
  - AT 550 – Evidence-Based Medicine 2 (3)
  - PS 422 – Theories and Research Methods in International Relations (3)
  - Alternative project-based learning options include the following:
    - Collaborating with an instructor of another existing course to incorporate a data analytics project.
    - Completing an independent study that requires a data analytics project.
    - Completing an internship involving data analytics.

# Dramaturgy Minor

*Dave Reynolds, MFA, Chair of the Theatre and Fine Arts Department*

Dramaturgy combines dramatic analysis with practical application in theatre productions. The dramaturg works with the creative team to provide historical context, literary analysis, and dramatic insights during the development of a production's concepts, staging, and performance. A dramaturg also helps with the development of new plays, working with playwrights as through the drafting process. Dramaturgs also prepare supplementary/educational materials for audiences to guide their experience of a play and its presentation. A dramaturg combines literary, historical, and theatrical training.

## Education Requirements

**(7 COURSES – 19 CREDITS)**

| | |
|---|---|
| THEA 345 OR 474 | Play Analysis OR Dramaturgy (3) |
| ENGL 200 | Foundations Seminar (3) |
| HIST 261 | Research Methods (3) |
| THEA 285 | Practicum (1) |

1 THEA Elective (3)
1 ENGL Writing Elective (3)
1 ENGL Literature Elective (300-level) (3)

## Course Descriptions

### THEA 345 – PLAY ANALYSIS (3 CREDITS)

In play analysis, students will analyze the works of playwrights from varying periods of the theatre in order to acquire the ability to break down 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 474 – DRAMATURGY (3 CREDITS)

The practice of dramaturgy is about inquiry, analysis, and contextualization. Through readings, lectures, group projects, and hands-on work, students will be introduced to the role of the dramaturg within the theatrical production process. Students will investigate the world that playwrights are seeking to create in their works. Through deep readings, analysis and discussion, students will consider how the play fits in current theatrical and societal contexts and how the play can and should communicate with an audience.

### THEA 285 – PRODUCTION PRACTICUM (1 CREDIT)

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 and educational needs, as well as the technical needs of each production.

### ENGL 200 – FOUNDATIONS SEMINAR: THE HISTORY OF LITERATURE IN ENGLISH (3 CREDITS)

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; and seminar-style discussions of current topics in literature (canon studies, multiculturalism, popular culture, etc.). Prerequisite: ENGL 140-149.

### HIST 261 – RESEARCH AND METHODS (3 CREDITS)

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.

# Economics

*Dr. Margarita 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.

To meet the interests and needs of students and assist them in choosing courses that best suit their career and personal development plans, three tracks exist in the major: Foundational, Quantitative, and Social Economics. The Foundational Track is generally a good path for students who are taking Economics along with another major program. The Quantitative Track prepares students for the mathematical rigor of most masters and doctoral level graduate programs in Economics. It may also appeal to students interested in careers in forecasting for governmental agencies and private sector firms. Completion of the courses in the Quantitative track leads to a minor in Mathematics with a concentration in Statistics. The Social Economics Track offers a path for students who are interested in social and political analysis, as well as ethical and moral dimensions of economic structures and outcomes.

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

### FOUNDATIONAL TRACK (13 COURSES – 39-40 CREDITS)

CIS 119 Spreadsheet Analysis (3)
ECON 111 Introduction to Macroeconomics (3)
ECON 112 Introduction to Microeconomics (3)
ECON 221 Statistics and Predictive Analytics (3)
ECON 222 Statistics and Econometrics (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 Mathematics and Business Analytics (3)
OR
MATH 127 Logic and Axiomatics (3)
OR
MATH 129 Calculus I (4)
Nine (9) credits ECON electives

### QUANTITATIVE TRACK (17 COURSES – 54 CREDITS)

CIS 119 Spreadsheet Analysis (3)
ECON 111 Introduction to Macroeconomics (3)
ECON 112 Introduction to Microeconomics (3)
ECON 221 Statistics and Predictive Analytics (3)
ECON 222 Statistics and Econometrics (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)
ECON 323 Econometrics (3)
ECON 325 Mathematical Economics (3)
Three (3) credits ECON elective

*In this track, students also take the following courses in Mathematics*:*
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)

*Students also take ONE of the following:*
MATH 127 Logic and Axiomatics (3)
MATH 301 Financial Mathematics (3)
MATH 250 Linear Algebra (3)
MATH 363 Mathematical Modeling (3)

***ECON 221 is accepted by the Mathematics Department as a substitute for MATH 124, MATH 126, or MATH 128. Therefore, completion of the listed courses would lead to a minor in Mathematics with a concentration in Statistics.**

**SOCIAL ECONOMICS TRACK** (17 COURSES – 51-52 CREDITS)

| | |
|---|---|
| CIS 119 | Spreadsheet Analysis (3) |
| ECON 111 | Introduction to Macroeconomics (3) |
| ECON 112 | Introduction to Microeconomics (3) |
| ECON 221 | Statistics and Predictive Analytics (3) |
| ECON 222 | Statistics and Econometrics (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 Mathematics and Business Analytics (3) or MATH 129 Calculus I (4) OR |
| MATH 127 | Logic and Axiomatics (3) OR |
| MATH 129 | Calculus I (4) |
| ECON 497 | Independent Research in Economics (3) |

Six (6) credits ECON electives

Four upper-level courses in at least two of the following disciplines: Anthropology/Sociology, Ethics, History, Political Science, Psychology, Theology.

Students should complete at least two service-learning designated courses.

**MINOR SEQUENCE REQUIREMENTS** (6 COURSES – 18 CREDITS)

| | |
|---|---|
| ECON 111 | Introduction to Macroeconomics (3) |
| ECON 112 | Introduction to Microeconomics (3) |
| ECON 221 | Statistics and Predictive Analytics (3) |

Nine (9) credits selected from ECON 222 or 300 or 400-level ECON electives

**MINOR IN POLITICAL ECONOMY**

See listing under Political Science.

# Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Identify, analyze, and apply micro-economic principles.
- Identify, analyze, and apply macro-economic principles to domestic and global sectors.
- Utilize economic theory to formulate policy by government and professionally communicate those recommendations.
- Explain the impact of economic activity and resource allocation on various demographic groups and/or the environment, and connect it to principles of economic justice, environmental justice, and/or the dignity of work provided by Catholic Social Teaching.
- Identify scholarly research relevant to a topic and use quantitative analysis to interpret research results.
- Carry out sound economic analysis and research and communicate it clearly and forcefully.

# Course Descriptions

### ECON 111 – INTRODUCTION TO MACROECONOMICS (3 CREDITS)
Students will study U.S. economic institutions and the economic organization of society, the role of markets in the production and distribution of societal resources, measurement of economic performance, national income, inflation, and unemployment, competing macroeconomic theories, and stabilization policies.

### ECON 112 – INTRODUCTION TO MICROECONOMICS (3 CREDITS)
Students will study the allocation of scarce resources in a market economy, supply and demand, comparative advantage and trade, consumer theory, theory of the firm, market structure, pricing of factors of production, income distribution, and the role of government.

### ECON 151 – GENDER AND GLOBALIZATION (3 CREDITS)
By exploring the definition and realities of globalization through a gendered lens, this course introduces students to the concepts, methods, theories, and research findings associated with various fields in the social sciences. Anthropological, economic, political, psychological, and sociological perspectives on human behavior and relationships in a complex world are combined with insights from geography and women's studies to further enhance our understanding of these realities, on a local as well as a global scale.

### ECON 161 – ECONOMICS OF GLOBAL PEACE AND JUSTICE (3 CREDITS)
Using the tools of varied approaches to economic analysis, students in this course will examine some of the commonly discussed and less-well known issues of justice and peace that confront contemporary societies. Starting with the premise that each of these issues either originates from or results in economic disparity, the course will engage students in reflection on the connections between prosperity and peace in some corners of the world and poverty and conflict in others. In particular, students will consider the economic, political, geographic, and social factors that contribute to the relative prosperity of their local or national communities.

### ECON 221 – STATISTICS AND PREDICTIVE ANALYTICS (3 CREDITS)
An introduction to statistical methods used in economics and business fields. Topics include descriptive statistics, sampling, probability, basic statistical distributions, estimation, hypothesis testing, and introduction to regression analysis. This course applies statistical analysis, predictive techniques, and data analytics to problem-solving and business decision-making. Excel utilized. Prerequisite: CIS 119 and MATH 123 or higher.

### ECON 222 – STATISTICS AND ECONOMETRICS (3 CREDITS)
Topics include matrix theory, multiple regression analysis, logistic regression, time series analysis, analysis of variance, nonparametric methods, index numbers, quality control, and an introduction to econometrics. Prerequisite: ECON 221. *Spring semesters only.*

### ECON 323 – ECONOMETRICS (3 CREDITS)
Introduction to fundamental concepts in econometric analysis, including regression, timeseries, panel data methods, logit, and probit. Use of Excel and SPSS to manipulate data and generate econometric results. Students learn to recognize problems in econometric analysis and explain how to correct for them. Prerequisite: ECON 222 or permission of the instructor.

### ECON 325 – MATHEMATICAL ECONOMICS (3 CREDITS)
Mathematical tools of analysis in economics, such as equilibrium analysis, linear models and matrix algebra, comparative statics, unconstrained and constrained optimization, and dynamic analysis will be covered. Prerequisites: ECON 111 and ECON 112 or permission of the instructor.

### ECON 353 – MONEY, BANKING, AND FINANCIAL INSTITUTIONS (3 CREDITS)
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: ECON 111. *Fall semesters only.*

### ECON 355 – HISTORY OF ECONOMIC ANALYSIS (3 CREDITS)
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: ECON 111 and ECON 112. *Offered odd year fall semesters only.*

### ECON 356 – ECONOMIC DEVELOPMENT AND INTERNATIONAL GEOGRAPHY (3 CREDITS)
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 356.*

### ECON 358 – INTERNATIONAL ECONOMICS (3 CREDITS)
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: ECON 111 or ECON 112. *Spring semesters only.*

### ECON 360 – COMPARATIVE ECONOMIC SYSTEMS (3 CREDITS)
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: ECON 111 or ECON 112.

### ECON 361 – ENVIRONMENTAL AND ECOLOGICAL ECONOMICS (3 CREDITS)
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. Prerequisite: ECON 111 or ECON 112. *Offered odd year fall semesters only.*

### ECON 371 – INTERMEDIATE MICRO-ECONOMIC THEORY (3 CREDITS)
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. *Offered even year fall semesters only.*

### ECON 372 – INTERMEDIATE MACRO-ECONOMIC THEORY (3 CREDITS)
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: ECON 111. *Offered odd year spring semesters only.*

### ECON 373 – PUBLIC ECONOMICS (3 CREDITS)
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. *Offered odd year spring semesters only.*

### ECON 493 – WOMEN, POVERTY, AND THE ENVIRONMENT (3 CREDITS)
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 WMST 493.*

### ECON 497 – INDEPENDENT STUDY IN ECONOMICS (3 CREDITS)
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 CREDITS)
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

*Dara Soljaga, PhD, Associate Dean*

The Education Department of King's College is dedicated to preparing young men and women to become teachers in a program consistent with the liberal arts tradition and the mission statement of King's College. The Department is small enough to offer individualized attention to all students and large enough to be well staffed and equipped. Our faculty and physical facilities are unsurpassed by comparable educational programs. All full-time members of the Education Department faculty are credentialed at the doctoral level and have exceptional expertise.

The Program for Teacher Education at King's College is approved by the Commonwealth of Pennsylvania's Department of Education (PDE).

## MAJORS WITHIN EDUCATION DEPARTMENT

- Education PK-4
- Special Education PK-12
- PK-4 and Special Education PK-12
- Five-Year Program: PK-4, Special Education PK-12 and Reading Specialist (B.A. and M.Ed.)
- Education Mathematics Grades 4-8
- Education Science Grades 4-8

## PDE-APPROVED PROGRAMS IN THE EDUCATION DEPARTMENT

- PK-4 (Pre-School-Grade 4)
- Grades 4-8 Math Education
- Grades 4-8 Science Education
- Secondary Certification (Grades 7-12) in the following areas:
  - Biology
  - Chemistry

  Citizenship Education
  - English
  - General Science
  - Mathematics
  - Physics
  - Social Studies
- PK-12 Certification in Spanish and French
- PK-12 Certification in Health and Physical Education
- Special Education PK-12

## Graduate Programs

- Professional Development Center
- English as a Second Language (program specialist certification)
- Autism (endorsement)
- Instructional Coach (endorsement)

- Principal (certification)
- STEM (endorsement)
- Master's in Reading (leading to reading specialist certification)
- Master's in Curriculum and Instruction
- Master's in Special Education

## Mission of the Education Department

The mission of the Education Department is to prepare reflective practitioners who are recognized for their vision, motivation, knowledge, skills, and disposition as they manage and monitor communities of learning in a diverse and complex world. This mission is built on the foundational tenets of a broad-based liberal arts education in the tradition of King's College and the Congregation of Holy Cross and the best professional practices of their teacher education.

## Vision of the Education Department

The Education Department of King's College will be recognized for its ability to effectively reflect upon and revise its own practices and will be perceived as a leader in educational innovation and reform. We will be a leader in developing productive partnership with our professional colleagues who represent the educational spectrum from early childhood education through higher education. Our program will be viewed as exemplary in the preparation of outstanding teachers who reflectively integrate disciplinary and pedagogical knowledge, professional skill, and personal dispositions to meet the challenges found in the 21st century.

## Formal Acceptance to the Department

Formal application to the education program will be made by the end of the sophomore year after having completed 48 credits and before 60 earned credits. At that time the Education Department will assess the student's application. In order to be accepted into the education program, students should demonstrate a positive attitude toward teaching, have an overall G.P.A. of 3.00 or higher, develop a satisfactory teaching portfolio, and meet the state requirements for health. If all conditions are met, the student is admitted formally to the teacher education program. Any student who does not gain formal acceptance into the teacher education program will not be eligible for student teaching, nor be able to register for any 300 or 400 level education (EDUC) courses and may have to delay graduation and/or change majors.

## 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 progress through the assessment benchmarks, students will demonstrate satisfactory development of a teaching portfolio, 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 PDE-required exam(s) during their final semester.

## Basic Requirements for Certification

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 also major in one of the following content areas: Biology, Chemistry, English, General Science, History, Political Science, Economics, Mathematics, or Physics. Foreign Language certification (PK-12) is offered in Spanish and French. At King's, students pursuing a certificate in Citizenship Education or Social Studies 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, student teaching practices, and all PDE-required competencies.

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), six credits in English (three in writing and three in literature), nine credits in special education, and three credits in teaching English learners.

## Student Teaching

During the senior year, all students in the teacher education program are required to participate in a professional semester. This includes a student teaching orientation followed by 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 within a 30-minute drive of King's College. Students are required to submit an application for student teaching to the field experience placement coordinator no later than 6 p.m. on the second Monday in May for the following fall semester placement or 6 p.m. the second Monday in November for the following spring semester placement. During the student teaching semester, students are discouraged from taking any course except EDUC 440, Inclusive Education. In order to be eligible for student teaching, students must have satisfied all content area and education coursework and have met all requirements outlined on the student teaching application.

# Education Programs

## Certification: Elementary, Middle-Level, and Special Education

## Major: Education Grades PK-4

**PRE-SCHOOL-GRADE 4 (PK-4)** (77 CREDITS)**

| | |
|---|---|
| PSYC 101** | Psychological Foundations (3) |
| EDUC 202 | Educational Philosophy, Ethics, Issues, and Trends (3) |
| EDUC/SPED 215 | PK-4 Development, Cognition, and Learning I (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 232 | Technology Module II (1) |
| EDUC 252 | Curricular Integration (3) |
| EDUC 260 | Literacy Foundations (3) |
| EDUC 270 | Introduction to Special Education (3) |
| EDUC/SPED 305 | Assessment I (3) |
| EDUC 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 423 | Literacy Across the Curriculum: The Reading-Writing Connection (3) |
| EDUC 424 | Family Involvement and Communication (3) |
| MATH 101** | Theory of Arithmetic (3) |
| MATH 102** | Algebra and Geometry (3) |
| NSCI 171-190** | Science (3) |
| PHYS 100** | Physical Science for Elementary Education (3) |
| HIST 111** | American History (3) |

### STUDENT TEACHING SEMESTER REQUIREMENTS (15 CREDITS)

| | |
|---|---|
| EDUC 437 | Observation and Student Teaching (10) |
| EDUC 438 | Student Teaching Seminar (2) |
| EDUC/SPED 440 | Inclusive Education (3) |

## Major: Education Special Education PK-12*

### SPECIAL EDUCATION PK-12 (74 CREDITS)**

| | |
|---|---|
| PSYC 101** | Psychological Foundations (3) |
| EDUC 202 | Educational Philosophy, Ethics, Issues, and Trends (3) |
| EDUC 215 | PK-4 Development, Cognition, and Learning I (3) |
| EDUC 217 | Adolescent Development, Cognition, and Learning (3) |
| EDUC 230 | PK-4 Multicultural, Linguistic, and Instruction Methods (3) |
| EDUC 231 | Technology Module I (1) |
| EDUC 232 | Technology Module II (1) |
| EDUC 260 | Literacy Foundations (3) |
| EDUC 270 | Introduction to Special Education (3) |
| EDUC 305 | Assessment I (3) |
| EDUC 306 | Assessment for the Diverse Learner (3) |
| EDUC 314 | Transition Options for At-Risk Students (3) |
| EDUC 318 | Low Incidence Disabilities (1) |
| EDUC 366 | Methods for Teaching Diverse Learners (3) |
| EDUC 370 | Specifically Designed Instruction (3) |
| EDUC 390 | Differentiated Reading for the Developing Child (3) |
| EDUC 424 | Family Involvement and Communication (3) |
| MATH 101** | Theory of Arithmetic (3) |
| MATH 102** | Algebra and Geometry (3) |

| | |
|---|---|
| NSCI 171-190** | Science (3) |
| PHYS 100** | Physical Science for Elementary Education (3) |
| HIST 111** | American History (3) |

**STUDENT TEACHING SEMESTER REQUIREMENTS** (15 CREDITS)

| | |
|---|---|
| EDUC 457 | Special Education: Observation and Student Teaching (10) |
| EDUC 438 | Student Teaching Seminar (2) |
| EDUC 440 | Inclusive Education (3) |

## Dual Major: Education Grades PK-4 and Special Education PK-12*

**SPECIAL EDUCATION PK-12** (92 CREDITS)**

| | |
|---|---|
| PSYC 101** | Psychological Foundations (3) |
| EDUC 202 | Educational Philosophy, Ethics, Issues, and Trends (3) |
| EDUC/SPED 215 | PK-4 Development, Cognition, and Learning I (3) |
| EDUC/SPED 217 | Adolescent Development, Cognition, and Learning (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 232 | Technology Module II (1) |
| EDUC 252 | Curricular Integration (3) |
| EDUC/SPED 260 | Literacy Foundations (3) |
| EDUC/SPED 270 | Introduction to Special Education (3)EDUC/SPED 305 Assessment I (3) |
| EDUC/SPED 306 | Assessment for the Diverse Learner (3) |
| EDUC/SPED 314 | Transition Options for At-Risk Students (3) |
| EDUC/SPED 318 | Low Incidence Disabilities (1) |
| EDUC/SPED 366 | Methods for Teaching Diverse Learners (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) |
| MATH 101** | Theory of Arithmetic (3) |
| MATH 102** | Algebra and Geometry (3) |
| NSCI 171-190** | Science (3) |
| PHYS 100**) | Physical Science for Elementary Education (3) |
| HIST 111** | American History (3) |

**STUDENT TEACHING SEMESTER REQUIREMENTS** (15 CREDITS)

| | |
|---|---|
| EDUC 457 | Special Education: Observation and Student Teaching (5) |
| EDUC 437 | Observation and Student Teaching (5) |
| EDUC 438 | Student Teaching Seminar (2) |
| EDUC/SPED 440 | Inclusive Education (3) |

# Five Year: M.Ed./B.A. Program

## PK-4, SPECIAL EDUCATION PK-12, AND READING SPECIALIST

| | |
|---|---|
| PSYC 101** | Psychological Foundations (3) |
| EDUC 202 | Educational Philosophy, Ethics, Issues, and Trends (3) |
| EDUC 215 | PK-4 Development, Cognition, and Learning I (3) |
| EDUC 217 | Adolescent Development, Cognition, and Learning (3) |
| EDUC 220 | The Education of Young Children: Theories, Practices, and Policies (3) |
| EDUC 230/505 | PK-4 Multicultural, Linguistic, and Instruction Methods /ELL Adaptations (3) |
| EDUC 231 | Technology Module I (1) |
| EDUC 232 | Technology Module II (1) |
| EDUC 252 | Curricular Integration (3) |
| EDUC 260 | Literacy Foundations (3) |
| EDUC 270 | Introduction to Special Education (3)EDUC/SPED 305 Assessment I (3) |
| EDUC 306 | Assessment for the Diverse Learner (3) |
| EDUC 314 | Transition Options for At-Risk Students (3) |
| EDUC 318 | Low Incidence Disabilities (1) |
| EDUC 366/515 | Methods for Teaching Diverse Learners/Reading in the Content Area (3) |
| EDUC 370 | Specifically Designed Instruction (3) |
| EDUC 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 423 | Literacy Across the Curriculum: The Reading-Writing Connection (3) |
| EDUC 424 | Family Involvement and Communication (3) |
| MATH 101** | Theory of Arithmetic (3) |
| MATH 102** | Algebra and Geometry (3) |
| NSCI 171-190** | Science (3) |
| PHYS 100**) | Physical Science for Elementary Education (3) |
| HIST 111** | American History (3) |

## STUDENT TEACHING SEMESTER REQUIREMENTS (15 CREDITS)

| | |
|---|---|
| EDUC 457 | Special Education: Observation and Student Teaching (5) |
| EDUC 437 | Observation and Student Teaching (5) |
| EDUC 438 | Student Teaching Seminar (2) |
| EDUC 440 | Inclusive Education (3) |

## FIFTH YEAR REQUIREMENTS

| | |
|---|---|
| EDUC 510 | Developmental Nature of Reading (3) |
| EDUC 516 | Reading Disabilities: Diagnosis & Prescription (3) |
| EDUC 517 | Literacy Leadership & Instructional Coaching (3) |
| EDUC 520 | The Writing Process K-12 (3) |
| EDUC 523 | Children's & Adolescent Literature in Reading Instruction (3) |
| EDUC 550 | Reading Clinic Practicum (3) |

| | |
|---|---|
| EDUC 575 | Literacy Master's Capstone Project (3) |
| EDUC 590 | Practical Research for Educators (3) |

## Major: Math Education Grades 4-8

### MATH GRADES 4-8 (47 CREDITS)

| | |
|---|---|
| EDUC 202 | Educational Philosophy, Ethics, Issues, and Trends (3) |
| EDUC 231 | Technology Module I (1) |
| EDUC 232 | Technology Module II (1) |
| EDUC 235 | Secondary Development, Cognition, and Learning I (3) |
| EDUC 240 | Secondary Multicultural, Linguistic, Educational Methods (3) |
| EDUC 270 | Introduction to Special Education (3) |
| EDUC 305 | Assessment I (3) |
| EDUC 350 | Classroom Management (3) |
| EDUC 410 | Social Studies Methods (Grades 4-8) (3) |
| EDUC 411 | Mathematics Methods (Grades 4-8) (3) |
| EDUC 412 | Science Methods (Grades 4-8) (3) |
| EDUC 413 | Language Arts Methods (Grades 4-8) (3) |
| EDUC 467 | Observation and Student Teaching Grades 4-8 & 7-12 (10) |
| EDUC 468 | Student Teaching Seminar Grades 4-8 & 7-12 (2) |
| EDUC 440 | Inclusive Education (3) |

### MATH (30 CREDITS)

| | |
|---|---|
| MATH 101 | Theory of Arithmetic (3) |
| MATH 102 | Algebra and Geometry (3) |
| MATH 123 | Finite Mathematics and Business Analytics(3) |
| MATH 127 | Logic and Axiomatics (3) |
| MATH 128 | Introduction to Statistics, Data Analysis, and Applications to Life Sciences (4) |
| MATH 129 | Analytic Geometry and Calculus I (4) |
| MATH 130 | Analytic Geometry and Calculus II (4) |

Two MATH Electives numbered 200 or above

### SCIENCE (12-13 CREDITS)

NSCI 100 Natural Science Perspectives (3)

*One Life Science Course (3):*

| | |
|---|---|
| NSCI 173 | Contemporary Biology |
| NSCI 175 | Dinosaurs and the Science of Paleontology |
| NSCI 176 | Forensic Biology |
| NSCI 179 | Health and the Human Body |

*One Physical Science Course (3-4):*

| | |
|---|---|
| PHYS 100 | Physical Science for Elementary Teachers |
| NSCI 172 | Chemistry in Context |
| NSCI 177 | Conceptual Physics |
| NSCI 178 | Forensic Science |
| NSCI 180 | Modern Materials |

One Earth/Space Science Course (3):

| | |
|---|---|
| ENST 200 | Earth Science |
| NSCI 171 | Descriptive Astronomy |
| NSCI 174 | The Environment and Natural Resources |

**ENGLISH/LANGUAGE ARTS** (12 CREDITS)

| | |
|---|---|
| ENGL 110 | Effective Writing |
| ENGL 140-149 | Literature |

Two English electives numbered 200 or above

**SOCIAL STUDIES** (12 CREDITS)

| | |
|---|---|
| HIST 101 OR 102 | Western OR World Civilizations |
| HIST 111 | American Civilization |
| GEOG 182 | Global Geography |
| HIST 258 | Pennsylvania Survey |

## Major: Science Education Grades 4-8

**SCIENCE GRADES 4-8** (47 CREDITS)

| | |
|---|---|
| EDUC 202 | Educational Philosophy, Ethics, Issues, and Trends (3) |
| EDUC 231 | Technology Module I (1) |
| EDUC 232 | Technology Module II (1) |
| EDUC 235 | Secondary Development, Cognition, and Learning I (3) |
| EDUC 240 | Secondary Multicultural, Linguistic, Educational Methods (3) |
| EDUC 270 | Introduction to Special Education (3) |
| EDUC/SPED 305 | Assessment I (3) |
| EDUC 350 | Classroom Management (3) |
| EDUC 410 | Social Studies Methods (Grades 4-8) (3) |
| EDUC 411 | Mathematics Methods (Grades 4-8) (3) |
| EDUC 412 | Science Methods (Grades 4-8) (3) |
| EDUC 413 | Language Arts Methods (Grades 4-8) (3) |
| EDUC 417 | Observation and Student Teaching Grades 4-8 (10) |
| EDUC 418 | Student Teaching Seminar Grades 4-8 (1-2) |
| EDUC 440 | Inclusive Education (3) |

**SCIENCE** (31-32 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) |
| 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) |
| ENST 200 | Earth Science (3) |
| | OR |
| ENST 201 | Environmental Science I (4) |

**MATH** (12-13 CREDITS

| | |
|---|---|
| MATH 101 | Theory of Arithmetic (3) |
| MATH 102 | Algebra & Geometry (3) |

*One of Algebra and Geometry (3)*

| | |
|---|---|
| MATH 124 | Probability and Statistics for Education Majors (3) |
| MATH 126 | Introduction to Statistics (3) |
| MATH 128 | Introduction to Statistics, Data Analysis, and |

*One of Applications to Life Sciences (4)*

| | |
|---|---|
| MATH 125 | Calculus (4) |
| MATH 129 | Analytic Geometry and Calculus I (4) |

**ENGLISH/LANGUAGE ARTS** (12 CREDITS)

| | |
|---|---|
| ENGL 110 | Effective Writing |
| ENGL 140-149 | Literature |

Two English electives numbered 200 or above

**SOCIAL STUDIES** (12 CREDITS)

| | |
|---|---|
| HIST 101 or 102 | Western OR World Civilizations |
| HIST 111 | American Civilization |
| GEOG 182 | Global Geography |
| HIST 258 | Pennsylvania Survey |

## Major: Health and Physical Education

**Education Requirements** (47 CREDITS)

| | |
|---|---|
| EDUC 202 | Educational Philosophy, Ethics, Issues, and Trends (3) |
| EDUC 231 | Technology Module I (1) |
| EDUC 232 | Technology Module II (1) |
| EDUC 235 | Secondary Development, Cognition, and Learning I (3) |
| EDUC 240 | Secondary Multicultural, Linguistic, Educational Methods (3) |
| EDUC 270 | Introduction to Special Education (3) |
| EDUC 305 | Assessment I (3) |
| EDUC 308 | Methods in Teaching Health and PE (3) |
| EDUC 350 | Classroom Management (3) |
| EDUC 366 | Methods for Teaching Diverse Learners (3) |
| EDUC 440 | Inclusive Education (3) |
| EDUC 467 | Observation and Student Teaching (10) |
| EDUC 468 | EDUC 468 Student Teaching Seminar (2) |
| MATH 101 | Theory of Arithmetic (3) |
| MATH 102 | Algebra & Geometry (3) |

**Exercise Science Requirements** (34 CREDITS)

| | |
|---|---|
| EXSC 102 | Foundations of Health and Physical Education (1) |
| EXSC 103 | Individual Sports (1) |
| EXSC 104 | Team Sports (1) |
| EXSC 105 | Aquatics (1) |
| EXSC 150 | Prevention, Management, and Emergency Care of Injuries(3) |
| EXSC 219/219L | Anatomy & Physiology for Exercise Science I with Lab (4) |
| EXSC 220/220L | Anatomy & Physiology for Exercise Science II with Lab (4) |
| EXSC 245 | Principles of Health (3) |
| EXSC 280 | Clinical Kinesiology & Anatomy (3) |
| EXSC 290 | Exercise Physiology (3) |
| EXSC 325 | Nutrition and the Athlete (3) |
| EXSC 330 | Alternative Methods of Exercise (3) |
| CHEM 107/107L | General, Organic, and Biochemistry with Lab (4) |

## Certification: Secondary Education Grades 7-12 or Foreign Language PK-12

Major course requirements are listed under each of the majors of the various departments offering programs for secondary certification: Biology, Chemistry, English, General Science, History, Political Science, Mathematics, or Physics. A major in French or Spanish with these education courses leads to a PK-12 certification. Citizenship Education or Social Studies 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.

EDUC 202 Educational Philosophy, Ethics, Issues, and Trends (3)
EDUC 231 Technology Module I (1)
EDUC 232 Technology Module II (1)
EDUC 235 Secondary Development, Cognition, and Learning I (3)
EDUC 240 Secondary Multicultural, Linguistic, Educational Methods (3)
EDUC 270 Introduction to Special Education (3)
EDUC 305 Assessment I (3)
EDUC 350 Classroom Management (3)
EDUC 366 Methods for Teaching Diverse Learners (3)

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

Citizenship Education/Social Studies, 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 Foreign Language Methods

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

## MINOR: Education

**Students seeking a minor in Education must complete six 3-credit courses, at least one of which is at the 300-level or higher, selected in consultation with the Associate Dean of Education.**

## Learning Outcomes for Undergraduate Programs

Successful completion of this program will enable a degree earner to:

- Understand the central concepts, tools of inquiry, and structures of the disciplines taught.
- Effectively integrate multiple teaching strategies (including technology) in PK-12 student learning experiences.
- Incorporate a variety of communication techniques, including technology, to foster PK-12 student learning.

- Understand prevailing theories of development, cognition, and intelligence to support PK-12 students' intellectual, social, physical and moral development.
- Support the development of literacy skills in all PK-12 learners.
- Be culturally competent and able to adapt instruction to meet the needs of all PK-12 students.
- Create and maintain an inclusive learning environment that supports instructional goals.
- Understand how factors in the PK-12 students' environment outside of school may influence students' life and learning.
- Demonstrate effective self-assessment and problem-solving strategies.
- Understand the principles of effective classroom management and use a variety of productive strategies to promote positive, purposeful learning.
- Use a variety of formal and informal assessment techniques.
- Display a commitment to reflection, assessment, and learning as an ongoing process in the improvement of teaching and learning.
- Act in a responsible and professional manner.
- Demonstrate a positive disposition towards teaching and learning.

## Learning Outcomes for Graduate Programs

### Master of Education in Curriculum and Instruction

Successful completion of this program will enable a degree earner to:

- Integrate disciplinary content knowledge and practice.
- Demonstrate an understanding of learners.
- Develop learning communities.
- Demonstrate monitoring learning.
- Demonstrate reflective practice.

### Master of Education in Reading

Successful completion of this program will enable a degree earner to:

- Understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
- Use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
- Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- Create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
- Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- Recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

### Master of Education in Special Education

Successful completion of this program will enable a degree earner to:

- Integrate disciplinary content knowledge and practice.
- Demonstrate an understanding of learners.
- Develop learning communities.
- Demonstrate monitoring learning.
- Demonstrate reflective practice.

## Course Descriptions

**EDUC 202 – EDUCATIONAL PHILOSOPHY, ETHICS, ISSUES AND TRENDS (3 CREDITS)**
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 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 CREDITS)**
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 CREDITS)**
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: EDUC 215. *Current Clearances needed.*

**EDUC/SPED 217 – ADOLESCENT DEVELOPMENT, COGNITION AND LEARNING (3 CREDITS)**
This survey course is designed to introduce students to important concepts and principles concerning development, cognition and learning of middle childhood and adolescence. The emphasis of the course will focus on the scientific study of the biological, cognitive, emotional and social changes. Topics include educational applications of learning theory, developmental approaches to teaching, intellectual functioning and educational achievement. This course will assist candidates in applying theory and research to enhance teaching and learning the classroom. Prerequisite: EDUC 215. *Closed to students who have taken or are currently taking EDUC 235. Current Clearances needed.*

### EDUC 220 – THE EDUCATION OF YOUNG CHILDREN: THEORIES, PRACTICES AND POLICIES (3 CREDITS)

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, and 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. Prerequisite: EDUC 215. *Current Clearances needed.*

### EDUC 230 – PK-4 MULTICULTURAL, LINGUISTIC AND INSTRUCTION METHODS (3 CREDITS)

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 CREDIT)

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 232 – TECHNOLOGY MODULE II (1 CREDIT)

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

### EDUC 233 – PRINCIPLES AND ORGANIZATION OF ATHLETIC COACHING (3 CREDITS)

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/SPED 235 – SECONDARY DEVELOPMENT, COGNITION AND LEARNING (3 CREDITS)

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 CREDITS)

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 252 – CURRICULAR INTEGRATION (3 CREDITS)

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. (Formerly EDUC 351. *No credit if the student has already taken EDUC 351).*

### EDUC 260 – EARLY LITERACY FOUNDATIONS (PK-1) (3 CREDITS)

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 270 – INTRODUCTION TO SPECIAL EDUCATION (3 CREDITS)

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. *Current Clearances needed.*

### EDUC 302 – SECONDARY SCIENCE METHODS (3 CREDITS)

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 CREDITS)

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 – FOREIGN LANGUAGE METHODS (3 CREDITS)

This course focuses on the central concepts, tools of inquiry, and structures of 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 305 – ASSESSMENT I (3 CREDITS)
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 306 – ASSESSMENT FOR THE DIVERSE LEARNER (3 CREDITS)
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. *Current Clearances needed.*

### EDUC 308 – METHODS IN HEALTH AND PHYSICAL EDUCATION (3 CREDITS)
This course is designed to equip students with the essential methods and instructional strategies necessary for effective teaching in the field of Health and Physical Education. Participants will explore a comprehensive range of pedagogical approaches, assessment methods, and innovative techniques tailored to promote optimal learning outcomes in diverse educational settings. *Current Clearances needed.*

### EDUC 311 – ASSISTIVE TECHNOLOGY (3 CREDITS)
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. *Current Clearances needed.*

### EDUC 312 – LITERACY LEARNING FOR THE 7-12 SPECIAL NEEDS STUDENT (3 CREDITS)
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 CREDITS)
This course is designed to explore learning environments and social interactions concerning adolescent students with special needs with high and low incidence disabilities.

### EDUC/SPED 314 – TRANSITION OPTIONS FOR AT RISK STUDENTS (3 CREDITS)
This course is designed to explore learning, social, communication and emotional environments for secondary special needs students who are at transition ages 14 through 21. The course will concentrate on components of IDEA and Pa. Chapter 14 that connect and ready students for life after high school. *Current Clearances needed.*

### EDUC 318 – LOW INCIDENCE DISABILITIES (1 CREDIT)
This course will examine low incidence disabilities including intellectual disabilities, deaf, deaf blind, hearing impaired, multiple disabilities, blindness, visually impaired, and other disabilities that are not as commonly identified as higher rate incidence disabilities. The

course will examine conditions that continue to interfere with academic, communicative, social, and behavioral performance of children who are pre-school and school age in the low incidence category. Emphasis will be place on preparing candidates for the teaching profession to demonstrate ability to use current research-based practices and training for students within this incidence level. In addition to classroom and direct course work students will participate in a field experience to carry over methods and teaching strategies acquired in the course. *Current Clearances needed.*

### EDUC 320 – SECONDARY MATHEMATICS METHODS (3 CREDITS)

This course deals with educational perspectives, which pertain to the teaching of mathematics at the secondary level (grades 7 through 12). Topics of discussion include recommendations by the National Council of Teachers of Mathematics (NCTM) regarding instructional methods, state standards for Mathematics curricula, assessment techniques, curricular issues, and the appropriate use of technology in the classroom. Students will be expected to complete a field-based experience. Does not satisfy CORE 120, requirements for mathematics major or minor, or Pennsylvania Department of Education mathematics requirements for secondary education majors outside of mathematics. *Alternate years, fall semester. Current Clearances needed.*

### EDUC 335 – SPECIAL TOPICS IN EDUCATION (1-3 CREDITS)

A course offered as needed by a member of the Education faculty or on an interdisciplinary basis.

### EDUC 350 – SECONDARY CLASSROOM MANAGEMENT (3 CREDITS)

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. *Current Clearances needed.*

### EDUC 355 – ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD EDUCATION (3 CREDITS)

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 CREDITS)

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 CREDITS)

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. Prerequisite: EDUC/SPED 260. *Current Clearances needed.*

### EDUC 366 – METHODS FOR TEACHING DIVERSE LEARNERS (3 CREDITS)

Designed to assist 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. The course emphasizes routines that enhance a student's ability to construct understanding of content and reading by fostering metacognition and inquiry with text.. *Current Clearances needed.*

### EDUC 370 – SPECIFICALLY DESIGNED INSTRUCTION (3 CREDITS)

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 390 – DIFFERENTIATED READING FOR THE DEVELOPING CHILD (3 CREDITS)

This course is designed to provide PK-4/SPED PK-8 majors with the knowledge and skills to implement differentiated reading and comprehension strategies in both the ELA and content area classrooms. Multiple strategies to encourage and foster differentiation to facilitate comprehension for all students in the classroom will be investigated. Students will complete a field experience and 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 410 – SOCIAL STUDIES METHODS 4-8 (3 CREDITS)

This course is designed to provide education majors for grades 4-8 with the knowledge, skills, and values to become effective teachers of elementary/middle school social studies in the grade bands 4-8. Students will learn how to develop, implement, assess, and modify curricula based upon the ten thematic strands outlined by the NCSS. An emphasis will be placed on inquiry-based learning and teaching strategies. Students will focus on the study on regional, national, and international geography, history, economics, civics, and government topics. Developing methods for integrating the social studies across the curriculum will also be explored. *Current Clearances needed. Normally taken the semester before student teaching.*

### EDUC 411 – MATHEMATICS METHODS 4-8 (3 CREDITS)

This course provides the student with an overview of mathematics learning for children from grades 4-8 based on PDE and NCTM standards. Students experience developmentally appropriate approaches and methods for teaching concepts and skills through the use of manipulatives and technology. *Current Clearances needed. Normally taken the semester before student teaching.*

### EDUC 412 – SCIENCE METHODS 4-8 (3 CREDITS)

Develop knowledge of theory and practice through engaging in inquiry learning and planning for teaching science concepts and the development of scientific process skills

in grades 4-8. Focus is on active engagement of students, prioritization of evidence, development of conceptual understanding, and the use of technology in the science classroom. *Current Clearances needed. Normally taken the semester before student teaching. Should be taken concurrently with EDUC 413.*

### EDUC 413 – LANGUAGE ARTS METHODS 4-8 (3 CREDITS)

This course is designed to provide education majors for grades 4-8 with knowledge of older children's and early adolescent's language development processes. The instructional strategies used in teaching the six language arts of listening, talking, reading, writing, viewing, and visually representing will be examined. Students will design and deliver language arts lessons for these grade levels. Strategies for infusing literacy across the curriculum will be explored. The creation of literate environments and an overview of older children's and early adolescent's literature will be provided. *Current Clearances needed. Normally taken the semester before student teaching. Should be taken concurrently with EDUC 412.*

### EDUC 420 – SOCIAL STUDIES METHODS PK-4 (3 CREDITS)

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. *Current Clearances needed.*

### EDUC 421 – MATHEMATICS METHODS PK-4 (3 CREDITS)

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 420. *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 CREDITS)

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 420. *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 CREDITS)

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 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 420. *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 CREDITS)

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 CREDITS)

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 associate dean of education.

### EDUC 437 – OBSERVATION AND STUDENT TEACHING (PK-4) (5 OR 10 CREDITS)

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, been formally accepted into the department, and submitted the student teaching application by the due date the semester prior to student teaching. Co-requisite: EDUC 440. *Current Clearances needed.*

### EDUC 438 – STUDENT TEACHING SEMINAR (PK-4) (1-2 CREDITS)

Discussion and review of the development of their *Student Teaching Portfolio(s);* in addition, discussion of classroom management issues and teaching challenges met by student teachers during their period of student teaching. *Required of all students during their period of student teaching. Concurrent course: EDUC 437 or EDUC457. Current Clearances needed.*

### EDUC 440 – INCLUSIVE EDUCATION (3 CREDITS)

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. Co-requisites: EDUC 417, EDUC 437, EDUC 447, EDUC 457, or EDUC 467. *Taken during student teaching semester.*

**EDUC 447 – SPECIAL EDUCATION CULMINATING FIELD EXPERIENCE** (4 CREDITS)
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, 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. Co-requisite: EDUC 440. *Current Clearances needed.*

**EDUC 457 – OBSERVATION AND STUDENT TEACHING (SPED)** (5 CREDITS)
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, been formally accepted into the department, and submitted the student teaching application by the due date the semester prior to student teaching. Co-requisite: EDUC 440 and either EDUC 437 or EDUC 467. *Current Clearances needed.*

**EDUC 467 – OBSERVATION AND STUDENT TEACHING** (MIDDLE AND SECONDARY EDUCATION) (5 OR 10 CREDITS)
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, been formally accepted into the department, and submitted the student teaching application by the due date the semester prior to student teaching. Co-requisite: EDUC 440. *Current Clearances needed.*

**EDUC 468 – STUDENT TEACHING SEMINAR** (MIDDLE AND SECONDARY EDUCATION) (1-2 CREDITS)
Discussion and review of the development of their Student Teaching Portfolio(s); in addition, discussion of classroom management issues and teaching challenges met by student teachers during their period of student teaching. Required of all students during their period of student teaching. Concurrent course: EDUC 467.

**EXSC 102 – INTRODUCTION TO HEALTH AND PHYSICAL EDUCATION** (1 credit)
This introductory course provides a comprehensive exploration of the foundational principles and key concepts in the fields of Health and Physical Education. Students will examine the historical, philosophical, and theoretical underpinnings of the discipline, gaining a solid understanding of the essential components that contribute to effective teaching and promotion of health and wellness.

### EXSC 103 - INDIVIDUAL SPORTS (1 credit)

This course is designed to provide students with a comprehensive understanding of individual sports within the context of physical education. Focusing on skill development, strategic thinking, and overall fitness, students will explore a variety of individual sports, gaining proficiency in both theory and practical application.

### EXSC 104 – TEAM SPORTS (1 credit)

This dynamic course is tailored for students passionate about the intricacies of team sports within the realm of physical education. Through a combination of theoretical knowledge and hands-on experiences, students will delve into the strategies, teamwork dynamics, and fitness components essential for success in various team sports.

### EXSC 105 – AQUATICS (1 credit)

Dive into the world of aquatic activities with this engaging course designed to introduce students to various water-based exercises, skills, and safety protocols. Through a combination of theoretical knowledge and practical experiences, students will develop proficiency in swimming techniques, water fitness, and aquatic safety.

# Engineering

*Dr. Tabitha Sprau Coulter, Chairperson*

King's College offers Bachelor of Science degree programs in Civil Engineering and Mechanical Engineering, as well as 3+2 Dual Degree Engineering Programs with the University of Notre Dame and Washington University in St. Louis. The Bachelor of Science degree programs in Civil Engineering and Mechanical Engineering are accredited by the Engineering Accreditation Commission (EAC) of ABET.

The engineering programs at King's College are designed for highly qualified students looking for rewarding careers in engineering. Our programs emphasize project-based learning and feature state-of-the-art laboratory equipment, computer-aided design software and simulation tools.

As a King's engineering student, you'll have more choices: you can pursue a traditional four-year course of study in civil or mechanical engineering entirely at King's College; or you can choose the 3+2 program, giving you the opportunity to study a wide range of engineering disciplines for two years at the University of Notre Dame or Washington University in St. Louis.

King's engineering programs are ideal for students who want personalized attention and mentoring. Unlike larger programs, where students may have trouble standing out and getting academic support – especially during the critical first two years – King's features class sizes in mathematics, science and engineering that are small enough to ensure that students receive the individual attention they need, allowing them to develop at their own pace, becoming more independent, creative and innovative. At the same time students develop skills to be able to function in a collaborative environment.

Faculty in the engineering program 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, research and internship opportunities.

As an engineer, you will be creating the foundation and infrastructure of the world around you, working to improve the standard of living and advance our society as a whole. That is what makes engineering such a noble profession – one that requires creativity, social responsibility and moral reasoning.

At King's College, our practical and broad-based learning approach will arm you not only with technical knowledge, but also with the critical reasoning and communication skills necessary to be a dynamic asset in the workforce. The innovative spirit you will undoubtedly gain here will set the tone of your career for years to come.

## Civil Engineering

Students completing the Civil Engineering program at King's College are awarded with a Bachelor of Science in Civil Engineering degree. King's Civil Engineering Program provides the undergraduate education and the necessary skills required for a career as a civil engineer or to pursue graduate studies in relevant fields. Students awarded with Bachelor of Science in Civil Engineering can qualify and practice as Professional Civil Engineer (PE) after fulfilling the experience and exam requirements of the licensure. Our well rounded curriculum emphasizes the fundamentals that integrate both established and cutting-edge civil engineering principles, methods, tools, and materials. The engineering courses are designed around real-life examples in connection with the practices in the industry so that students can easily relate the theories with practice. The liberal arts tradition at King's College helps our students to supplement their engineering education and training with communication skills, ethic values, and social and environmental awareness. The small class sizes within the Engineering Program allows student-centric and individualized learning environment.

Civil engineers play vital role in planning, designing, construction, and maintenance of our built environment: transportation, water resources, energy, and telecommunication systems. Civil Engineering is a very broad field that encompasses various sub areas such as structural, transportation, water resources, and geotechnical engineering. Therefore, there is a very broad range of employment opportunities for civil engineers by various employers such as consulting firms, contractors, industries, and government agencies.

### Program Educational Objectives

Within a few years of graduation, alumni of the King's College Civil Engineering program are expected to:

1. Complete engineering projects by following codes and standards, using technical knowledge, applying Civil Engineering design principles, and demonstrating problem-solving skills.
2. Grow professionally and engage in life-long learning by engaging in activities such as completing graduate degrees or pursuing other training, obtaining licensure or professional certifications, remaining current with contemporary issues, and receiving guidance from mentors.
3. Function effectively in a professional environment while following office standards, communicating, collaborating and coordinating with professionals, multitasking, and demonstrating initiative and leadership skills.
4. Act as citizen-engineers and members of the engineering profession by living and working ethically and with concern for society and the environment.

## Student Outcomes

Students graduating from the Civil Engineering program at King's College should be able to demonstrate the following:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics;
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors;
3. an ability to communicate effectively with a range of audiences;
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts;
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives;
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions;
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

## Education Requirements

### MATHEMATICS AND SCIENCE (30 CREDITS)

| | |
|---|---|
| CHEM 113/L | General Chemistry I with Lab (4) |
| PHYS 113/L | Physics for Scientists and Engineers I with Lab (4) |
| PHYS 114/L | Physics for Scientists and Engineers II with Lab (4) |
| MATH 129 | Analytic Geometry/Calculus I (4) |
| MATH 130 | Analytic Geometry/Calculus II (4) |
| MATH 231 | Analytic Geometry/Calculus III (4) |
| MATH 237 | Mathematical Methods for the Physical Sciences (3) |
| MATH 238 | Differential Equations (3) |

### GENERAL ENGINEERING CURRICULUM (14.5 CREDITS)

| | |
|---|---|
| ENGR 150 | Engineering Seminar (2) |
| PHYS 241 | Statics (3) |
| PHYS 242 | Mechanics of Solids (3) |
| ENGR 350/L | Engineering Materials with Lab (3.5) |
| ENGR 360 | Probability and Engineering Statistics (3) |

### CIVIL ENGINEERING MAJOR SEQUENCE REQUIREMENTS (53 CREDITS)

| | |
|---|---|
| ENST 202/L | Environmental Science II with Lab (4) |
| CE 111/L | Computer Applications for Civil Engineers with Lab (3) |
| CE 200/L | Introduction to Civil Engineering with Lab (3.5) |
| CE 300 | Dynamics (3) |
| CE 310/L | Fluid Mechanics with Lab (3.5) |
| CE 320 | Civil Engineering Materials (3) |

| | |
|---|---|
| CE 325L | Materials and Soils Lab (1) |
| CE 330 | Project Management and Engineering Economics (3) |
| CE 340/L | Hydraulics and Hydrology with Lab (4) |
| CE 350 | Environmental Engineering (3) |
| CE 360 | Soil Mechanics (3) |
| CE 400/L | Structural Design and Analysis I with Lab (4) |
| CE 410/L | Structural Design and Analysis II with Lab (4) |
| CE 420 | Transportation Engineering (3) |
| CE 440/L | Senior Design with Lab (4) |
| CE 450 | Special Topics in Civil Engineering (3) |
| CE 480 | Senior Civil Engineering Seminar (1) |

**KING'S COLLEGE CORE CURRICULUM** (40 CREDITS)

## Mechanical Engineering

Students completing the Mechanical Engineering program at King's College are awarded with a Bachelor of Science in Mechanical Engineering degree. The skills and knowledge acquired through the study of mechanical engineering are transferable to a wide range of industries and job specializations, including industrial, mechatronic, robotic and systems engineering.

Mechanical engineers put machines to work for people. We made the steam engines that powered the industrial revolution; we still use steam power to generate most of the electricity in the USA. We also make better use of energy by designing more efficient buildings, vehicles, and even washing machines. We design hip implants for aging people, toys for kids, and kitchen utensils for people with disabilities. We make factories work by making machines that make things. We design airplanes, helicopters, and space vehicles. Mechanical engineers design robots in every industry we work in: surgery, cleaning, manufacturing, and space exploration. Some of us wind up doing things that don't look like engineering but still require compassion, teamwork, creativity, and curiosity; we are scientists, clergy, managers, teachers, and physicians. Mechanical engineering is a broad field so mechanical engineering graduates can find fulfilling work in any industry.

Mechanical engineers have high career satisfaction because they do creative and collaborative work to serve the common good. Because ME is the broadest engineering discipline, graduates' options for career growth include technical specialization, management, and entrepreneurship. ME graduates work in a wide range of industries including aerospace, electrical power generation, manufacturing, transportation, HVAC, and robotics. Being broadly educated, ME graduates can keep pace with emerging technology and easily move between fields; these factors enable resilience to changing market conditions. Many ME jobs have a family-friendly combination of salary and working hours.

King's Mechanical Engineering students do creative design work throughout their time at King's, from the first semester to the capstone design project in which they will work in teams to make machines for real clients. Our students have designed machines to cap test tubes or join flanges, and built robots that use ultrasound to navigate autonomously. This experience is possible because our faculty work closely with students in small

classes; we get to know them and help them find the intersection of their talents and passions with the world's needs. Our curriculum is driven by the insights of our partners in industry, who know the importance of creativity, practical thinking, and professional skills such as teamwork and communication. Most of our engineering courses have hands-on labs. Our program offers practical experience with the tools that engineers use on the job, such as CAD and simulation software, codes and standards, rapid prototyping, and machining equipment.

## Program Educational Objectives

Within a few years of graduation, alumni of the King's College Mechanical Engineering program are expected to:

1. Complete engineering projects by using technical knowledge, working independently and as a member of a team, taking responsibility, communicating, and demonstrating leadership.
2. Recognize how their responsibilities fit into their organization and thus take initiative to support the broader organization.
3. Grow professionally and engage in life-long learning by engaging in activities such as completing graduate degrees or pursuing other training, obtaining licensure or certifications, and receiving guidance from mentors.
4. Act as citizen-engineers by living and working ethically and with concern for society and the environment.

## Student Outcomes

Students graduating from the Mechanical Engineering program at King's College should be able to demonstrate the following:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics;
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors;
3. an ability to communicate effectively with a range of audiences;
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts;
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives;
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions;
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

## Education Requirements

**MATHEMATICS AND SCIENCE** (34 CREDITS)

| | |
|---|---|
| CHEM 113/L | General Chemistry I with Lab (4) |
| CHEM 114/L | General Chemistry II with Lab (4) |
| PHYS 113/L | Physics for Scientists and Engineers I with Lab (4) |
| PHYS 114/L | Physics for Scientists and Engineers II with Lab (4) |
| MATH 129 | Analytic Geometry/Calculus I (4) |
| MATH 130 | Analytic Geometry/Calculus II (4) |
| MATH 231 | Analytic Geometry/Calculus III (4) |
| MATH 237 | Mathematical Methods for the Physical Sciences (3) |
| MATH 238 | Differential Equations (3) |

**GENERAL ENGINEERING CURRICULUM** (22.5 CREDITS)

| | |
|---|---|
| ENGR 150 | Engineering Seminar (2) |
| ENGR 250/L | System Design and Analysis with Lab (4) |
| ENGR 300/L | Programming for Science and Engineering with Lab (4) |
| PHYS 241 | Statics (3) |
| PHYS 242 | Mechanics of Solids (3) |
| ENGR 350/L | Engineering Materials with Lab (3.5) |
| ENGR 360 | Probability and Engineering Statistics (3) |

**MECHANICAL ENGINEERING MAJOR SEQUENCE REQUIREMENTS** (44 CREDITS)

| | |
|---|---|
| ME 200/L | Introduction to Mechanical Engineering with Lab (3.5) |
| ME 250 | Thermodynamics (3) |
| ME 320/L | Manufacturing Systems with Lab (4) |
| ME 340 | Dynamics (3) |
| ME 350/L | Fluid Mechanics with Lab (3.5) |
| ME 360/L | Heat Transfer with Lab (4) |
| ME 380/L | Mechatronics with Lab (4) |
| ME 400/L | Mechanical Design with Lab (4) |
| ME 410 | Special Topics in Mechanical Engineering (3)* |
| ME 420/L | System Dynamics with Lab (4) |
| ME 441/L | Capstone Design I with Lab (4) |
| ME 442/L | Capstone Design II with Lab (4) |

*ME 499 Mechanical Engineering Internship (3) may substitute for ME 410 pending departmental approval

**KING'S COLLEGE CORE CURRICULUM** (40 CREDITS)

## 3+2 Engineering Dual Degree Program

*Dr. Kristi Concannon, Program Director*

King's College offers a 3+2 Dual Degree Engineering Program in collaboration with the University of Notre Dame and a 3+3 Dual Degree Engineering Program in collaboration with Washington University in St. Louis. In these programs, students study for three years at King's College taking mathematics, science, pre-engineering and liberal arts courses, and then transfer to Notre Dame or Washington University for two years to complete engineering courses in their chosen fields. Upon successful completion of the program, students receive both a B.S. from King's College (in Physics, Chemistry, Environmental Science or Computer Science) and a B.S. in Engineering from Notre Dame (in Aerospace, Chemical, Civil, Computer, Electrical, Environmental or Mechanical Engineering) or a B.S and M.S. from Washington University (in Biomedical Engineering, Electrical Engineering, Aerospace Engineering, Materials Science, or Mechanical Engineering, among other degree options). Both of the engineering programs at Notre Dame and Washington University are accredited by the Accreditation Board for Engineering and Technology (ABET) and both colleges have a strong history with 3+2 engineering programs at schools that are a similar size and background as King's College.

Students must earn at least 60 credits from Notre Dame or WashU to receive their engineering degree and must earn at least 60 credits from King's College to receive the King's degree. Since some of the courses taken at Notre Dame or WashU will fulfill King's degree requirements, students will be conferred their degree from King's at the end of five years upon successful completion of the 2 year engineering portion of the program.

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, where the different engineering disciplines and career options are explored to help students choose the track that is right for them, and a second year Systems Design and Analysis course. Students will also have the opportunity to pursue research within their chosen field of study and participate in service learning.

Academic standing within the 3+2 engineering program will be reviewed each semester by the 3+2 Engineering Program Director. Students will be reviewed to monitor academic progress, provide tutoring and mentoring, maintain interest and enthusiasm in their course of study, and to discuss academic alternatives for those who may fail to maintain the required Grade Point Average or prescribed course of study.

## Academic Standing and Progression Criteria

Academic standing within the 3+2 engineering program will be reviewed each semester by the 3+2 Program Director. Students must remain in good academic standing to maintain eligibility for the 3+2 Program. Because of the rigorous nature of the compressed 4-yr degree at King's and the heavy technical load at the transfer institution, students must demonstrate eligibility for the program by completing minimum credit loads and by meeting minimum overall and technical GPA requirements. Student progress is reviewed to monitor academic completions, provide tutoring and mentoring, maintain interest and enthusiasm in the course of study, and to discuss academic alternatives for those who may fail to maintain the required Grade Point Average or prescribed course of study.

## The University of Notre Dame Program

King's students in the 3+2 program will transfer to The University of Notre Dame in one of seven engineering tracks – Aerospace, Chemical, Civil, Computer, Electrical, Environmental 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
Electrical Engineering track

**B.S. CHEMISTRY FROM KING'S:**
Chemical Engineering track

**B.S. COMPUTER SCIENCE FROM KING'S:**
Computer Engineering track

**B.S. ENVIRONMENTAL SCIENCE FROM KING'S:**
Environmental Engineering track

Students apply for transfer admission to the University of Notre Dame after the fall semester of their 3rd year. In order to apply, students must have satisfied King's College academic guidelines, as well as the following criteria:

- At least 60 credits of eligible engineering and general education courses
- A cumulative grade-point average (GPA) of at least 3.6 on a 4.0 scale.
- A cumulative technical grade-point average of at least 3.6 on a 4.0 scale (all mathematics, science and engineering courses).
- A "B" or better in all courses that transfer to Notre Dame
- A recommendation for admission by the 3+2 Program Director and the relevant department chairperson at King's (as required), and the Assistant Dean of Academic Affairs, College of Engineering at the University of Notre Dame.
- Demonstrated commitment to the community values and standards of conduct of both Notre Dame and King's College, as determined by Notre Dame's sole discretion.
- Applicants who do not meet the above criteria will be considered on a case-by-case basis. Notre Dame reserves the right to restrict access to some majors depending upon current student inventories and available classroom / lab space.

## Washington University in St. Louis Program

The dual-degree program with Washington University is a 3+2+1 (3+3) graduate program. After completing three years at King's, students complete two years of undergraduate engineering coursework and one year of graduate engineering coursework at WashU. Upon successful completion of the program, students receive a B.S. from King's, a B.S. in Engineering from WashU and a master's degree in an engineering-related field from WashU.

King's students in the 3+3 program will transfer to Washington University in St. Louis in one of seven B.S. engineering tracks:

**B.S. PHYSICS FROM KING'S:**
Biomedical Engineering track
Electrical Engineering track
Mechanical Engineering track
Systems Engineering track

**B.S. CHEMISTRY FROM KING'S:**
Chemical Engineering track
Environmental Engineering track

**B.S. COMPUTER SCIENCE FROM KING'S:**
Computer Engineering track

Students apply for transfer admission to Washington University in St. Louis after the fall semester of their 3rd year. In order to apply for transfer to WashU, students must have:

- At least 60 credits of eligible engineering and general education courses
- A cumulative grade-point average (GPA) of at least 3.25 on a 4.0 scale.
- A cumulative technical grade-point average of at least 3.25 on a 4.0 scale (all mathematics, science and engineering courses).
- A recommendation for admission by the 3+2 program director and the relevant department chairperson at King's (as required)
- Applicants who do not meet the above criteria will be considered on a case-by-case basis. For all students admitted, **tuition is reduced by 50% for all three years.**

### Options to Pursue WashU Master's Degrees:

Students who enroll into the WashU Engineering Dual Degree Program may optionally apply for admission into an engineering master's program. In three years, students earn both an undergraduate and graduate engineering degree and, depending on admission, are classified as graduate students for a portion or all of their time at WashU. A minimum G.P.A. of 3.25 is typically required for entry into the program.

## Education Requirements

In addition to the major courses below that are taken at King's College, further major requirements are satisfied by engineering courses taken at the University of Notre Dame or Washington University. A full listing of the requirements for the B.S. in science degree

from King's can be found in the relevant section of the catalog.

**MATHEMATICS AND SCIENCE** (31-34 CREDITS)

| | |
|---|---|
| CHEM 113/L | General Chemistry I with Lab (4) |
| CHEM 114/L | General Chemistry II with Lab (4) |
| PHYS 113/L | Physics for Scientists and Engineers I with Lab (4) |
| PHYS 114/L | Physics for Scientists and Engineers II with Lab (4) |
| MATH 129 | Analytic Geometry/Calculus I (4) |
| MATH 130 | Analytic Geometry/Calculus II (4) |
| MATH 231 | Analytic Geometry/Calculus III (4) |
| MATH 237* | Mathematical Methods for the Physical Sciences (3) |
| MATH 238** | Differential Equations (3) |

* Not required for Computer Engineering or Environmental Engineering

**GENERAL ENGINEERING CURRICULUM** (10 CREDITS)

| | |
|---|---|
| ENGR 150 | Engineering Seminar (2) |
| ENGR 250/L | System Design and Analysis with Lab (4) |
| ENGR 300/L | Programming for Science and Engineering with Lab (4) |

**REQUIRED COURSES FOR B.S. IN PHYSICS: AEROSPACE, BIOMEDICAL, MECHANICAL, CIVIL, ELECTRICAL AND SYSTEMS ENGINEERING TRACKS** (22-28 CREDITS)

| | |
|---|---|
| PHYS 231/L | Modern Physics with Lab (4) |
| PHYS 241* | Statics (3) |
| PHYS 242** | Mechanics of Solids (3) |
| PHYS 330 | Classical Mechanics (3) |
| PHYS 350 | Thermodynamics (3) |
| PHYS 371 | Electricity and Magnetism I (3) |
| PHYS 440 | Quantum Mechanics (3) |
| PHYS 490 | Senior Physics Seminar (3) |

* Not required for Electrical or Systems Engineering

** Not required for Biomedical, Electrical or Systems Engineering

**ADDITIONAL REQUIRED COURSES FOR BIOMEDICAL ENGINEERING TRACK** (8 CREDITS)

| | |
|---|---|
| BIOL 213/L | Cell and Molecular Biology with Lab (4) |
| PHYS 233/L | Electronics I with Lab (4) |

**ADDITIONAL REQUIRED COURSE FOR CIVIL ENGINEERING TRACK** (3 CREDITS)

| | |
|---|---|
| MATH 361 | Probability and Statistics I (3) |

**ADDITIONAL REQUIRED COURSES FOR ELECTRICAL AND SYSTEMS ENGINEERING TRACKS** (8 CREDITS)

| | |
|---|---|
| CS 270/L | Computer Organization with Lab (4) |
| PHYS 233/L | Electronics I with Lab (4) |

**REQUIRED COURSES FOR B.S. IN CHEMISTRY: CHEMICAL AND ENVIRONMENTAL ENGINEERING TRACKS** (33 CREDITS)

| | |
|---|---|
| CHEM 241/L | Organic Chemistry I with Lab (4) |
| CHEM 242/L | Organic Chemistry II with Lab (4) |
| CHEM 243/L | Analytical Chemistry with Lab (5) |

| | |
|---|---|
| CHEM 244/L | Instrumental Analysis with Lab (5) |
| CHEM 351 | Technological Competency (1) |
| CHEM 357/L | Physical Chemistry I with Lab (5) |
| CHEM 358/L | Physical Chemistry II with Lab (5) |
| BIOL 213/L | Cell and Molecular Biology with Lab (4) |

**REQUIRED COURSES FOR B.S. IN COMPUTER SCIENCE: COMPUTER ENGINEERING TRACK** (46 CREDITS)

| | |
|---|---|
| CS 112 | Introduction to Programming (3) |
| CS 120/L | Object Oriented Software Development with Lab (4) |
| CS 232/L | Data Structures with Lab (4) |
| CS 233/L | Advanced Data Structures with Lab (4) |
| CS 256/L | Database Management Systems with Lab (4) |
| CS 270/L | Computer Organization with Lab (4) |
| CS 315/364 | Programming Paradigms or Operating Systems (3) |
| CS 328/336 | Theory of Algorithms or Theory of Computation (3) |
| MATH 127 | Logics and Axiomatics (3) |
| MATH 235 | Discrete Mathematics (3) |
| MATH 250 | Linear Algebra (4) |
| MATH 361 | Probability and Statistics I (3) |
| PHYS 233/L | Electronics I with Lab (4) |

**REQUIRED COURSES FOR B.S. IN ENVIRONMENTAL SCIENCE: ENVIRONMENTAL ENGINEERING TRACK** (25 CREDITS)

| | |
|---|---|
| ENST 201/L | Environmental Science I with Lab (4) |
| ENST 202/L | Environmental Science II with Lab (4) |
| ENST 401F | Water Quality Analysis (3) |
| CHEM 241/L | Organic Chemistry I with Lab (4) |
| CHEM 242/L | Organic Chemistry II with Lab (4) |
| MATH 361 | Probability and Statistics I (3) |
| PHYS 241 | Statics (3) |

**KING'S COLLEGE CORE CURRICULUM** (40 CREDITS)

Students will complete the majority of their CORE Curriculum requirements at King's College. Some CORE courses may need to be completed at Notre Dame or WashU in order to fulfill each school's respective general education requirements.

## Course Descriptions

### ENGR 150 – ENGINEERING SEMINAR (2 CREDITS)

This course serves as an introduction to the field of engineering and engineering careers, and introduces students to engineering issues such as ethics, communication, leadership and project management. The goal of this course is to prepare students for careers in engineering by exposing them to the fundamental engineering design tasks and activities, and participating in design projects using the engineering design process. Topics covered include computer aided design of components and assemblies, systems design, software applications, engineering documentation, and project management. Students may take ENGR 150 in their 1st or 2nd year as long as they are full-time students enrolled in an Engineering, Science or Mathematics program, or by permission of instructor. 2 Lecture Hours.

### ENGR 250/L – SYSTEM DESIGN AND ANALYSIS WITH LAB (4 CREDITS)

This course focuses on the specification and design of engineering systems, expanding on the system engineering fundamentals covered in ENGR 150. One of the goals of this course is to further develop within students the ability to 'think like an engineer', by critically analyzing engineering problems and developing creative solutions. By participating in design challenges, students will develop skills related to developing alternative design solutions, applying foundational scientific and mathematical principles, functioning within a team environment and communicating effectively. Special emphasis is placed on the use of sensors and actuators, graphical user interfaces, and system software development. Students will attend laboratory sessions that incorporate developing and analyzing software simulations and electro-mechanical systems as assigned, and will culminate with student generated solutions to complex system designs. Prerequisite: ENGR 150. 3 Lecture Hours and 3 Project Hours.

### ENGR 300/L – PROGRAMMING FOR SCIENCE AND ENGINEERING WITH LAB (4 CREDITS)

This course is an introduction to the practice of problem solving using spreadsheets and MATLAB, with an emphasis on the types of problems encountered in science and engineering. Topics include problem solving, control structures, simple data structures, basic numerical algorithms, and data visualization and analysis, with particular emphasis on using the extensive MATLAB libraries for solving these types of problems. Pre/co-requisite: Math 129. 3 Lecture Hours and 2 Laboratory Hours

### ENGR 350/L – ENGINEERING MATERIALS WITH LAB (3.5 CREDITS)

This course examines the structures, properties, processing of engineering materials and the relationship between them. Discussion topics include physical, thermal and mechanical properties as well as strengthening and failure mechanisms of materials. Emphasis is on metals, ceramics, polymers, composites and their engineering applications. Prerequisite: CHEM 113/L, PHYS 113/L and PHYS 114/L. 3 Lecture Hours per week and 3 Laboratory Hours every two weeks.

### ENGR 360 – PROBABILITY AND ENGINEERING STATISTICS (3 CREDITS)

This course focuses on the fundamental concepts of probability and the application of inferential statistical models used in analysis of engineering data. Topics include sampling, descriptive statistics, probability distributions, confidence intervals, hypotheses testing, regression and curve fitting, design of experiments, and use of statistical software. Consideration is given to practical issues in data collection, presentation, and analysis, as well as drawing conclusions based on data. Prerequisite: MATH 231 or permission of instructor. 3 Lecture Hours.

### CE 111/L – COMPUTER APPLICATIONS FOR CIVIL ENGINEERS WITH LAB (3 CREDITS)

This course focuses on the computer skills that civil engineers use daily such as formulated calculations, data analysis and reporting using spreadsheets, computer aided drawing (CAD) of civil structures using AutoCAD and similar professional software, use of Geographic Information Systems (GIS) for mapping of transportation, and water resources systems. Basic programing skills will be covered as well. 2 lecture and 2 Laboratory Hours per week

### CE 200/L – INTRODUCTION TO CIVIL ENGINEERING WITH LAB (3.5 CREDITS)
A broad introductory course that exposes students to topics directly related to civil engineering, such as structural design, civil engineering materials, fluid mechanics, surveying, and sustainable engineering. This course also introduces students to the business aspects of the civil engineering profession, including project management, construction management, client interactions, and contract law. Prerequisite: ENGR 150 and CE 111/L. 3 Lecture Hours per week and 3 Laboratory Hours every two weeks.

### CE 300 – DYNAMICS (3 CREDITS)
This course covers fundamentals of dynamics typically experienced in civil engineering settings. Topics include kinematics of particles and rigid bodies, analysis of plain motion of particles and rigid bodies using dynamic equilibrium, work and energy, and impulse momentum methods. Prerequisite: PHYS 241. 3 Lecture Hours.

### CE 310/L – FLUID MECHANICS WITH LAB (3.5 CREDITS)
This course focuses on fundamentals of fluid mechanics and the properties of fluids in civil engineering settings. Topics to be covered include fluid properties, fluid statics, fluid dynamics and applications of Bernoulli equation, fluid kinematics, finite control volume analysis and applications of Reynolds Transport Theorem, dimensional analysis and viscous flow in pipes. Lab sessions covers various basic experiments such as Reynold's dye experiment, Pelton turbine, flow measurement in pipes, measuring major and minor head losses in pipe flows. Prerequisite: PHYS 241, MATH 231, and MATH 238, or permission of instructor. 3 Lecture Hours per week and 3 Laboratory Hours every two weeks

### CE 320 – CIVIL ENGINEERING MATERIALS (3 CREDITS)
A material science course devoted to materials typically used in civil engineering design and construction. Materials studied include soils, rocks, aggregates, concrete, asphalt, steel and other metals, wood, geosynthetics, plastics, and composite materials. Prerequisite: ENGR 350/L. 3 Lecture Hours.

### CE 325L – MATERIALS AND SOILS LAB (1 CREDIT)
In this course students implement, analyze, and report civil engineering laboratory and field tests in accordance with industry standards. A variety of common construction materials is examined to include emphasis on soils, aggregates, and concrete. Prerequisite: ENGR 350/L. Co-requisite: CE 320 or CE 360. 3 Laboratory Hours

### CE 330 – PROJECT MANAGEMENT AND ENGINEERING ECONOMICS (3 CREDITS)
This course focuses on project management skills and common issues encountered throughout a project's lifecycle. The course explores cash flow analysis, profits and risks associated with project investments, comparisons of project delivery methods, and common construction management issues. Topics include risk management, quality management, depreciation rates, discounted cashflow, public vs. private sector projects, cost estimating, and payback. Students gain a deeper understanding of economic considerations when choosing between project alternatives and learn how to use software to support project management. Prerequisite: ENGR 150, MATH 129 or permission of instructor. 3 Lecture Hours.

### CE 340/L – HYDRAULICS AND HYDROLOGY WITH LAB (4 CREDITS)
This course covers open-channel flow hydraulics and fundamental hydrology. Topics include hydrometeorological factors, precipitation, overland, subsurface, stream and

groundwater flows, evaporation and evapotranspiration, basins, rainfall-runoff process and hydrograph analysis. Lab sessions include various open channel flow experiments such as hydraulic jump, weir flow, flow under sluice gates, and surface roughness in uniform flow. Various hydraulic and hydrologic modeling software such as HEC-RAS and HEC-HMS are also introduced at basic levels. Prerequisite: CE 310/L. 3 Lecture Hours and 3 Laboratory Hours.

### CE 350 – ENVIRONMENTAL ENGINEERING (3 CREDITS)

This course focuses on the environmental aspects of civil engineering systems. Topics include assessing environmental impact, risk assessment, water pollution, measurement of water quality, water supply and distribution, collection and removal of wastewater and storm water, fresh water and wastewater treatment. Prerequisite: CE 310/L, ENGR 360 and ENST 202/L. 3 Lecture Hours

### CE 360 – OIL MECHANICS (3 CREDITS)

This course introduces students to soil mechanics and associated principles underlying geotechnical engineering. Topics include soil formation, composition, and classification; earthwork, compaction, and soil stabilization; one-dimensional and multi-dimensional groundwater flow; subsurface stresses, consolidation, settlement, and shear strength; foundations, retaining walls, slope stability, and lateral earth pressures; and, geotechnical tools and techniques. Prerequisite: PHYS 242, CE 320, and ENGR 350/L. 3 Lecture Hours.

### CE 400/L – STRUCTURAL DESIGN AND ANALYSIS I WITH LAB (4 CREDITS)

This course focuses on the design and analysis of civil engineering structures. Structural analysis includes the forces, shear and bending moments of beams, deflection and stability of structures consisting of statically determinant beams, trusses and frames. Emphasis is placed on structural steel design and the AISC Steel Construction Manual and standards. Other topics include loads and load paths of structures, and analysis of statistically indeterminate structures. Prerequisite: PHYS 242, CE 300 and MATH 237; all prerequisite courses require a minimum grade of C-; or permission of instructor. 3 Lecture Hours and 3 Laboratory Hours.

### CE 410/L – STRUCTURAL DESIGN AND ANALYSIS II WITH LAB (4 CREDITS)

This is the second course in the Structural Design and Analysis sequence. Students use software and physical models to design and analyze more advanced structures. Topics covered include design and analysis of formwork, single and doubly reinforced beams, T-beams, walls, columns, slabs, and prestressed structural members. Emphasis will be placed on reinforced concrete design and the ACI Codes and Standards for Concrete Construction. Prerequisite: CE 400/L, and CE 320; all prerequisite courses require a minimum grade of C-; or permission of instructor. 3 Lecture Hours and 3 Laboratory Hours.

### CE 420 – TRANSPORTATION ENGINEERING (3 CREDITS)

This course focuses on the civil engineering operation, design and construction of transportation systems. Particular areas of interest include transportation planning and the four-step process; road vehicle performance; horizontal and vertical alignment; geometric highway design; traffic operation, flow, and control; traffic safety; and the design and management of pavement systems. Prerequisite: CE 300, CE 320, CE 325L, and CE 340/L; all prerequisite courses require a minimum grade of C-; or permission of instructor. 3 Lecture Hours.

### CE 440/L – SENIOR DESIGN WITH LAB (4 CREDITS)

The civil engineering capstone design course incorporates all the elements of CE previous courses. This is a senior design course where students design a civil engineering system and perform appropriate design analyses. The overall system design must consist of at least two of the following civil engineering technical areas: structural, water resources and environmental, transportation, soil mechanics, and project management. For their projects, students will model the system in CAD and produce design documents. Prerequisite: Senior CE Status; CE 200/L, CE 330; CE 350, CE 360, CE 400/L and CE 420; all prerequisite courses require a minimum grade of C-; or permission of instructor. 3 Lecture Hours and 3 Laboratory Hours.

### CE 450 – SPECIAL TOPICS IN CIVIL ENGINEERING (3 CREDITS)

Civil engineering elective course. Students are required to take either CE 450 in the Fall or Spring semester of their senior year. Topics will vary based on faculty and student interests. Potential topics for these courses may include: Advanced Geographic Information Systems, Building System Design, Structural Forensics Engineering, Foundation Design, Sustainable Transportation Systems Engineering, Traffic Safety Analysis. Prerequisite: Senior CE Status, or permission of instructor. 3 Lecture Hours.

### CE 480 – SENIOR CIVIL ENGINEERING SEMINAR (1 CREDIT)

An overview of the impact of civil engineering in economic, environmental, and societal contexts. Students will be immersed in a wide range of contemporary topics through discussion and self-reflection. The Civil Engineering Body of Knowledge (CEBOK), private and public sector guest speakers, current industry issues and trends, professional conduct and ethical case studies, and an individual project are elements of the course. The seminar helps guide and prepare students for entry level positions as a practicing Civil Engineer. Prerequisite: Senior CE Status. 1 Lecture Hour.

### ME 200/L I – NTRODUCTION TO MECHANICAL ENGINEERING WITH LAB (3.5 CREDITS)

A broad introductory course in which students use the conceptual design process to explore what mechanical engineers do and why it matters. Strategies for using information in the design process. Legal, ethical, and social considerations that arise in mechanical engineering practice. Prerequisite: ENGR 150. 3 Lecture Hours per week and 3 Laboratory Hours every two weeks.

### ME 250 – THERMODYNAMICS (3 CREDITS)

Introduces application of conservation laws to thermo-fluid systems. Properties, energy, entropy, efficiency, and psychrometrics. Applications such as power plants, engines, refrigerators, heat pumps, and air conditioning systems. Prerequisite: MATH 130. 3 Lecture Hours.

### ME 320/L – MANUFACTURING SYSTEMS WITH LAB (4 CREDITS)

This course explores the technology behind different types of manufacturing operations, and the proper application of processes and techniques to transform raw materials into components, and components into assemblies. This course focuses on the methods used in the manufacturing and processing of metals, plastics and composites: material removal, hot and cold forming, casting and molding, heat treatment, joining and welding, and finishing processes. Prerequisite: ENGR 350/L. 3 Lecture Hours and 3 Laboratory Hours.

### ME 340 – DYNAMICS (3 CREDITS)
This course explores kinematic analysis of rigid bodies in 2D and 3D motion. Relative linear and angular motion. Force, energy, and momentum applied to particles, rigid bodies and mechanisms. Free and forced vibrations of mechanical systems. Prerequisite: PHYS 113/L, PHYS 241. 3 Lecture Hours per week and 3 Laboratory Hours every two weeks.

### ME 350/L – FLUID MECHANICS WITH LAB (3.5 CREDITS)
Topics to be covered include fluid properties, design and analysis of experiments, scaling analysis, Bernoulli's equation, Reynolds Transport Theorem, and the Navier-Stokes equations. Applications such as pipe flow, boundary layers, turbulence, turbomachines, and compressible flow. Prerequisite: PHYS 241, MATH 231, and MATH 238. 3 Lecture Hours per week and 3 Laboratory Hours every two weeks.

### ME 360/L – HEAT TRANSFER WITH LAB (4 CREDITS)
This course explores the transmission of heat via conduction, convection, radiation, thermal resistance, heat exchangers, and boiling and condensation. This course applies thermodynamics, fluid mechanics and heat transfer to design energy systems. Prerequisite: ENGR 300/L, ME 350/L, ME 250. 3 Lecture Hours and 3 Laboratory Hours.

### ME 380/L – MECHATRONICS WITH LAB (4 CREDITS)
An introductory course that focuses on the development of integrated mechanical systems which transduce sensor inputs into signals, transform signals using circuits, and output signals to actuators for mechanical systems. Sensor response and uncertainty, analog and digital circuits, and analysis and operation of actuators such as electric motors, solenoids, and hydraulic and pneumatic cylinders. Selection of sensors, circuits, and actuators to meet design specifications. Prerequisite: ENGR 300/L, MATH 238, PHYS 114/L, ENGR 250/L. 3 Lecture Hours and 3 Laboratory Hours.

### ME 400/L – MECHANICAL DESIGN WITH LAB (4 CREDITS)
Introduces students to fundamental concepts and considerations when designing mechanical systems. Topics to be covered include stress analysis of machine elements, failure theories and analysis, deformation and stiffness. Students will design components using CAD. Prerequisite: PHYS 242, ME 340; Co-requisite ENGR 350/L. 3 Lecture Hours and 3 Laboratory Hours.

### ME 410 – SPECIAL TOPICS IN MECHANICAL ENGINEERING (3 CREDITS)
This is a mechanical engineering elective course. Students are required to take ME 410 in either the Fall or Spring semester of their senior year. Topics will vary based on faculty and student interests. Potential topics for this course may include: Biomedical Engineering, Energy Systems, Process Design and Control, or Mathematical Modeling. Prerequisites: Senior ME Status, or permission of instructor. 3 Lecture Hours

### ME 420/L – SYSTEM DYNAMICS WITH LAB (4 CREDITS)
This course focuses on how systems behave over time, how to determine the characteristics of system behavior, and how to use mathematical analysis to make design choices about systems. Students will analyze mechanical, electrical, and fluid systems, as well as systems that are combined from these domains, such as electric,

hydraulic, and pneumatic actuators. Students will use Laplace-domain representations to solve differential equations to find the response of systems over time, determine the response to periodic inputs at different frequencies, and design control systems such as proportional-integral-derivative. Prerequisite: ME 340, ME 380/L and Senior Status. 3 Lecture Hours and 3 Laboratory Hours.

### ME 441/L – CAPSTONE DESIGN I WITH LAB (4 CREDITS)

This course focuses on the design of mechanical or thermo-fluid systems. Teams of students begin a year-long design project. Identification of opportunities, development of requirements, analysis and synthesis, generation of multiple solutions, standards. Prerequisite: Senior ME Status; ME 200/L, ME 320/L, ME 360/L, and ME 400/L; or permission of instructor. 3 Lecture Hours and 3 Laboratory Hours.

### ME 442/L – CAPSTONE DESIGN II WITH LAB (4 CREDITS)

This course focuses on the design of mechanical or thermo-fluid systems. Teams of students complete a year-long design project. Detail design, prototyping, testing, design refinement, evaluation of solutions against requirements. Prerequisite: ME 441/L. 3 Lecture Hours and 3 Laboratory Hours.

### ME 499 – MECHANICAL ENGINEERING INTERNSHIP (3 CREDITS)

A work experience for credit, to gain experience in engineering practice. The internship plan requires the student working within a recognized engineering firm or industry setting, under the supervision of practicing engineers. Regular meetings with a faculty coordinator are required. Open to Junior and Senior Mechanical Engineering majors.

# English

*Dr. Robin Field, 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 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.

Students in English can choose among three majors: the Bachelor of Arts in English, the Bachelor of Arts in Professional Writing, and the Bachelor of Arts in English with Secondary Education Certification. 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 professionally-informed interpretations, and to conduct methodological research using the technological tools of the discipline. The **Bachelor of Arts in Professional Writing** includes the study of rhetorical theory (including visual and digital rhetoric), practice in day-to-day workplace writing, and an introduction to some of the software and technologies on which professional writers (and their employers) depend. The **Bachelor of Arts In English with Secondary Education Certification** prepares students for careers in English education.

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 Professional Writing Capstone (ENGL 440), Senior Seminar in Literature (ENGL 491), and Independent Research (ENGL 496), English courses are ordinarily open to all qualified students regardless of their major.

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 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

Students majoring in English or Professional Writing are expected to complete Academic Writing (ENGL 110) and Core Literature (ENGL 140-149) prior to taking advanced departmental courses in writing and literature; they are also encouraged to take CARP 412 in the spring semester of their second year. Students majoring in English with a Concentration in Literature will complete 39 semester hours of advanced courses, six of which 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 all three of these courses to continue in the major. Students majoring in English with Secondary Education Certification will complete 36 semester hours of advanced courses, nine of which 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 majoring in Professional Writing will complete 39-40 semester hours of advanced courses, six of which 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 in a required 200-level foundational course (ENGL 200, ENGL 241) 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 141-149 Literature (3)
ENGL 200 Foundations Seminar: The History of Literature in English (3)
(Prerequisite: ENGL 140-149)
ENGL 241 Advanced Writing (3)
(Prerequisite: ENGL 110)

***Six of the following from Literary Periods and Criticism, Literary Genres, Major Literary Figures, and Comparative/Multicultural Literature***

Students should take at least one course each in American literature, British literature, literature before 1800, literature after 1800, literary genres, and underrepresented/marginalized literatures. One course will often satisfy multiple categories. Students may take up to three (3) 100-level English courses for major-level (300-level) credit.

### LITERARY PERIODS AND CRITICISM

ENGL 341 British Literature Before 1800 (3)
ENGL 342 American Literature Before 1800 (3)
ENGL 343 British Literature After 1800 (3)
ENGL 344 American Literature After 1800 (3)
ENGL 345 Literary Genres (3)
ENGL 346 Underrepresented Authors (3)
ENGL 347 Major Literary Figures (3)
ENGL 348 World Literature (3)
ENGL 349 Literary Themes (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 322 Creative Writing Workshop: Nonfiction (3)
ENGL 326 The English Language (3)
ENGL 327 Special Topics in Writing (3)
ENGL 329 Editing (4) (includes one-credit lab)
ENGL 331 Rhetorical Theory (3)
ENGL 332 Document Design (3)
ENGL 335 Business and Technical Writing (3)

### SENIOR SEMINAR

ENGL 491 Senior Seminar in Literature (3)

### INTERNSHIP

ENGL 499 Internship (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)

### CORE COURSES

ENGL 110 Academic Writing (3)
ENGL 141-149 Literature (3)

### FOUNDATIONAL COURSE

ENGL 200 Foundations Seminar: The History of Literature in English (3)

### ELECTIVE COURSES

*Three of the following:*

ENGL 341-349

## PROFESSIONAL WRITING MAJOR (13 COURSES – 39-40 CREDITS)

The Professional Writing major is designed to prepare students for a range of careers in the professional world. Students interested in creative writing are encouraged to pursue a minor in Creative Writing.

### FOUNDATIONAL COURSES

*Three courses:*

ENGL 200 Foundations Seminar: The History of Literature in English (3)
(Prerequisite: ENGL 140-149)
ENGL 241 Advanced Writing (3)
(Prerequisite: ENGL 110)
ENGL 222 Introduction to Professional Writing (3)

**WRITING**
*Three courses:*

| | |
|---|---|
| ENGL 326 | The English Language (3) |
| ENGL 331 | Rhetorical Theory (3) |
| ENGL 440 | Professional Writing Capstone (3) |

**INTERNSHIP**

| | |
|---|---|
| ENGL 499 | Internship (3) |

**WRITING (ELECTIVES)**
*Three of the following:*

| | |
|---|---|
| ENGL 320 | Creative Writing Workshop: Poetry (3) |
| ENGL 321 | Creative Writing Workshop: Short Story (3) |
| ENGL 322 | Creative Writing Workshop: Nonfiction (3) |
| ENGL 327 | Special Topics in Writing (3) |
| ENGL 329 | Editing (4) (includes one-credit lab) |
| ENGL 332 | Document Design (3) |
| ENGL 335 | Business and Technical Writing (3) |

**LITERATURE**
*Three of the following courses (one literature elective may be a 100-level literature course):*
ENGL 341-349, 392

**PROFESSIONAL WRITING MINOR** (6 COURSES – 18 CREDITS)
**CORE COURSES**

| | |
|---|---|
| ENGL 110 | Academic Writing (3) |
| ENGL 141-149 | Literature (3) |

**FOUNDATIONAL COURSE**

| | |
|---|---|
| ENGL 222 | Introduction to Professional Writing (3) |

**ELECTIVES**
*Take three of the following (only one writing elective may be from 320-322):*
ENGL 241, 320, 321, 322, 326, 327, 329, 331, 332, 335

**CREATIVE WRITING MINOR** (6 COURSES – 18 CREDITS)
**WRITING COURSES**
*Four of the following:*

| | |
|---|---|
| ARTS 141 | Imaginative 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 322 | Creative Writing Workshop: Nonfiction (3) |

**LITERATURE COURSES**
*Two of the following:*
ENGL 200, 341-349

**ENGLISH MAJOR-SECONDARY EDUCATION CERTIFICATION**
(12 COURSES – 36 CREDITS)

In addition to the following twelve 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 141-149 Literature (3)
ENGL 200 Foundations Seminar: The History of Literature in English (3) (Prerequisite: ENGL 140-149)
ENGL 241 Advanced Writing (3) (Prerequisite: ENGL 110)

***Five of the following from Literary Periods and Criticism***

Students should take at least one course each in American literature, British literature, literature before 1800, literature after 1800, literary genres, and underrepresented/marginalized literatures. One course will often satisfy multiple categories. Students may take up to three (3) 100-level English courses for major-level (300-level) credit. Students in the Secondary Education certification major must take a Shakespeare course, either ENGL 147 or ENGL 347.

### LITERARY PERIODS AND CRITICISM

ENGL 341 British Literature Before 1800 (3)
ENGL 342 American Literature Before 1800 (3)
ENGL 343 British Literature After 1800 (3)
ENGL 344 American Literature After 1800 (3)
ENGL 345 Literary Genres (3)
ENGL 346 Underrepresented Authors (3)
ENGL 347 Major Literary Figures (3)
ENGL 348 World Literature (3)
ENGL 349 Literary Themes (3)

***One each from Major Literary Figures, English Language, Writing, and Senior Seminar:***

### MAJOR LITERARY FIGURES

ENGL 147/347 Shakespeare (3)

### ENGLISH LANGUAGE

ENGL 326 The English Language (3)

### WRITING

ENGL 331 Rhetorical Theory (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*).

## Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Write clearly and effectively for a variety of audiences, purposes, and subjects.
- Analyze and interpret literary texts critically, comprehensively, and convincingly.
- Employ discipline-specific research methods for a variety for purposes.
- Demonstrate knowledge proficiency in key English Studies content areas.

## 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 CSEM 100, ENGL 110, ENGL 140-149, ENGL 200, and ENGL 241 before enrolling in other English courses.

### ENGL 105 – COMPOSITION (3 CREDITS)
In this course, students will compose organized, well-developed essays in genres such as narrative, description, profile, and exposition. Students will be introduced to a variety of techniques, including prewriting, revising, and editing for correct grammar, usage, and punctuation. This course has four meetings per week. ENGL 105 counts as free elective credit.

### ENGL 110 – ACADEMIC WRITING (3 CREDITS)
This course introduces students to academic discourse, emphasizing such tasks as researching and arguing a position, analyzing information, and defining complex terms. Through individual conferences, writing workshops, journal writing, and regular writing assignments, students will be encouraged to develop strategies for writing clearly, effectively, and creatively for a variety of purposes and audiences. (To register for ENGL 110, students must demonstrate proficiency in the skills taught in ENGL 105. ENGL 110 satisfies the writing requirement in the Core curriculum. All students take ENGL 110 in the first year).

### CORE (100-LEVEL) – ENGLISH COURSES
Core literature courses (ENGL 141-149) introduce students to the formal study of literature, with an emphasis on analyzing a variety of literary texts in their social and historical contexts, interpreting the meanings of those texts, and developing close readings. English majors may take up to three (3) 100-level courses for major-level course credit. English majors taking these courses will be expected to complete projects beyond those on the 100-level syllabus. Such projects may include additional readings, presentations, and additional/extended written assignments.

### ENGL 141 – BRITISH LITERATURE BEFORE 1800 (3 CREDITS)
These courses examine the literature of the British Isles in the Medieval, Renaissance, Restoration, and 18th Century periods. English majors can take this course for upper-level credit (ENGL 341). Courses offered in this category might include:

- **Medieval Ladies and Renaissance Men**
- **British Lit Bucket List**

### ENGL 142 – AMERICAN LITERATURE BEFORE 1800 (3 CREDITS)
These courses examine the literature of the United States in the Early American Period. English majors can take this course for upper-level credit (ENGL 342). Courses offered in this category might include:

- **Inventing and Revising America**
- **The American Captivity Narrative**

### ENGL 143 – BRITISH LITERATURE AFTER 1800 (3 CREDITS)
These courses examine the literature of the British Isles in the Romantic, Victorian, Modern, Postmodern, and later periods. English majors can take this course for upper-level credit (ENGL 343). Courses offered in this category might include:

- **The Troubles in Northern Ireland**
- **Sickness and Health**
- **Scottish Identities in Literature**

### ENGL 144 – AMERICAN LITERATURE AFTER 1800 (3 CREDITS)
These courses examine the literature of the United States in the Transcendental, Realist, Modern, Postmodern, and later periods. English majors can take this course for upper-level credit (ENGL 344). Courses offered in this category might include:

- **Fictions of Home**
- **Rebels and Renegades**
- **Captivity and the Female Gothic**

### ENGL 145 – LITERARY GENRES (3 CREDITS)

These courses examine literary genres--the novel, the short story, poetry, drama, etc.--and their permutations across historical and social contexts. English majors can take this course for upper-level credit (ENGL 345). Courses offered in this category might include:

- **National Identities and the Novel**
- **Drama and Activism**
- **Narratives of Manners and Social Customs**
- **The Very Contemporary Short Story**

### ENGL 146 – UNDERREPRESENTED AUTHORS (3 CREDITS)

These courses examine authors from marginalized or underrepresented groups. English majors can take this course for upper-level credit (ENGL 346). Courses offered in this category might include:

- **Native American Literature**
- **Immigrant Fictions**
- **African American Literature**
- **Embodying Sex and Gender**

### ENGL 147 – MAJOR LITERARY FIGURES (3 CREDITS)

These courses examine the works of a single author or small selection of authors in thematic or historical relation to one another. English majors can take this course for upper-level credit (ENGL 347). Courses offered in this category might include:

- **Shakespeare: Blood, Lust, and Marriage**
- **Jane Austen at Home & on the Screen**
- **Toni Morrison & Her Daughters**

### ENGL 148 – WORLD LITERATURE (3 CREDITS)

These courses examine authors outside the traditional British and American canons. English majors can take this course for upper-level credit (ENGL 348). Courses offered in this category might include:

- **Diasporic Literature in the 20th and 21st Centuries**
- **Representing South Asia in the Contemporary Moment**

### ENGL 149 – LITERARY THEMES (3 CREDITS)

These courses examine literature from a thematic approach, focusing on genres such as science fiction or gothic fiction and/or on topics/issues/ideas across a range of authors. English majors can take this course for upper-level credit (ENGL 349). Courses offered in this category might include:

- **Science Fiction**
- **Fairy Tale Themes in Literature**
- **Villains in Literature and Film**
- **Haunted Houses and Haunted Minds**

### ENGL 200 – FOUNDATIONS SEMINAR: THE HISTORY OF LITERATURE IN ENGLISH (3 CREDITS)

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; and seminar-style discussions of current topics in literature (canon studies, multiculturalism, popular culture, etc.). Prerequisite: ENGL 140-149.

### ENGL 222 – INTRODUCTION TO PROFESSIONAL WRITING (3 CREDITS)

This course will introduce students to the scope of writing as a profession (for those students who wish to build a career around writing-technical writers, public relations

specialists, freelance science reporters) and writing in professional contexts (for those students who will have writing responsibilities in their careers – lawyers, accountants, scientists). The course will introduce strategies of effective communication and students will work individually and collaboratively to produce a variety of documents ranging from basic correspondence to reports, proposals, presentations, and a workplace ethnography to better understand the kinds of writing required in their chosen field.

**ENGL 225 – INTRODUCTION TO CREATIVE WRITING** (3 CREDITS)
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 CREDITS)
This course offers an overview of rhetorical theory and an introduction to all forms of writing at an advanced level, including informational, critical, argumentative, and creative. We will examine the rhetoric, structure, and presentation of material, and we will study the writings of a range of current and past authors in detail. Building on the foundation of ENGL 110, this course focuses on higher-order skills such as developing a sophisticated style, creating arguments, establishing a voice, understanding and being able to adapt to different genres, and doing research. *Required in the sophomore year.* Prerequisite: ENGL 110.

**ENGL 320 – CREATIVE WRITING WORKSHOP: POETRY** (3 CREDITS)
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 225 is recommended.

**ENGL 321 – CREATIVE WRITING WORKSHOP: THE SHORT STORY** (3 CREDITS)
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 225 is recommended.

**ENGL 322 – CREATIVE WRITING WORKSHOP: NONFICTION** (3 CREDITS)
Student writing of nonfiction fiction supervised through private seminars and class critiques. Study of the techniques of nonfiction writers (narrative, focus, voice, point of view) and guided practice in writing nonfiction. Prerequisite: ENGL 225 is recommended.

**ENGL 326 THE ENGLISH LANGUAGE** (3 CREDITS)
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.

**ENGL 327 – SPECIAL TOPICS IN WRITING** (3 CREDITS)
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).

**ENGL 329 – EDITING** (4 CREDITS) (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.

### ENGL 331 – RHETORICAL THEORY (3 CREDITS)
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.

### ENGL 332 – DOCUMENT DESIGN (3 CREDITS)
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.

### ENGL 335 – BUSINESS AND TECHNICAL WRITING (3 CREDITS)
Business writing may be understood broadly as writing that persuades and enables decisions; technical writing may be understood broadly as writing that translates specialized knowledge for non-experts. Students in this course will learn to analyze rhetorical situations in business contexts, identify appropriate format models (letters, reports, etc.) for those situations, and adapt those models to the situation guided by study of rhetorical principles relating to audience analysis, visual communication, and ethics. Students will study internal communication contexts and models (memos, progress reports, internal proposals, evaluations, etc.) as well as external (white papers, press releases, instruction sets and manuals, etc.). Students will have opportunities to work in writing contexts specific to their majors and career aspirations.

### ENGL 440 – PROFESSIONAL WRITING CAPSTONE (3 CREDITS)
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.

## MAJOR (300-LEVEL) LITERATURE COURSES

### ENGL 341 – BRITISH LITERATURE BEFORE 1800 (3 CREDITS)
These courses examine the literature of the British Isles in the Medieval, Renaissance, Restoration, and 18th Century periods. Courses offered in this category might include:

- **Poets, Priests, and Peasants: A View of the Medieval World**
  This course combines the approaches of history and literature to examine many aspects of the Middle Ages. Reading the sources and literature from Western Europe between A.D. 500 and 1500 students will learn how various peoples encountered life, death and the afterlife. Drawing also on art, music, drama, philosophy and theology, themes will include the dilemmas of women's choices, the conflict of chivalry and warfare, the interplay of imagination and reality, and the construction of the Christian faith.

- **The Other 18th Century: Women, Outsiders, and Other Characters from the Margins**
  When Charles II of England returned to the throne in 1660, a distinct change in English culture and politics came in along with him. The Restoration marked the end of one of, if not the most, disruptive periods in English history. During this time, England began in earnest her ascent to what would eventually be "the empire upon which the sun never sets." The Industrial Revolution is generally thought to have begun in England during the eighteenth century. We will discuss all these topics in this class, with a special focus on how those outside of the privileged center--women, non-English, poor people, enslaved Africans—navigated these changes. In addition, we will examine how women writers of the eighteenth century have been studied and viewed in the 200 or so years since they wrote and lived, with discussions centered around how canon is formed and why that matters to the study of literature.

### ENGL 342 – AMERICAN LITERATURE BEFORE 1800 (3 CREDITS)

These courses examine the literature of the United States in the Early American and Early American Renaissance Periods. Courses offered in this category might include:

- **Alternative Americas: Early American Literature**
  This period in American history is the stuff of American mythology—our beliefs in religious freedom, democracy, and the freedom to become "self-made men" are rooted in the events of this time. We know, or think we know, about the grim Puritans, the first Thanksgiving, and the Salem witch trials. Texts like *History of Plymouth Plantation* and Rowlandson's captivity narrative remind us that histories are shaped texts, informed by their authors and their beliefs, leaving us with plenty to question. We will examine the way American experience, filtered through various viewpoints, has been interpreted and reinterpreted by various authors and various times. Sometimes this investigation will take us beyond the boundaries of the Early American period, as we read how nineteenth, twentieth, and twenty-first-century authors have reinterpreted and used events from colonial and enlightenment America.

### ENGL 343 – BRITISH LITERATURE AFTER 1800 (3 CREDITS)

These courses examine the literature of the British Isles in the Romantic, Victorian, Modern, Postmodern, and later periods. Courses offered in this category might include:

- **The Victorian World**
  This course asks students to consider the world over which Queen Victoria claimed to reign from 1837-1901, and the ways Victorians shaped and dwelled in their world. We will read British Victorian novelists, poets, and essayists such as Charlotte Brontë, Robert and Elizabeth Barrett Browning, Lewis Carroll, Charles Dickens, George Eliot, Elizabeth Gaskell, Henry Mayhew, John Stuart Mill, Charles Darwin Rudyard Kipling, Christina Rossetti, Alfred, Lord Tennyson, and H.G. Wells alongside lesser-known writers from the parts of the world she called her empire, examining Victorian ideas about economics, evolution, expansion, education, and human identity.

### ENGL 344 – AMERICAN LITERATURE AFTER 1800 (3 CREDITS)

These courses examine the literature of the United States in the Transcendental, Realist, Modern, Postmodern, and later periods. Courses offered in this category might include:

- **American Dreams and Nightmares**
  How does American literature reflect the political struggles, cultural mandates, and individual aspirations of American immigrants and citizens? Whose voices

have been celebrated and whose voices were repressed? Using historical moments to interrogate key texts, this course explores whose American dream persisted and what American nightmares left others behind.

- **Unity and Difference in the American Renaissance**
  Many of the writers in this period struggled to forge a distinctly American consciousness and culture. Insisting that American identity be forged anew, without recourse to the traditions and inheritances of the "old world," the writers of this age struggled with America's relation to its past and hoped to forge a new national identity. Emerson's "Nature" begins with a call for the development of just such a unique American consciousness: "The foregoing generations beheld God and nature face to face; we, through their eyes. Why should not we also enjoy an original relation to the universe?" Emerson ends this essay charging his American readers with just this task: "Every spirit builds itself a house; and beyond its house, a world; and beyond its world, a heaven. . . . Build, therefore your own world." This course will explore the tensions between Emerson's ideal and the historical realities of the time as we examine questions of identity and exclusion.
- **Home-making: The Structures and Constructions of American Identity 1620-1917**
  This course will explore the construction of literal and ideological homes in American culture and American texts. Scholars Biddy Martin and Chandra Talpade Mohanty describe home as "a safe place where one lives with familiar, safe, protected boundaries," "a secure place from which to speak, within which to act." They also recognize that the establishment of a home space functions according to the principle of exclusion, and that such homes only provide the "appearance of stability." We will examine the way in which American authors used notions of home and homelessness to construct and comment on American identity. Authors include Emerson, Rowlandson, Charles Brockden Brown, Catharine Beecher, Harriet Beecher Stowe, Nathaniel Hawthorne, Herman Melville, Harriet Jacobs, and Emily Dickison. We conclude with writings from Wharton and James from the turn of the century that explore and expose the fiction of home.

## ENGL 345 – LITERARY GENRES (3 CREDITS)

These courses examine literary genres--the novel, the short story, poetry, drama, etc.--and their permutations across historical and social contexts. Courses offered in this category might include:

- **The Novel: Unhomely Territories**
  Samuel Kimball says, "The question of the uncanny, then, is the question of the home, of the unhomeness of the home." Building from Freud's initial notion of the unhomely, we will study novels that focus on encounters with strange or foreign ("unhomely") places. In *Moby-Dick* Ishmael chooses "to sail about a little and see the watery part of the world," and finds himself caught up in Ahab's pursuit of the white whale. Both *Heart of Darkness* and *The Poisonwood Bible*, take Westerners into the heart of Africa to what is now The Democratic Republic of the Congo. Dubus' *The House of Sand and Fog*, set in 1993, centers upon a conflict over a house between a recent Iranian immigrant and a working-class Italian-American woman. Finally, we will discuss the film adaptation of Dubus's novel.

- **The Novel of Manners**
  We will spend the semester discussing social conventions, codes and taboos, conversations–what is said and what is unsaid, silences, secrecy, shame, scandal, gossip, conversation, courtship, marriage. Those are the makings of the novel of manners, which explores the social worlds that give rise to these patterns of behavior and that, in turn, are often ruled by them. As we read novels by Jane Austen, Henry James, E. M. Forster, Edith Wharton, and Helen Fielding, we will explore the intersections of cultures, manners, and characters. Frequently, this will involve analysis not only of the relationship between the individual characters and their society, but of the relationship between the personal and the social aspects of a character's self. We will read the novels and try to decipher the "hieroglyphics" of the worlds they portray.
- **Women and Autobiography**
  The class will study and analyze autobiography and memoir and its historical backgrounds. Creative nonfiction, whether it is autobiography, biography, memoir, criticism, travel writing, or some other variety, is a hybrid form. Caught between fiction and nonfiction, between truth and invention, it is an often neglected "fourth genre." In this class, we will examine the genre in depth, with special consideration for how contemporary women writers have transformed the genre. Women, especially in the twentieth century and beyond, have used this form in innovative and imaginative ways, bringing sharply into focus the way many women writers may feel hybrid and overlooked themselves. Part of the course will be devoted to how women in particular have contributed to the genre and how, as I say above, they have used this form to express themselves.

## ENGL 346 – UNDERREPRESENTED AUTHORS (3 CREDITS)

These courses examine authors from marginalized or underrepresented groups. Courses offered in this category might include:

- **Refusal and Resistance in Asian America**
  Faced with exclusionary laws, xenophobia, and persistent Othering, Asian Americans have produced literature that challenged stereotypes and established their claim upon American identity for more than 200 years. This course covers the fiction, graphic narratives, poetry, and drama that Asian American authors created to underscore a collective identity as well as individual conceptions of belonging.
- **The Empire Writes Back**
  Postcolonial literature is generally defined as the literature of formerly colonized countries such as Ireland, India, the Caribbean islands, and the many countries of Africa, as well as the literature of settler colonies such as Australia, New Zealand, and Canada. In this course we will approach postcolonial literature both as an important component of the study of canonical English literature in the past century and as the literature of colonial and a post-colonial societies frequently driven to the margins in the reality of life in the Empire. Our focus will be how postcolonial authors resist: resist identities, languages, and customs imposed upon them; resist occupation of their countries; resist stereotypes; resist their own governments after the colonizer has left. We will read authors such as Noviolet Bulowayo, Salman Rushdie, Jamaica Kincaid, Peter Carey, and Brian Friel.
- **American Indian Literature**
  American Indian identity, culture, and art are categories that are much debated and often misunderstood by the non-Indian majority. This is a body of literature

about which we will ask many questions. What makes a piece "Indian?" What makes a person "Indian?" What roles do history, politics, and religion play in answering these questions? We will explore, through literature and theory, the recurrent themes in Indian art—issues of displacement, frequent references to folklore and myth, difficult searches for identity, and struggles over religion and spirituality—to name a few. In addition, we will examine the role of gender in Indian society and literature.

## ENGL 347 – MAJOR LITERARY FIGURES (3 CREDITS)

These courses examine the works of a single author or small selection of authors in thematic or historical relation to one another. Courses offered in this category might include:

- **Shakespeare With the Lights On: Shakespeare in Performance**
  "Cast, plot, and create your own Shakespeare productions! No acting experience required! This course, "Shakespeare with the Lights On" or "Shakespeare in Performance," will examine Shakespeare's plays from the point of view of performance. The emphasis is not on acting skills but on learning to read and see Shakespeare in more informed and active ways. To do so, we will identify the audience and stage for which Shakespeare's works were written and explore Shakespearean and early modern staging conditions which in turn informed his productions. Topics we will consider include doubling, metatheater, gender issues in the acting company, direct address and audience response. We will also cover the biographical, social, literary, and theatrical background of the age in which Shakespeare was writing.
- **Toni Morrison and Her Children**
  The most celebrated author of American literature during the end of the 20th century, Toni Morrison wrote novels and nonfiction that exploded stereotypes about Black Americans and resituated African American literature and culture as formative within American history. This course examines Morrison's formal innovations, political and cultural impacts, and literary legacy—with several readings from writers deeply influenced by Morrison's genius.
- **Melville and his Influences**
  This course will enable us to explore the life and works of Herman Melville. Following the shape of Melville's career, we will begin with two of Melville's book-length works, *Typee* and *Moby-Dick*. Afterwards we will study the shorter fiction that Melville wrote for the literary journals of his day. Melville turned to magazine fiction after the disappointing sales of *Moby-Dick* and *Pierre*. In addition, we will explore Melville's life and times in an attempt to place the author and his works in a historical and cultural framework.
- **Jane Austen and Popular Culture**
  Jane Austen experienced a pop culture renaissance in the later part of the twentieth century, sparked by Andrew Davies's 6-part *Pride and Prejudice*. "Darcymania" seized Britain, and the enthusiasm for all-things Austen soon swept both Britain and the U.S. Numerous successful film and television versions of her novels have appeared in the intervening years including Seth Grahame-Smith's *Pride and Prejudice and Zombies*. Austen now even has an "action figure." We will begin our semester exploring Austen's work in detail. We will focus on four of her novels. Afterwards, we will examine traditional film adaptations of her works. Finally, we will spend some time with modern "transformations" of Austen's work: Chadha's, *Bride and Prejudice*; Fielding's *Bridget Jones's Diary*, and Heckerling's *Clueless*.

## ENGL 348 – WORLD LITERATURE (3 CREDITS)

These courses examine authors outside the traditional British and American canons. Courses offered in this category might include:

- **Home and Away: South Asian Stories of Belonging**
  With its multiple cultures, languages, religions, and nation-states, South Asia offers its people a variety of entry points for experiencing alienation or belonging. South Asian writers explore the subcontinent's long history of colonization and migration, the formation of diasporic communities across the globe, the cultural connections or knowledge resulting in citizenship and belonging, and the activism for the rights of women and gender nonconforming people, religious minorities, discriminated castes, and other minoritized groups. The course focuses upon fiction and nonfiction representing these themes.

## ENGL 349 – LITERARY THEMES (3 CREDITS)

These courses examine literature from a thematic approach, focusing on genres such as science fiction or gothic fiction and/or on topics/issues/ideas across a range of authors. Courses offered in this category might include:

- **Literary Walls**
  Walls seem to be everywhere these days. I think not only of much debated wall along our southern border, but also of the great looming wall of Westeros in *Game of Thrones*. Walls are lines of demarcation. They make clear our boundaries and our divisions and protect us from "barbarians" (or "wildlings"). But there is, quite literally, another side to these walls—they announce that someone has something precious or desirable that they do not want to share, they invite siege. This course will explore the use of walls in literature. We will explore the numerous literary uses of physical, metaphorical, and psychological walls through thematic units: Property Lines; Walled Gardens; Borders and Barbarians/Walls Facing Out; Walls Facing In; and Walls of Work. Texts include "Mending Wall," *The Secret Garden*, *The Tale of Peter Rabbit*, Margaret Atwood's *The Handmaid's Tale*, and Sarah Moss's *Ghost Wall*.
- **Strange Bedfellows: The Bluebeard Myth from "Bluebeard" to Dexter**
  How did a horror story about a young woman who marries a serial killer find its way into the canon of Western fairy tales? "Bluebeard" and tales like "Cinderella" are strange bedfellows indeed, living uncomfortably together between the covers of numerous fairy tale anthologies. Despite this, "Bluebeard" has demonstrated incredible staying power; our culture continues to retell and recast it. This course will examine the story's appeal and the varied forms that it has taken as it travelled across different cultures and through time, bearing with it ever-changing morals and lessons. We'll begin by reading different folk versions of the story, exploring their roots in mythology and historical fact, and considering their connections to other folk tales. From there, we'll shift our attention to more modern permutations of the tale, exploring its repetition in the nineteenth century and then the twentieth century (with a glimpse of Bluebeard motifs in the twenty-first century).
- **Narratives of Captivity**
  In 1676, during King Philip's War, Mary Rowlandson was taken from her home in Lancaster, Massachusetts in a raid by a coalition of Native American tribes. In 1682, she published her story, *The Sovereignty and Goodness of God*, which became a best seller in colonial America. Rowlandson's narrative is the most famous and impactful example of a genre that has remained wildly popular in America and has been called a distinctly American genre as well as the

first literary form dominated by women's experience. Early examples like Rowlandson's clearly served religious, nationalistic, and racist purposes. But beneath the surface of the tales, they also express ambiguity about questions of identity, race, gender, and conceptions of freedom. As it evolved, the captivity narrative and the metaphors it spawned found expression in diverse forms, including domestic novels and Gothic fiction. We will examine the captivity narrative beginning with its mythic origins in fairy tales and moving into contemporary culture.

### ENGL 392 – SPECIAL TOPICS IN LITERATURE (3 CREDITS)

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 Literary Figure, Literary Period, etc.), pending approval from Department Chairperson.

### ENGL 399 – METHODS OF TEACHING ENGLISH IN THE SECONDARY SCHOOLS (3 CREDITS)

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 CREDITS)

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 CREDITS)

Development of an independent research project with the approval of a department member who directs the progress and evaluates the results. Because of the expectation of high quality for the project, the student will present it orally at a department symposium and will submit a final, revised, written copy to the department. *Admission is restricted to senior English majors by invitation only.*

### ENGL 499 ENGLISH INTERNSHIP (3-6 CREDITS)

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 may be 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 Chemistry

*Dr. Julie Belanger, Program Director*

Human activities are intricately linked with our environment. Everything we do has an impact, from the food we grow, water we use, and technology we develop. Environmental chemists are trained to take on the challenges that are presented as we interact with and alter our environment. An environmental chemist may monitor a community's drinking water, measure carbon emissions and air quality, or quantify pharmaceuticals in streams, to name only a few examples. With continuous changes in human activities and climate, the need for monitoring water, air, and soil quality for health and safety, the potential for environmental chemistry positions is growing. Recently, the US Bureau of Labor Statistics, predicted a "faster than average" growth rate of 6% (from 2022-2032) for Environmental Scientists, including Environmental Chemists as a subset of this discipline.

Students majoring in Environmental Chemistry will graduate having completed the necessary training and hands-on experience essential for success in the field. The curriculum includes courses taught by chemistry faculty that prepare students in the quantification of chemicals, training on scientific instrumentation and experimental design, and application of chemical techniques to solve problems. The curriculum also includes courses taught by experienced environmental scientists, physicists, and engineers that bring their expertise to the students and include hands-on experience out in the environment. Coursework has been specifically selected to prepare students to start work in an environmental chemistry career immediately after graduation. The option to graduate with an American Chemical Society (ACS) certified Environmental Chemistry degree is available and encouraged.

*Environmental Chemistry majors wishing to complete major sequence requirements at other institutions must complete these requirements at a four-year institution and have the prior approval of the Program Director.*

## Education Requirements

**MAJOR REQUIREMENTS** (64 CREDITS)

| | |
|---|---|
| BIOL 113/L | Evolution and Diversity (4) |
| BIOL 210/L | Organisms and Their Ecosystems (4) |
| CE 350 | Environmental Engineering (3) |
| 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 | Technological Competency (1) |

| | |
|---|---|
| CHEM 493 | Senior Colloquium I (1) |
| CHEM 494 | Senior Colloquium II (1) |
| ENST 200 | Earth Science (3) |
| ENST 201/L | Environmental Science I (4; cross-listed as NSCI 100) |
| ENST 202/L | Environmental Science II (4; cross-listed as NSCI 174) |
| ENST 410 | Environmental Sampling and Analysis |
| MATH 128 | Introduction to Statistics and Data |
| MATH 129 | Analytic Geometry and Calculus I (4) |
| MATH 125 | Can be substituted for MATH 129 at the discretion of the program director |
| PHIL 172 | Environmental Ethics (3) |
| PHYS 111/L | Physics for the Life Sciences I (4) |
| PHYS 112/L | Physics for the Life Sciences II (4) |

Plus three of the following:

Note that students who wish to be eligible for certification by the American Chemical Society must include the courses marked with an asterisk (*)

| | |
|---|---|
| *CHEM 353/L | Biochemistry (5) |

Note that BIOL 353 may substitute for CHEM 353.

| | |
|---|---|
| *CHEM 357/L | Physical Chemistry I (5) |
| *CHEM 471 | Inorganic Chemistry (3) |
| *CHEM 471L | Advanced Inorganic Chemistry Lab (2) |
| *CHEM 474 | Biogeochemistry (3) |

Or any other CHEM course numbered 359 or higher approved by the Program Director.

### MINOR REQUIREMENTS

There is no Environmental Chemistry minor and Environmental Chemistry majors may not minor in Chemistry or in Environmental Programs.

## Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Apply foundational knowledge in general chemistry, analytic chemistry, organic chemistry, physical chemistry, inorganic chemistry, physics, and environmental science
- Effectively communicate chemical and environmental information using both oral and written communication skills
- Perform chemical techniques appropriately and interpret the findings correctly

# Environmental Programs

*Dr. Brian Mangan, Program Director*

"In nature, nothing exists alone."–Rachel Carson, Silent Spring. Energy needs, air and water pollution, biodiversity loss, environmental health impacts, and of course, climate change, are just a few of the environmental challenges facing us. Understanding and eventually solving these interconnected problems 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 and experience 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, humanities, and arts. Students choosing this program will be exposed to a variety of learning settings and strategies, including foundational and advanced classes and laboratories, inquiry-based learning, and experiential learning. In addition, a significant portion of the curricula 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 Costa Rica.

The Environmental Program offers students a choice of two environmental majors. The **Bachelor of Arts degree in Environmental and Sustainability Studies** will prepare students for careers that include resource management and consulting, environmental advocacy, environmental policy and law, and environmental education. The **Bachelor of Science degree in Environmental and Ecological Sciences** will prepare students for science careers encompassing environmental research and technology, ecological and environmental consulting, the conservation of natural resources, and environmental health. 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 AND SUSTAINABILITY 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 NSCI 100) |
| ENST 202* | Environmental Science II (4; cross-listed as NSCI 174) |
| ENST 203 | Introduction to Sustainability (3; cross-listed as NSCI 181) |
| ENST 255 | Introduction to Geographical Information Systems (3; cross-listed as CIS 255) |

ENST 314 Environmental Sociology (3)
ENST 360 Environmental Law (3)
ENST 367 Environmental Psychology (3)
ENST 370 Environmental Seminar (3)
ENST 410 Environmental Sampling and Analysis (3)
ECON 112 Principles of Economics: Micro (3)
MATH 128 Introduction to Statistics and Data Analysis (4)
One of the following:
SOC 312 Dynamics of Population (3)
ECON 192 Global Geography (3)
*One of the following:*
ENST 490 Independent Study of Environmental Issues (3)
ENST 491 Environmental Research (3; ENST 492 for 3 additional credits)
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 series):*
BIOL 314 Microbiology (4)
BIOL 349 Animal Behavior (4)
BIOL 430 Ecology (4
CE 350 Environmental Engineering (3)
THEO 165* Environmental Ethics (3: *counts also as a CORE requirement*)
ECON 356 Economic Development and International Geography (3)
ECON 361 Environmental & Ecological Economics (3)
ECON 493 Women, Poverty, and the Environment (3)
ENST 203 Introduction to Sustainability (3; cross-listed as NSCI 181)
ENST 320 Environmental Health (3)
ENST 330 Environmental Education (4)
ENST 340 Wildlife Natural History (4)
ENST 350* Environmental Art (3; cross-listed as ARTS 122)
ENST 367 Environmental Psychology (3)
ENST 400 Conservation Biology (3)
ENST 402 Adirondack Park Ecology (4)
ENST 403 Chesapeake Bay Ecology (4)
ENST 404 Tropical Ecosystems: Peru (3)
ENST 420 Ecotoxicology (3)
ENST 430 Wildlife Ecology and Management (3)
ENST 435 Wetland Ecology and Delineation (3)
ENST 440 Wildlife Techniques (4)
ENST 450 Water Quality Analysis (4)
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 AND ECOLOGICAL SCIENCES

(14 COURSES – 53 CREDITS)

ENST 201* Environmental Science I (4; *cross-listed as NSCI 100*)
ENST 202* Environmental Science II (4; *cross-listed as NSCI 174*)
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; ENST 492 for 3 additional credits)
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 series):*
BIOL 314 Microbiology (4)
BIOL 213 Cell and Molecular Biology (4)
BIOL 349 Animal Behavior (4)
BIOL 430 Ecology (4)
CE 350 Environmental Engineering (3)
CHEM 243 Analytical Chemistry (5)
CHEM 244 Instrumental Analysis (5)
ENST 200 Earth Science (3)
ENST 255 Introduction to Geographical Information Systems (3)
ENST 320 Environmental Health (3)
ENST 330 Environmental Education (4)
ENST 340 Wildlife Natural History (4)
ENST 350* Environmental Art (3; cross-listed as ARTS 122)
ENST 367 Environmental Psychology (3)
ENST 380 Environmental Engineering (3; cross-listed as CE 350)
ENST 400 Conservation Biology (3)
ENST 402 Adirondack Park Ecology (4)
ENST 403 Chesapeake Bay Ecology (4)
ENST 404 Tropical Ecosystems: Costa Rica (3)
ENST 420 Ecotoxicology (3)

| | |
|---|---|
| ENST 430 | Wildlife Ecology and Management (3) |
| ENST 435 | Wetland Ecology and Delineation (3) |
| ENST 440 | Wildlife Techniques (4) |
| ENST 450 | Water Quality Analysis (4) |
| ENST 452 | Environmental Policy (3) |
| SOC 312 | Dynamics of Population (3) |

**CONCENTRATIONS** (4 COURSES FOR EACH CONCENTRATION)

**ENVIRONMENTAL POLICY**

| | |
|---|---|
| ENST 360 | Environmental Law (3; **required**) |
| ENST 452 | Environmental Policy (3; **required**) |
| PS 231 | American Intergovernmental Relations (3) |
| PS 232 | Public Administration (3) |
| PS 332 | Politics of Policymaking (3) |
| PS 333 | State Politics (3) |
| PS 335 | Municipal Administration (3) |
| PS 425 | Political Behavior (3) |
| ECON 356 | Economic Development and International Geography (3) |
| ECON 361 | Environmental & Ecological Economics (3) |
| ECON 493 | Women, Poverty, and the Environment (3) |
| ENST 314 | Environmental Sociology (3) |

**WILDLIFE CONSERVATION**

| | |
|---|---|
| ENST 340 | Wildlife Natural History (4; **required**) |
| ENST 367 | Environmental Psychology |
| ENST 400 | Conservation Biology (3) |
| ENST 420 | Ecotoxicology (3) |
| ENST 430 | Wildlife Ecology and Management (3; **required**) |
| ENST 435 | Wetland Ecology and Delineation (3) |
| ENST 440 | Wildlife Techniques (4) |
| BIOL 349 | Animal Behavior (4) |
| BIOL 430 | Ecology (4) |

# Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Analyze and integrate key concepts in the environmental field.
- Apply analytical and problem-solving skills to environmental studies and science issues.
- Apply oral and written communication skills to environmental knowledge and issues effectively.
- Participate successfully in real-world problem-based settings.

# Course Descriptions

Most ENST courses 300 level and above require environmental majors to have completed ENST 201 and 202. However, these prerequisites do not necessarily apply to students outside of the Environmental Program. Interested students should consult with the Environmental Program director or faculty. Some environmental courses are cross-listed with other departments such as Biology and Political Science.

**ENST 200 – EARTH SCIENCE** (3 credits)
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.

**ENST 201 – ENVIRONMENTAL SCIENCE I** (4 credits)
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. L*ecture portion cross-listed as NSCI 100.*

**ENST 202 – ENVIRONMENTAL SCIENCE II** (4 credits)
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. Lecture portion cross-listed as NSCI 174.

**ENST 203 – INTRODUCTION TO SUSTAINABILITY** (3 credits)
Sustainability allows for the needs of the current generation to be met without compromising the ability of future generations to meet their needs. This course focuses on the principles and issues of environmental systems as they have been impacted by an unsustainable anthropocentric worldview and related consumption practices. Topics will include environmental history, contemporary social aspects of sustainability (consumption behaviors, environmental justice, population dynamics, etc.), energy, legislation and policy, and food systems. Emphasis will be made on personal responsibility and choices which minimize environmental abuse. Cross-listed as NSCI 181.

**ENST 255–INTRODUCTION TO GEOGRAPHICAL INFORMATION SYSTEMS** (3 credits)
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 314 – ENVIRONMENTAL SOCIOLOGY** (3 credits)
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 320 – ENVIRONMENTAL HEALTH** (3 credits)
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.

**ENST 330 – ENVIRONMENTAL EDUCATION** (4 credits)
This course explores various theories and methods of environmental and sustainability education with an emphasis on environmental interpretation and literacy. It allows students the opportunity to develop and implement environmental education presentations in formal and non-formal education settings based upon their individual strengths and evidence-based teaching strategies. There is a significant field component to critically examine environmental issues and natural spaces in the Wyoming Valley.

**ENST 340 – WILDLIFE NATURAL HISTORY** (3 credits)
An overview of the natural histories of mammals, birds, amphibians, reptiles, and fishes, including their identifications by sight and sound. Course topics cover life histories ranging from diet to reproduction and anatomical-behavior-physiological adaptations of organisms to their environment.

**ENST 350 – ENVIRONMENTAL ART** (3 credits)
This course is an exploration of the environment through artistic media. The goal of this course is to encourage students to advocate for the environment through art. Students will be encouraged to pursue an 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 ARTS 122.*

**ENST 360 – ENVIRONMENTAL LAW** (3 credits)
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. *Cross-listed as Political Science 360.*

**ENST 367 – ENVIRONMENTAL PSYCHOLOGY** (3 credits)
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 credits)
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.

**ENST 400 – CONSERVATION BIOLOGY** (3 credits)
An introduction to the loss, restoration, and maintenance of the Earth's biological diversity. Topics covered include habitat loss, species invasions, mitigation approaches, and resource management.

**ENST 402 – ADIRONDACK PARK ECOLOGY** (4 credits)
In this spring semester immersion course, students will explore the ecology of the six-million-acre Adirondack Park, one of the largest experiments in conservation on the planet. This course culminates in a week-long trip with King's faculty to the park in April, studying the history, economy, and ecology of this area designated to be "forever wild."

**ENST 403 – CHESAPEAKE BAY ECOLOGY** (4 credits)
An immersion course focused on the "Queen of the Estuaries," Chesapeake Bay. Topics covered in this course include the history, geology, economy and ecology of the bay. A week-long trip in October with King's faculty caps off the semester.

**ENST 404 – TROPICAL ECOSYSTEMS: COSTA RICA** (3 credits)
Tropical ecosystems are renowned for their incredible biodiversity. In this immersion course, students will spend a week with King's faculty at a tropical research station in Costa Rica and study the systems ecology and spectacular diversity of life present at these important areas of the planet.

**ENST 410 – ENVIRONMENTAL SAMPLING AND ANALYSIS** (3 credits)
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 include MATH 128.

**ENST 420 – ECOTOXICOLOGY** (3 credits)
An introduction to the science that investigates the effects of pollutants and toxins on the ecology of individuals, populations and communities of organisms. This course will survey naturally occurring and anthropogenic elements and compounds that influence a range of activities in organisms and ecosystems. Historical and contemporary examples will be used across numerous types of organisms to help us understand the effects of chemical challenges on their physiology, behavior, and survival.

**ENST 430 – WILDLIFE ECOLOGY AND MANAGEMENT** (3 credits)
The course investigates the interrelationships between wildlife and their environments with an emphasis on human management of wildlife resources. Topics to be covered include habitat relationships, population dynamics, community integrity and stability, and management of wildlife, particularly, game species.

**ENST 435 – WETLAND ECOLOGY AND DELINEATION** (3 credits)
This course focuses on the structure and function of wetlands, among the most productive ecosystems found on the planet. Students will examine the ecology of swamps, marshes, and peatlands to better understand their origins, adaptations, hydrology, and ecological communities. Topics will also include the hydrology of these areas and their delineation, particularly as they relate to human activities.

**ENST 440 – WILDLIFE TECHNIQUES** (4 credits)
A field course designed to expose students to basic research techniques and methods used in the study of wildlife. Activities include boat and backpack electrofishing, fish and crayfish capture techniques using seines, trap nets, and baited traps, use of wildlife cameras and drone survey systems, live-trapping of small mammals, artificial cover objects for forest salamander surveys, animal scat and track identifications, etc.

**ENST 450 – WATER QUALITY ANALYSIS** (4 credits)
A field and lab-based course to introduce students to the many methods used to monitor and measure water quality. Activities include assessments of stream and land gradients and flow volumes, measurement of basin capacity and the production of contour maps, stream electrofishing techniques, macroinvertebrate collection and identification, and the measurement of physico-chemical water quality parameters such as conductivity, turbidity, pH, and solids (total, suspended, and dissolved).

**ENST 452 – ENVIRONMENTAL POLICY** (3 credits)
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 Political Science 452.

**ENST 490 – INDEPENDENT STUDY IN ENVIRONMENTAL ISSUES** (3-4 credits)
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 credits)
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 credits)
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 credits)
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 Minor

*Dr. Regan Reitsma, Honors Director*
*Rev. Daniel Issing, CSC, Chair, Theology Department*

The minor in Ethics responds 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 pursue this minor, but those who intend careers in business, government, journalism, law, and medicine should be especially interested. Courses in the minor 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.

NOTE: *The Philosophy Department commonly cross-lists 17x and 3xx courses. To satisfy the requirements of the Ethics Minor, a student must take at least one 300-level Philosophy course, either PHIL 383 or one of the PHIL 38x courses in the Elective Courses list. Finally, the courses in the Ethics Minor may be taken in any order, though the capstone course should generally be taken near the end of a student's academic career at King's.*

**MINOR REQUIREMENTS** (6 COURSES – 18 CREDITS)

**FOUNDATIONAL COURSES** (2 COURSES – 6 CREDITS)

| | |
|---|---|
| THEO 160/HNRS 260 | Christian Ethics (3)/The Christian Moral Tradition (3) |
| | AND |
| PHIL 173/PHIL 383 | Ethics and the Good Life (3) |

**ELECTIVE COURSES** (3 COURSES – 9 CREDITS)

*Any three of the following:*

| | |
|---|---|
| THEO 163 | Christian Marriage (3) |
| THEO 164 | Christian Social Ethics (3) |
| THEO 165 | Environmental Ethics (3) |
| THEO 168 | Theology and Service (3) |
| THEO 169 | Topics in Moral Theology (3) |
| PHIL 172/PHIL 390 | Environmental Ethics (3) |
| PHIL 174/PHIL 391 | Bioethics (3) |
| PHIL 175/PHIL 392 | Social and Political Philosophy (3) |
| PHIL 176/PHIL 376 | Eastern Philosophy (3) |
| PHIL 177 | Death and the Meaning of Life (3) |
| MSB 287/PHIL 387 | Business Ethics (3) |

**CAPSTONE COURSE** (1 COURSE – 3 CREDITS)

| | |
|---|---|
| PHIL 470 | Seminar in Moral Philosophy |
| | OR |
| THEO 470/471/472 | Seminar in Moral Theology |

# Bachelor of Science (B.S.) in Exercise Science

*Dr. Jan Kretzschmar, Program Director*

The King's College Exercise Science major provides students with an understanding of the physiological, biomechanical, and psychological effects of exercise on the human body. This unique and challenging program is designed to prepare students for a wide range of careers in the fast-growing fields of health, wellness, and fitness. The Exercise Science major at King's College provides students with a foundation of both theoretical and clinical knowledge while adhering to the King's mission to "teach its students not only how to make a living, but how to live."

Specifically, King's College offers six tracks within the major of Exercise Science:

- The Exercise Science - Strength & Conditioning Track
- The Exercise Science- Exercise Physiology Track
- The Exercise Science and Chiropractic Track (3+3)
- The Exercise Science and Occupational Therapy Track (3+3)
- The Exercise Science and Nutrition Science Track (3+2)
- The Exercise Science and Nutrition & Dietetics: Track (3+2)
- The Exercise Science and Master of Science in Athletic Training Track (3+2)

The Strength and Conditioning Track prepares students to become Strength & Conditioning coaches, Personal Trainers, Managers of Fitness Facilities, as well as leaders in sports, coaching, fitness, and exercise. This track also prepares students to take Certified Strength and Conditioning Specialist (CSCS) certification exam with the National Strength and Conditioning Association (NSCA).

The Exercise Physiology track prepares students to pursue advanced degrees in exercise physiology, biomechanics, physical therapy, cardiac rehab, medicine, and other allied health carriers.

The Exercise Science and Chiropractic Track allows students to achieve a Bachelor of Science Degree (B.S.) in Exercise Science at King's College, as well a Doctor of Chiropractic (D.C.) degree at Logan University or Northeast College of Health Sciences. This unique track allows qualified students to complete both degrees in a total of 7 years (3+4) instead of 8 (4+4).

The Exercise Science and Nutrition Science Track allows students to receive a B.S. degree in exercise science and an M.S. degree in Nutrition Science in only 5 years. For specific information, please consult the Nutrition Science portion of this catalog and/or the graduate catalog.

The Exercise Science and Nutrition & Dietetics Track allows students to receive a B.S. degree in exercise science and a M.S. Degree in Nutrition & Dietetics in only 5 years. Students are also eligible to sit for the national exam to become a Registered Dietitian Nutritionist (RDN). For specific information, please consult the Nutrition & Dietetics portion of this catalog and/or the graduate catalog.

The Exercise Science and Occupational Therapy track allows students the opportunity to complete a B.S. degree in exercise science with minors in both Neuroscience and Psychology and entry level doctorate degree in Occupational Therapy in an accelerated 6 years. For specific information, please consult the Occupational Therapy portion of this catalog and/or the graduate catalog or www.kings.edu/otd.

The 3+2 Master of Science in Athletic Training (MSAT) Program is an exciting, innovative, accelerated program that allows students to obtain a Bachelor of Science in Exercise Science and a Master of Science in Athletic Training in five years. For specific information, please consult the Athletic Training portion of this catalog and/or the graduate catalog.

# Major Overview

### ADMISSION

For students interested in pursuing a degree in Exercise Science at King's College applications for admission may be obtained by contacting the Office of Admission at King's College. Applications are also available online. at www.kings.edu.

### GRADUATION REQUIREMENTS

- Completion of all courses in the Exercise Science curriculum
- A minimum grade of "C-" in all Exercise Science or related courses (sciences, math, psychology, and education)
- A minimum cumulative grade-point average of 2.33
- A minimum cumulative Exercise Science major grade-point average of 2.33
- Current Child and Adult CPR/AED and First Aid certification (through an appropriate provider)
- Successful completion of all required internship credits

# Education Requirements

### MAJOR REQUIREMENTS – STRENGTH & CONDITIONING TRACK (31 COURSES – 78 CREDITS)

| | |
|---|---|
| CHEM 107 | General, Organic, and Biochem. (3) |
| CHEM 107L | General, Organic, and Biochem. Lab (1) |
| EXSC 101 | Introduction to Exercise Science (3) |
| EXSC 150 | Prev., Treatment & Em. Care (3) |
| EXSC 219 | Human Anatomy & Physiology I (3) |
| EXSC 219L | Human Anatomy & Physiology I Lab (1) |
| EXSC 220 | Human Anatomy & Physiology II (3) |
| EXSC 220L | Human Anatomy & Physiology II Lab (1) |
| EXSC 245 | Principles of Health (3) |
| EXSC 280 | Clinical Kinesiology & Anatomy (3) |
| EXSC 290 | Exercise Physiology (3) |
| EXSC 309 | Electrocardiology (3) |
| EXSC 310 | Assessment & Prescription in Ex. (3) |
| EXSC 310L | Assessment & Prescription in Ex. Lab (1) |
| EXSC 320 | Exercise and Special Populations (3) |

| | |
|---|---|
| EXSC 325 | Human Nutrition (3) |
| EXSC 310 | Assessment & Measurements in Ex. (3) |
| EXSC 310L | Assessment & Measurements in Ex. Lab (1) |
| EXSC 320 | Exercise and Special Populations (3) |
| EXSC 325 | Nutrition and the Athlete (3) |
| EXSC 330 | Alternative Methods of Exercise (3) |
| EXSC 360 | Advanced Exercise Physiology (3) |
| EXSC 400 | Science of Strength & Conditioning (3) |
| EXSC 400L | Science of Strength & Cond. Lab (1) |
| EXSC 440 | Admin. & Org. for Exercise Facilities (3) |
| EXSC 450 | Applied Strength & Conditioning (2) |
| EXSC 460 | Corrective Ex. Tr. (2) |
| EXSC 480 | Research & Design (3) |
| EXSC 491 | Sport Psychology (3) |
| EXSC 497 | S/C Field Experience I (3) |
| EXSC 498 | S/C Field Experience II (3) |
| MATH 126 | Introduction to Statistics (3) |
| PHYS 108 | Applied Biophysics (3) |
| PHYS 108L | Applied Biophysics Lab (1) |
| PSYC 101 | Introduction to Psychology (3) |
| PSYC 340 | Health Psychology (3) |

**MAJOR REQUIREMENTS – EXERCISE PHYSIOLOGY TRACK** (35 COURSES – 83 CREDITS)

| | |
|---|---|
| BIOL 113 | Evolution and Diversity (3) |
| BIOL 113L | Evolution and Diversity Lab (1) |
| BIOL 210 | Organisms and Their Ecosystems (3) |
| BIOL 210L | Organisms and Their Ecos. Lab (1) |
| CHEM 113 | General Chemistry I (3) |
| CHEM 113L | General Chemistry I Lab (1) |
| CHEM 114 | General Chemistry II (3) |
| CHEM 114L | General Chemistry II Lab (1) |
| EXSC 101 | Introduction to Exercise Science (3) |
| EXSC 150 | Prev., Treatment & Em. Care (3) |
| EXSC 219 | Human Anatomy & Physiology I (3) |
| EXSC 219L | Human Anatomy & Physiology I Lab (1) |
| EXSC 220 | Human Anatomy & Physiology II (3) |
| EXSC 220L | Human Anatomy & Physiology II Lab (1) |
| EXSC 280 | Clinical Kinesiology & Anatomy (3) |
| EXSC 290 | Exercise Physiology (3) |
| EXSC 309 | Electrocardiology (3) |
| EXSC 310 | Assessment & Prescription in Exercise (3) |
| EXSC 310L | Assessment & Prescription in Exercise Lab (1) |
| EXSC 320 | Exercise and Special Populations (3) |
| EXSC 325 | Human Nutrition (3) |
| EXSC 330 | Alternative Methods of Exercise (3) |

| | |
|---|---|
| EXSC 360 | Advanced Exercise Physiology (3) |
| EXSC 370 | Biochemistry For Exercise & Nutrition (3) |
| EXSC 480 | Research & Design (3) |
| EXSC 499 | Field Experience/Internship (3) |
| MATH 126 | Introduction to Statistics (3) |
| PHYS 111 | Physics for the Life Sciences I (3) |
| PHYS 111L | Physics for the Life Sci. I Lab (1) |
| PHYS 112 | Physics for the Life Sciences II (3) |
| PHYS 112L | Physics for the Life Sci. II Lab (1) |
| PSYC 101 | Introduction to Psychology (3) |
| PSYC 340 | Health Psychology (3) |
| PSYC 351 | Psychopathology (3) |
| SOC 101 | Introduction of Sociology (3) |

**MAJOR REQUIREMENTS – EXERCISE SCIENCE AND CHIROPRACTIC TRACK** (26 COURSES – 58 CREDITS)

| | |
|---|---|
| BIOL 113 | Evolution and Diversity (3) |
| BIOL 113L | Evolution and Diversity Lab (1) |
| BIOL 210 | Organisms and Their Ecosystems (3) |
| BIOL 210L | Organisms and Their Ecosystems Lab (1) |
| CHEM 107 | General, Organic, and Biochem. (3) |
| CHEM 107L | General, Org., and Biochem. Lab (1) |
| EXSC 101 | Introduction to Exercise Science (3) |
| EXSC 150 | Prevention, Treatment & Emergency Care (3) |
| EXSC 219 | Human Anatomy & Physiology I (3) |
| EXSC 219L | Human Anatomy & Physiology I Lab (1) |
| EXSC 220 | Human Anatomy & Physiology II (3) |
| EXSC 220L | Human Anatomy & Physiology II Lab (1) |
| EXSC 280 | Kinesiology (3) |
| EXSC 290 | Exercise Physiology (3) |
| EXSC 309 | Electrocardiology (3) |
| EXSC 310 | Assessment & Measurements in Exercise (3) |
| EXSC 310L | Assessment & Measurements in Exercise Lab (1) |
| EXSC 320 | Exercise and Special Populations (3) |
| EXSC 330 | Alternative Methods to Exercise (3) |
| MATH 126 | Introduction to Statistics (3) |
| PHYS 111 | Physics for the Life Sciences I (3) |
| PHYS 111L | Physics for the Life Sci. I Lab (1) |
| PHYS 112 | Physics for the Life Sciences II (3) |
| PHYS 112L | Physics for the Life Sci. II Lab (1) |
| PSYC 101 | Introduction to Psychology (3) |
| SOC 101 | Introduction to Sociology (3) |

*Plus the First Year at either Logan University or Northeast College of Health Science will count as credits towards the B.S. degree in Exercise Science.*

## MAJOR REQUIREMENTS – EXERCISE SCIENCE AND NUTRITION SCIENCE OR NUTRITION AND DIETETICS TRACKS (24 COURSES – 60 CREDITS)

| | |
|---|---|
| CHEM 113 | General Chemistry I (3) |
| CHEM 113L | General Chemistry I Lab (1) |
| CHEM 114 | General Chemistry II (3) |
| CHEM 114L | General Chemistry II Lab (1) |
| CHEM 241 | Organic Chemistry I (3) |
| CHEM 241L | Organic Chemistry I Lab (1) |
| EXSC 101 | Introduction to Exercise Science (3) |
| EXSC 150 | Prev., Treatment & Em. Care (3) |
| EXSC 219 | Human Anatomy & Physiology I (3) |
| EXSC 219L | Human Anatomy & Physiology I Lab (1) |
| EXSC 220 | Human Anatomy & Physiology II (3) |
| EXSC 220L | Human Anatomy & Physiology II Lab (1) |
| EXSC 245 | Principles of Health (3) |
| EXSC 280 | Clinical Kinesiology & Anatomy (3) |
| EXSC 290 | Exercise Physiology (3) |
| EXSC 309 | Electrocardiology (3) |
| EXSC 310 | Assessment & Measurements in Ex. (3) |
| EXSC 310L | Assessment & Measurements in Ex. Lab (1) |
| EXSC 320 | Exercise and Special Populations (3) |
| EXSC 330 | Alternative Methods of Exercise (3) |
| EXSC 360 | Advanced Exercise Physiology (3) |
| EXSC 370 | Biochemistry For Exercise & Nutrition (3) |
| MATH 126 | Introduction to Statistics (3) |
| SOC 101 | Introduction of Sociology (3) |

*Plus the First Year of the Master In Nutrition Science or Nutrition and Dietetics program will be counted towards the completion of the Bachelor of Science in Exercise Science degree.*

## MAJOR REQUIREMENTS – EXERCISE SCIENCE AND OCCUPATIONAL THERAPY TRACK (28 COURSES – 69 CREDITS)

| | |
|---|---|
| CHEM 107 | General, Organic, and Biochem. (3) |
| CHEM 107L | General, Organic, and Biochem. Lab (1) |
| EXSC 150 | Prev., Treatment & Em. Care (3) |
| EXSC 219 | Human Anatomy & Physiology I (3) |
| EXSC 219L | Human Anatomy & Physiology I Lab (1) |
| EXSC 220 | Human Anatomy & Physiology II (3) |
| EXSC 220L | Human Anatomy & Physiology II Lab (1) |
| EXSC 280 | Clinical Kinesiology & Anatomy (3) |
| EXSC 290 | Exercise Physiology (3) |
| EXSC 309 | Electrocardiology (3) |
| EXSC 310 | Assessment & Prescription in Ex. (3) |
| EXSC 310L | Assessment & Prescription in Ex. Lab (1) |
| EXSC 320 | Exercise and Special Populations (3) |

| | |
|---|---|
| EXSC 330 | Alternative Methods of Exercise (3) |
| MATH 126 | Introduction to Statistics (3) |
| OT 101 | Introduction to Exercise and OT (3) |
| OT 102 | Foundation of OT Practice: Professionalism In OT (1) |
| OT 103 | Found. of OT Practice: OTPF & Medical Term (1) |
| OT 210 | Diversity, Equity, Inclusion & Cultural Dynamic (3) |
| OT 410 | Foundations of OT Practice: Essentials of OT (2) |
| OT 470 | Research and Design (3) |
| PHYS 108 | Applied Biophysics (3) |
| PHYS 108L | Applied Biophysics Lab (1) |
| PSYC 101 | Introduction to Psychology (3) |
| NEURO 345 | NeuroPsychopathology (3) |
| PSYC 355 | Developmental Psyc.: Childh. and Adol. (3) |
| PSYC 356 | Developmental Psyc.: Adulth. and Aging (3) |
| SOC 101 | Introduction to Sociology (3) |

*Plus the First Year of the Doctor of Occupational Therapy program will be counted towards the completion of the Bachelor of Science in Exercise Science degree.*

**MAJOR REQUIREMENTS – EXERCISE SCIENCE AND ATHLETIC TRAINING TRACK** (24 COURSES – 61 CREDITS)

| | |
|---|---|
| AT 100 | Introduction to Athletic Training (3) |
| AT 120 | Principles of Biology (3) |
| CHEM 107 | General, Organic, and Biochem. (3) |
| CHEM 107L | General, Organic, and Biochem. Lab (1) |
| EXSC 101 | Introduction to Exercise Science (3) |
| EXSC 150 | Prev., Treatment & Em. Care (3) |
| EXSC 219 | Human Anatomy & Physiology I (3) |
| EXSC 219L | Human Anatomy & Physiology I Lab (1) |
| EXSC 220 | Human Anatomy & Physiology II (3) |
| EXSC 220L | Human Anatomy & Physiology II Lab (1) |
| EXSC 245 | Principles of Health (3) |
| EXSC 280 | Clinical Kinesiology & Anatomy (3) |
| EXSC 290 | Exercise Physiology (3) |
| EXSC 309 | Electrocardiology (3) |
| EXSC 310 | Assessment & Prescription in Ex. (3) |
| EXSC 310L | Assessment & Prescription in Ex. Lab (1) |
| EXSC 320 | Exercise and Special Populations (3) |
| EXSC 325 | Human Nutrition (3) |
| EXSC 330 | Alternative Methods of Exercise (3) |
| MATH 126 | Introduction to Statistics (3) |
| PHYS 108 | Applied Biophysics (3) |
| PHYS 108L | Applied Biophysics Lab (1) |
| PSYC 101 | Introduction to Psychology (3) |
| PSYC 340 | Health Psychology (3) |

*Plus the First Year of the Master of Science in Athletic Training program will be counted towards the completion of the Bachelor of Science in Exercise Science degree.*

# Curriculum Sequence

## STRENGTH & CONDITIONING TRACK

*First Year*

| FALL | | SPRING | |
|---|---|---|---|
| EXSC 101 | 3 | EXSC 150 | 3 |
| PHYS 108 | 3 | CHEM 107 | 3 |
| PHYS 108L | 1 | CHEM 107L | 1 |
| HCE 101 | 1 | PSYC 101 | 3 |
| SOC 101 | 3 | CORE | 3 |
| CORE | 3 | CORE | 3 |
| | Total credits: 14 | | Total credits: 16 |

*Second Year*

| FALL | | SPRING | |
|---|---|---|---|
| EXSC 245 | 3 | EXSC 280 | 3 |
| EXSC 219 | 3 | EXSC 290 | 3 |
| EXSC 219L | 1 | EXSC 220 | 3 |
| CORE | 3 | EXSC 220L | 3 |
| CORE | 3 | CORE | 3 |
| CORE | 3 | CORE | 3 |
| | Total credits: 16 | | Total credits: 16 |

*Third Year*

| FALL | | SPRING | |
|---|---|---|---|
| EXSC 309 | 3 | EXSC 310 | 3 |
| EXSC 330 | 3 | EXSC 310L | 1 |
| EXSC 360 | 3 | EXSC 320 | 3 |
| CORE | 3 | EXSC 325 | 3 |
| CORE | 3 | MATH 126 | 3 |
| | | PSYC 340 | 3 |
| | Total credits: 15 | | Total credits: 16 |

*Fourth Year*

| FALL | | SPRING | |
|---|---|---|---|
| EXSC 400 | 3 | EXSC 450 | 2 |
| EXSC 400L | 1 | EXSC 460 | 2 |
| EXSC 440 | 3 | CORE | 3 |
| EXSC 480 | 3 | CORE | 3 |
| EXSC 491 | 3 | EXSC 498 | 3 |
| EXSC 497 | 3 | | |
| | Total credits: 15 | | Total credits: 16 |

# Curriculum Sequence

## EXERCISE PHYSIOLOGY TRACK

### *First Year*

| FALL | | SPRING | |
|---|---|---|---|
| EXSC 101 | 3 | EXSC 150 | 3 |
| CHEM 113 | 3 | CHEM 114 | 3 |
| CHEM 113L | 1 | CHEM 114L | 1 |
| HCE 101 | 1 | PSYC 101 | 3 |
| SOC 101 | 3 | CORE | 3 |
| CORE | 3 | CORE | 3 |
| | Total credits: 14 | | Total credits: 16 |

### *Second Year*

| FALL | | SPRING | |
|---|---|---|---|
| EXSC 219 | 3 | EXSC 280 | 3 |
| EXSC 219L | 1 | EXSC 290 | 3 |
| PHYS 111 | 3 | EXSC 220 | 3 |
| PHYS 111L | 1 | EXSC 220L | 3 |
| CORE | 3 | PHYS 112 | 3 |
| CORE | 3 | PHYS 112L | 3 |
| CORE | 3 | | |
| | Total credits: 17 | | Total credits: 14 |

### *Third Year*

| FALL | | SPRING | |
|---|---|---|---|
| EXSC 309 | 3 | EXSC 310 | 3 |
| EXSC 330 | 3 | EXSC 310L | 1 |
| BIOL 113 | 3 | EXSC 320 | 3 |
| BIOL 113L | 1 | EXSC 325 | 3 |
| CORE | 3 | BIOL 210 | 3 |
| CORE | 3 | BIOL 210L | 1 |
| | | MATH 126 | 3 |
| | Total credits: 16 | | Total credits: 17 |

### *Fourth Year*

| FALL | | SPRING | |
|---|---|---|---|
| EXSC 400 | 3 | EXSC 450/460 | 2 |
| EXSC 400L | 1 | EXSC 499 | 3 |
| EXSC 480 | 3 | PSYCH 340 | 3 |
| PSYCH 351 | 3 | CORE | 3 |
| CORE | 3 | CORE | 3 |
| CORE | 3 | | |
| | Total credits: 15 | | Total credits: 14 |

# Curriculum Sequence

## EXERCISE SCIENCE AND CHIROPRACTIC TRACK

*First Year*

| FALL | | SPRING | |
|---|---|---|---|
| EXSC 101 | 3 | EXSC 150 | 3 |
| HCE 101 | 1 | CHEM 107 | 3 |
| SOC 101 | 3 | CHEM 107L | 1 |
| CORE | 3 | PSYC 101 | 3 |
| CORE | 3 | CORE | 3 |
| CORE | 3 | CORE | 3 |
| | Total credits: 16 | | Total credits: 16 |

*Second Year*

| FALL | | SPRING | |
|---|---|---|---|
| EXSC 219 | 3 | EXSC 220 | 3 |
| EXSC 219L | 1 | EXSC 220L | 1 |
| PHYS 111 | 3 | PHYS 112 | 3 |
| PHYS 111L | 1 | PHYS 112L | 1 |
| EXSC 280 | 3 | EXSC 290 | 3 |
| CORE | 3 | CORE | 3 |
| CORE | 3 | CORE | 3 |
| | Total credits: 17 | | Total credits: 17 |

*Third Year*

| FALL | | SPRING | |
|---|---|---|---|
| EXSC 309 | 3 | EXSC 310 | 3 |
| EXSC 330L | 1 | EXSC 310L | 1 |
| BIOL 113 | 3 | BIOL 210 | 3 |
| BIOL 113L | 1 | BIOL 210L | 1 |
| CORE | 3 | MATH 126 | 3 |
| CORE | 3 | CORE | 3 |
| CORE | 3 | | |
| | Total credits: 16 | | Total credits: 17 |

*Fourth Year*

The First Year Credits at Logan University of Northeast College of Health Sciences will count towards the B.S. In exercise science degree. At least 120 total credits between these schools and King's College need to be achieved.

# Curriculum Sequence

## EXERCISE SCIENCE AND NUTRITION SCIENCE OR NUTRITION AND DIETETICS TRACK

*First Year*

| FALL | | SPRING | |
|---|---|---|---|
| CHEM 113 | 3 | CHEM 114 | 3 |
| CHEM 113L | 1 | CHEM 114L | 1 |
| EXSC 101 | 3 | EXSC 150 | 3 |
| HCE 101 | 3 | CORE | 3 |
| SOC 101 | 3 | CORE | 3 |
| CORE | 3 | MATH 126 | 3 |
| CORE | 3 | | |
| | Total credits: 17 | | Total credits: 16 |

*Second Year*

| FALL | | SPRING | |
|---|---|---|---|
| CHEM 241 | 3 | EXSC 290 | 3 |
| CHEM 241L | 1 | EXSC 370 | 1 |
| EXSC 245 | 3 | CORE | 3 |
| EXSC 280 | 1 | CORE | 3 |
| CORE | 3 | CORE | 3 |
| CORE | 3 | CORE | 3 |
| | Total credits: 17 | | Total credits: 16 |

*Third Year*

| FALL | | SPRING | |
|---|---|---|---|
| EXSC 219 | 3 | EXSC 220 | 3 |
| EXSC 219L | 1 | EXSC 220L | 1 |
| EXSC 309 | 3 | EXSC 310 | 3 |
| EXSC 330 | 3 | EXSC 310L | 1 |
| EXSC 360 | 3 | EXSC 320 | 3 |
| CORE | 3 | CORE | 3 |
| | Total credits: 16 | | Total credits: 17 |

*Fourth Year (Nutrition Science or Nutrition and Dietetics Phase)*

The first year in the professional phase of the Nutritional Science program is counted as the fourth year towards the B.S. degree in exercise science.

| FALL 1 | | SPRING 1 | |
|---|---|---|---|
| NUTR 501 | 3 | NUTR 511 | 3 |
| CPSS 501 | 3 | CPSS 503 | 3 |
| **FALL 2** | | **SPRING 2** | |
| NUTR 502 | 3 | NUTR 512 | 3 |
| CPSS 502 | 3 | CPSS 504 | 3 |
| | Total credits: 12 | | Total credits: 12 |

For specific information on courses and pre-requisites regarding the Nutrition Science program, please consult the relevant section in this catalog and/or the graduate catalog.

# Curriculum Sequence

## EXERCISE SCIENCE AND OCCUPATIONAL THERAPY TRACK (3+3 DOCTOR OF OCCUPATIONAL THERAPY PROGRAM TRACK)

*First Year (Pre-Professional)*

| FALL | | SPRING | |
|---|---|---|---|
| OT 101 | 3 | EXSC 150 | 3 |
| SOC 101 | 3 | CHEM 107 | 3 |
| CORE | 3 | CHEM 107L | 1 |
| CORE | 3 | PSYC 101 | 3 |
| CORE | 3 | CORE | 3 |
| HCE | 1 | CORE | 3 |
| OT 102 | 1 | OT 103 | 1 |
| | Total credits: 17 | | Total credits: 17 |

*Second Year (Pre-Professional)*

| FALL | | SPRING | |
|---|---|---|---|
| EXSC 280 | 3 | EXSC 290 | 3 |
| EXSC 219 | 3 | EXSC 220 | 3 |
| EXSC 219L | 1 | EXSC 220L | 1 |
| PSYC 351 | 3 | CORE | 3 |
| CORE | 3 | MATH 126 | 3 |
| OT 210 | 3 | PHYS 108 | 3 |
| | | PHYS 108L | 1 |
| | Total credits: 16 | | Total credits: 17 |

*Third Year (Pre-Professional)*

| FALL | | SPRING | |
|---|---|---|---|
| EXSC 309 | 3 | EXSC 310 | 3 |
| EXSC 330 | 3 | EXSC 310L | 1 |
| OT 470 | 3 | EXSC 320 | 3 |
| PSYC 355 | 3 | PSYC 356 | 3 |
| CORE | 3 | CORE | 3 |
| CORE | 3 | CORE | 3 |
| | | OT 310 | 2 |
| | Total credits: 18 | | Total credits: 18 |

*Fourth Year (Pre-Professional)*

The first year in the professional phase of the Occupational Therapy program is counted as the fourth year towards the B.S. degree in exercise science.

| FALL | | SPRING | |
|---|---|---|---|
| OT 410 | 1 | OT 419 | 3 |
| OT 415/ OT 415L | 4 | OT 421 | 3 |
| OT 420 | 3 | OT 441/ OT 441L | 5 |
| OT 425 | 3 | OT 442/ OT 442L | 5 |
| OT 440/OT 440L | 3 | EXSC 460 | 2 |
| EXSC 400/ OT 440L OR (ExSc 491) | 4 | | |
| | Total credits: 18 | | Total credits: 18 |

**For specific information on courses and pre-requisites regarding the Occupational Therapy program, please consult the relevant section in this catalog and/or the graduate catalog.**

King's College has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) for an entry-level Doctor of Occupational Therapy (OTD) program. The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 24 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3. Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association is located at 7501 Wisconsin Ave., Suite 510E, North Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6610, and its web address is www.acoteonline.org.

# Curriculum Sequence

## EXERCISE SCIENCE AND ATHLETIC TRAINING TRACK (3+2 MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM)

### *First Year (Pre-Professional Phase)*

| FALL | | SPRING | |
|---|---|---|---|
| AT 100 | 3 | AT 120 | 3 |
| EXSC 101 | 3 | EXSC 150 | 3 |
| PHYS 108 | 1 | CHEM 107 | 3 |
| PHYS 108L | 3 | CHEM 107L | 1 |
| CORE | 3 | CORE | 3 |
| CORE | 3 | CORE | 3 |
| HCE 101 | 1 | | |
| **Total credits:** | **17** | **Total credits:** | **16** |

### *Second Year (Pre-Professional Phase)*

| FALL | | SPRING | |
|---|---|---|---|
| EXSC 245 | 3 | EXSC 290 | 3 |
| EXSC 280 | 3 | EXSC 220 | 3 |
| EXSC 219 | 3 | EXSC 220L | 1 |
| EXSC 219L | 1 | CORE | 3 |
| PSYC 101 | 3 | CORE | 3 |
| CORE | 3 | CORE | 3 |
| **Total credits:** | **16** | **Total credits:** | **16** |

### *Third Year (Pre-Professional Phase)*

| FALL | | SPRING | |
|---|---|---|---|
| EXSC 309 | 3 | EXSC 310 | 3 |
| EXSC 330 | 3 | EXSC 310L | 1 |
| CORE | 3 | EXSC 320 | 3 |
| CORE | 3 | EXSC 325 | 3 |
| CORE | 3 | MATH | 3 |
| | | CORE | 3 |
| **Total credits:** | **15** | **Total credits:** | **16** |

### *Fourth Year (Professional Phase)*

| SUMMER | | FALL | | SPRING | |
|---|---|---|---|---|---|
| AT 400 | 3 | AT 420 | 3 | AT 425 | 3 |
| AT 405 | 2 | AT 430 | 4 | AT 435 | 4 |
| AT 410 | 2 | AT 450 | 4 | AT 455 | 4 |
| AT 415 | 2 | AT 470 | 3 | AT 475 | 3 |
| **Total credits:** | **9** | **Total credits:** | **14** | **Total credits:** | **14** |

AT 420 and AT 425 will include required clinical experiences that are non-immersive, meaning that students will take other courses while also completing the clinical experiences. These clinical experiences will be in a variety of settings. Clinical experiences will typically begin in early August (several weeks prior to the start of the fall semester), will continue across the entire academic year (which may include during breaks), and will typically end in May.

**BACHELOR OF SCIENCE IN EXERCISE SCIENCE DEGREE IS GRANTED UPON SUCCESSFUL COMPLETION OF YEAR 4.**

*Fifth Year (Professional Phase)*

| FALL | | SPRING | |
|---|---|---|---|
| AT 520 | 4 | AT 525 | 4 |
| AT 530 | 3 | AT 570 | 3 |
| AT 540 | 3 | AT 580 | 3 |
| AT 550 | 3 | | |
| | Total credits: 13 | | Total credits: 10 |

AT 520 will include required clinical experiences that are immersive. Immersive experiences are practice-intensive and allow the student to experience the totality of care provided by athletic trainers. Students do not take other courses during immersive experiences. Clinical experiences will occur on the following schedule:

- 7 weeks of immersive experiences prior to and during the first half of the semester (typically August/September)
- 7.5 weeks of no clinical experiences (typically September/October/November); all other courses will be taken at this time
- 4 weeks of immersive experiences in the second half of the semester and during the winter intersession (typically November/December/January)

AT 525 will include required clinical experiences that are immersive. Clinical experiences will occur on the following schedule:

- 7.5 weeks of no clinical experiences (typically January/February/March); all other courses will be taken at this time
- 9 weeks of immersive experiences in the second half of the semester (typically March/April/May)

**The Master of Science in Athletic Training degree is granted upon successful completion of Year 5.**

**For specific information on courses and pre-requisites regarding the Athletic Training program, please consult the relevant section in this catalog and/or the graduate catalog.**

# Course Descriptions

### EXSC 101/OT 101 – INTRODUCTION TO EXERCISE SCIENCE (3 CREDITS)

This course introduces students to the exercise science discipline. Students will examine concepts including professionalism, ethics, certification and licensure, employment opportunities and scientific foundations of the various sub-disciplines. Basic foundations of exercise science will be emphasized, as well as career planning and professional development. This course includes an extensive guest speaker series by professionals in the field of exercise science, as well as hands-on group exercise. *Cross listed as OT 101.*

### EXSC 150 – PREVENTION, TREATMENT, AND EMERGENCY CARE OF INJURIES (3 CREDITS)

This course will introduce students to emergency and immediate care of injuries. The course will also provide an introduction to the mechanisms of injury, signs and symptoms. Medical emergencies, physical trauma, various disease pathologies, bleeding, respiratory and cardiac emergencies will be explored. The student will also learn emergency bandaging for open wounds and the use of a stethoscope, sphygmomanometer, and a pulse oximeter in a practical setting. Upon completion of the course, students will be certified in American Red Cross First Aid, CPR/AED, and basic life support (BLS).

### EXSC 219/219L – HUMAN ANATOMY AND PHYSIOLOGY I W/ LAB (4 CREDITS)

This course will serve as an introduction to the systems of the human body. Necessary life functions and survival needs will be examined, followed by an orientation of the language of anatomy. Thorough analyses of intracellular function, tissue types, the integumentary system, skeletal tissue and the human skeleton, joints, muscle tissue and the muscular system, the fundamentals of nervous tissue, the nervous system, and the endocrine system will follow.

### EXSC 220/220L – HUMAN ANATOMY AND PHYSIOLOGY II W/ LAB (4 CREDITS)

This course will focus on the structure and function of the human body and mechanisms for maintaining homeostasis. Topics include the study of blood, cardiovascular system including lymphatic system, immune system, respiratory system, digestive system, urinary system and male and female reproductive systems. Emphasis is placed on the integration of systems as they relate to normal health. Laboratory exercises provide first-hand experience with the structure and processes discussed in lecture.

### EXSC 245 – PRINCIPLES OF HEALTH (3 CREDITS)

The 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.

### EXSC 280 – CLINICAL KINESIOLOGY AND ANATOMY (3 CREDITS)

The student will primarily be exposed to functional human anatomy focusing on skeletal muscle origin, insertion, action, and nerve supply. In addition, the 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 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.

### EXSC 290 – EXERCISE PHYSIOLOGY (3 CREDITS)

This course presents the student with a comprehensive study of the human body's responses to exercise. Topics include cardiovascular and respiratory response to exercise, principles of training and conditioning and the resulting adaptations of the human body, basic training principles, energy production, metabolism, body composition, and muscular adaptations to exercise. Pre-requisite – A minimum of a "C-" grade in BIOL 219

### EXSC 309 – ELECTROCARDIOLOGY (3 CREDITS)

This course is designed to provide students with the basic knowledge of the structure and function of the heart and circulatory system. Students will understand the electrical and mechanical events of the cardiac cycle, as well as develop an understanding of heart and circulatory diseases and conditions. Additionally, students will set-up electrocardiograph (ECG) monitoring systems and record and interpret ECG data through administration of 12-lead ECGs at rest. Finally, students will interpret normal and abnormal heart rhythms and artifacts. Pre-requisite – A minimum of a "C-" grade in EXSC 290 and BIOL 220

### EXSC 310/310L – ASSESSMENT & PRESCRIPTION IN EXERCISE/LAB (3/1 CREDITS)

This course presents practical and theoretical knowledge about the various modes and protocols used in graded exercise testing, basic electrocardiography and exercise prescription based on testing results. Laboratory sessions provide opportunities for students to gain practical Ie in performing various physiological testing procedures as well as various methods of fitness testing. The course focuses on developing expertise in preparation of clients for fitness testing, utilization of various modes of exercise testing and test interpretation. The course will also prepare students to take the ACSM certified personal trainer exam. Pre-requisite – A minimum of a "C-" grade in EXSC 150 and EXSC 309.

### EXSC 320 – EXERCISE AND SPECIAL POPULATIONS (3 CREDITS)

This course provides an in-depth study of changes that occur due to acute exercise, chronic exercise, and aging. Students will examine the physiologic differences among individuals with various medical conditions. Behavioral modification and counseling skills for various populations are also developed. Pre-requisite – A minimum of a "C-" grade in EXSC 150 and EXSC 309.

### EXSC 325 – HUMAN NUTRITION (3 CREDITS)

The student will understand the relationship between physical fitness, physical performance, injury prevention, and nutritional intake. The student will understand how to conduct a nutritional analysis and how to evaluate various diets to provide appropriate dietary recommendations. The student will develop an understanding of how to improve physical performance and overall health 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 pre-event and post-event meals.

### EXSC 330 – ALTERNATIVE METHODS OF EXERCISE (3 CREDITS)

This course focuses on yoga, Pilates, and tactical strength and conditioning, emphasizing their principles, history, and design guidelines. Students will learn coaching techniques tailored for tactical populations, with an emphasis on inclusivity and adaptability. The curriculum will cover assessment methods and strategies for modifying exercises to meet individual needs. As a culminating project, students will design and lead a class that integrates the knowledge and skills relevant to NSCA TSAC certification standards. Pre-requisite – A minimum of a "C-" grade in EXSC 280.

### EXSC 360 – ADVANCED EXERCISE PHYSIOLOGY (3 CREDITS)

This course examines acute and chronic exercise responses of the cardiovascular, respiratory, and endocrine systems in depth. Adaptations to aerobic and anaerobic training are also explored. Special considerations for children, females, and older populations are also discussed. Pre-requisite – A minimum of a "C-" grade in EXSC 290.

### EXSC 370 – BIOCHEMISTRY FOR EXERCISE AND NUTRITION (3 CREDITS)

This course examines organic chemistry-based principles as they pertain to exercise and nutrition. In depth analysis of biochemistry as it relates to metabolism and human physiology at the cell level will be performed. Finally, foundational principles of nutritional biochemistry will be explored. Pre-requisite – A minimum of a "C-" grade in EXSC 360 and CHEM 114.

### EXSC 400/400L – SCIENCE OF STRENGTH & CONDITIONING/LAB (3/1 CREDITS)

This course will expose students to the techniques and training principles of modern strength and conditioning as it applies to athletic and sport settings. Principles of strength, power, plyometrics, speed, speed endurance, endurance, mobility, flexibility, and balance training will be emphasized. Students will learn how to perform an athletic needs analysis based on observation and review of scientific literature, as well as program design based on scientific literature and applied practice. Lab activities will include the performance and application of strength training, plyometrics, speed training, and speed endurance training. Students will also be prepared to take the NSCA Certified Strength and Conditioning Specialist exam. Pre-requisite – A minimum of a "C-" grade in EXSC 280, EXSC 310/L, EXSC 330.

### EXSC 440 – ADMINISTRATION & ORGANIZATION FOR EXERCISE FACILITIES (3 CREDITS)

The student will gain an understanding of policies and procedures in the operation of an exercise/testing facility. Students will study position statements that describe various aspects of industry standards, appropriate staff to client ratios, budgeting, management strategies of staff and organizational requirements of operating various exercise/fitness facilities. Students will learn appropriate evaluation and care of equipment for exercise and testing and appropriate record keeping and budgeting for facilities. Students will study legal considerations of all aspects of exercise and fitness facilities.

### EXSC 450 – APPLIED STRENGTH AND CONDITIONING (2 CREDITS)

This course will further expose students to the techniques and training principles of strength and conditioning as it applies to modern sports performance. Principles such as strength, power development, mobility, acceleration, deceleration, max velocity, etc. Students will learn coaching techniques to apply in a real world setting, as well as

program design based on applied practice. This class will be split between lecture and lab like settings. In the lab setting students will put principles learned into practice. Prerequisite – A minimum of a "C-" grade in EXSC 400/L.

### EXSC 460 – CORRECTIVE EXERCISE TRAINING (2 CREDITS)

This course will expose students to the corrective exercise continuum in order to prescribe exercise for clients that have muscle imbalances or who have come off an injury. This system of training uses corrective exercises to improve movement capabilities and decrease the risk for injury. Students will also be prepared to take the NASM corrective exercise specialist certification exam. Pre-requisite – A minimum of a "C-" grade in EXSC 400/L.

### EXSC 480 – RESEARCH & DESIGN (3 CREDITS)

This course is designed to help students understand, evaluate and conduct exercise science research. Students will examine the basic concepts and procedures for conducting research, acquire skills necessary for interpreting research, and develop an understanding of how to apply research findings. Students will perform several journal article discussions culminating in a scientific article presentation and analysis. Pre-requisite – A minimum of a "C-" grade in MATH 126. *Cross listed as OT 470.*

### EXSC 491 – SPORT PSYCHOLOGY (3 CREDITS)

The course will provide an overview of the field of sports psychology and exercise, which involves applying psychology topics to exercise, sports, competition and health. Topics will cover how sports psychologists' work –at any level- with athletes and teams in motivation, concentration, resilient personalities, attention, decision making based on inter-behavioral, cognitive and other important approaches in sports psychology. Topics will include theoretical foundations of behavior, procedures for solving problems, adherence and motivation, etc.

### EXSC 497 & 498 – S/C FIELD EXPERIENCE 1 & 2 (3 CREDITS)

The Strength and Conditioning Field Experience is a practical and experiential course designed to provide students with a culminating and hands-on learning opportunity within the field of strength and conditioning. This course follows a logical sequence within the curriculum, typically scheduled in the final year of study. It is structured to allow students to apply the knowledge, skills, and abilities acquired through previous didactic and laboratory classes, ensuring a comprehensive understanding of strength and conditioning principles.

### EXSC 499 – FIELD EXPERIENCE/INTERNSHIP (3 CREDITS)

Internship experience is designed to provide students with an opportunity to gain real-world experience in exercise science settings while completing all of the assignments found in the Exercise Science Program internship handbook. Pre-requisite – Successful completion of all 300-level exercise science courses.

### NUTR 250 – INTRODUCTORY PRINCIPLES OF NUTRITION (3 CREDITS)

This course is designed for nursing, other health sciences and pre-medical students, as well as non-health majors to provide a broad understanding of the general principles of nutrition. Concepts covered include the essential macronutrients and micronutrients; digestion, absorption, transport, and food sources of those nutrients. Major health issues related to nutrients, dietary and physical activity patterns discussed that are of public

health concern in the United States are discussed in more detail giving insight into cause, treatment and prevention of chronic disease (e.g. overweight and obesity, heart disease, diabetes, bone health). Understanding of nutritional needs throughout the life span is introduced, with an emphasis on pregnancy, lactation, and infant nutrition (e.g. importance of nutrition for optimal growth and development).

### OT 102 – FOUNDATIONS OF OT PRACTICE: PROFESSIONAL IDENTITY AND ETHICAL PERSPECTIVES IN OT (1 CREDIT)

This course is designed to aid in professional role identity development and prepare students to become ethical practitioners. Students will also learn about therapeutic use of self, therapeutic rapport, the OT Code of Ethics, standards of professional practice, understanding the process and application of self-reflection, effective communication and the beginnings of interprofessional and intraprofessional relationships.

### OT 103 – FOUNDATIONS OF OT PRACTICE: OTPF AND MEDICAL TERMINOLOGY (1 CREDIT)

This course introduces fundamental medical terminology encompassing vocabulary, abbreviations, and symbols used in the professional language of Occupational Therapy. A significant focus is placed on terminology from the OT Practice Framework (OTPF-4).

### OT 210 – FOUNDATIONS OF OT PRACTICE: DIVERSITY, EQUITY, INCLUSION AND CULTURAL DYNAMICS (3 CREDITS)

This course will introduce students to the concepts of diversity, equity, inclusion, social justice, health disparities and cultural dynamics throughout the world. Connections to context and environmental impact on culture and beliefs will be shared through dynamic assignments and interactions with other people across the globe. A focus on activities of daily living like feeding, dressing, bathing, home care, child-rearing, and medical practices will be addressed and discussed through an open perspective via its impact on individuals, groups and populations.

### OT 310 – FOUNDATIONS OF OT PRACTICE: ESSENTIALS OF OCCUPATIONAL THERAPY (2 CREDITS)

This course will cover the basics of human behaviors across the lifespan as they relate to the sensory system, types of behaviors, and the utilization of a trauma-informed lens and their impact on individuals to best give students the foundational knowledge prior to applying intervention techniques. Learning the basics of clinical reasoning will also be covered in addition to an overview of occupational therapy, covering its history, philosophical beliefs, vision, values, and scope of practice. It will emphasize professional ethics, the connection between well-being and occupational engagement, culture, and human behavior. Students will learn about occupational therapy domain and process and the importance of client-centered care. Students will learn concepts and terminology from the OTPF-4 when analyzing clients throughout the lifespan.

# Fine Arts Minor

*Dave Reynolds, MFA, Chair of the Theatre and Fine Arts Department*

College has a long and rich history of offering programming and courses in the Arts. We currently offer a diverse range of courses in the Arts as part of our CORE course offerings. The Fine Arts Minor can be earned by any student on campus by completing any SIX ARTS courses. The goal of the Fine Arts Minor is to open a door for students to explore their creative capacities and collaborative communication.

## Education Requirements

(6 COURSES – 18 CREDITS)

**Any SIX (6) ARTS classes**

## Example Course Descriptions

### ARTS 102 – ACTING FOR NON-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.

### ARTS 103 – THE ART OF IMPROVISATION (3 CREDITS)

This course is an introduction to improvisational acting techniques for the non-actor 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. This course will help equip the non-actor with the tools to be self-sufficient and to think from the heart of originality and inspiration. This course will lead the student into the world of public life with confidence, self-reliance, and assurance with communication skills that will enrich the experience.

### ARTS 104 – THE THEATRE: AN INTRODUCTION

The aesthetics of theatre as an art of self-expression, imagination and communication will be explored. Students will gain an understanding of the creative process of theatre from both a performance and design perspective. Through textbook readings, videos, class discussions, and viewing/critiquing live performances, students develop a basic theatre vocabulary and an appreciation for this most collaborative of art forms. The function of the theatre will be investigated, allowing students to analyze, appreciation, and create their own performance piece.

### ARTS 110 – LITURGICAL DANCE (3 CREDITS)
This course introduces students to the art and practice of liturgical dance, which is dance used within a religious context as an expression of worship and spirituality. Students will explore the historical and cultural contexts of liturgical dance, its significance in various religious traditions, and its role in contemporary worship. The course will combine theoretical study with practical dance workshops allowing students to develop both an intellectual understanding and a personal practice of liturgical dance. Types of Liturgical Dances will include: Praise Dance, Mime, Flag, Step Ministries.

### ARTS 111 – BALLET (3 CREDITS)
A Ballet class for the beginner through experienced level dancer. This course incorporates lecture/demonstration and dance exercises designed to explore the movement dynamics appropriate for ballet dance presentation. Barre, stretch, and center exercises are included with ballet terminology and technique. There will be lecture and discussion on Ballet choreographers and composers to present the history of ballet. Every student builds on knowledge and technical skills and develops group awareness while introducing the individual to their own movement potential. An understanding of proper ballet training and technique as a foundation of poise, flexibility, physical stamina and a form of artistic expression is paramount to this course and valuable qualities for the dancing profession.

### ARTS 114 – 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 music, 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.

### ARTS 115 – 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.

### ARTS 116 – FUNDAMENTAL VOCAL TECHNIQUE (3 CREDITS)
Students enrolled in this course will study the fundamentals of vocal technique and production, such as posture, breath support, diction, anatomy/health of the voice, effective practice, and other topics. Classes will be lecture and performance based. Students will be expected to sing in each class and to learn several pieces culminating in a recital at the end of the semester. Students wishing to enroll in the course are expected to be able to read musical notation on a basic level.

### ARTS 117 – MUSIC THEORY (3 CREDITS)
This course will serve as an introduction to music theory. Students will learn the fundamental concepts of music such as notation, rhythm, keys, meter, scales, intervals, triads, etc. Through the application of these basic principles, students will learn the rules and procedures of harmony and part-writing, along with basic ear training and sight singing skills. There are no pre-requisites for this course.

### ARTS 121 – AMERICAN MUSICAL COMEDY (3 CREDITS)
In this course, students will explore the history and significance of musical theatre, from it's beginnings in Greece all the way to the modern Broadway Musical. Specific attention will be paid to the American Musical Comedy from 1930 to the present, The Golden Age of the American Musical. Students will also study the roots and foundations of American Musical forms. Students will critically view and listen to several various musicals. Students will gain an understanding and appreciation for the art of musical theatre and it's foundation in the American Theatre.

### ARTS 122 – ART APPRECIATION (3 CREDITS)
Students will be introduced to various aspects of appreciation and analysis of numerous visual art media. Students will develop an appreciation for the history of visual art and artists and increase their ability to analyze and interpret visual art as a means of expressing the social, political, and cultural trends of the period in which it was created. Course work will include an introduction to the diverse aspects of art such as its components, media and techniques, and content.

### ARTS 125 – GRAPHIC DESIGN (3 CREDITS)
Students will learn about art history, including specific eras, movements, artists' philosophies and techniques, and the relevance to practical applications today, such as marketing and advertising. This course utilizes lecture and hands-on experience with industry standard software, specifically Adobe Photoshop. Students will design classic and contemporary works in the form of a movie poster, advertisement, and package design, while emulating the techniques of Renaissance, medieval and contemporary artists through a range of styles from medieval manuscripts, cutting-edge contemporary cartoon illustration and urban graffiti.

### ARTS 135 – FILM STUDIES (3 CREDITS)
In this course, students will examine film as an art form, a means of expression, and as entertainment. We will explore both the conceptual and technical elements of these films in an attempt to develop a greater aesthetic and visual vocabulary. Through discussions, viewings, student created work, and readings we will explore some of the most innovative and exciting films of the past 20 years. Film Studies courses are taught through various topics including the works of specific directors, genres, or overall themes.

### ARTS 141 – IMAGINATIVE WRITING (3 CREDITS)
This introductory course explores the way writers invent original pieces of creative writing, focusing specifically on the act of invention. Students will be asked to observe the world around them and make writing a daily habit. Students will also engage in idea generating activities and learn how to discover meaning in raw prose. The act of observing and recording will lead the student to not only write more polished pieces of fiction, poetry, drama, and creative nonfiction, but it will also lead the student to become a better observer and thinker, important goals of a liberal arts education. Reading assignments will encourage students to read outside of their favorite genres and styles and to respond to that reading in meaningful ways.

### ARTS 142 – INTRO TO CREATIVE WRITING (3 CREDITS)

This course asks students to work in several genres, including poetry, fiction, creative nonfiction, and 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.

### ARTS 143 – INTRODUCTION TO POETRY WRITING (3 CREDITS)

This course introduces the foundations of poetry and formal techniques used in writing poetry. Students will brainstorm, write, and revise poetry with attention to voice, imagery, tone, figurative language, rhyme, meter, sound, etc. Free verse as well as traditional forms such as sonnets, haiku, villanelles, and dramatic monologues may be assigned.

# Foreign Language

*Dr. Jennifer Darrell, Chairperson*

The Department of Foreign Languages offers courses in French, Spanish, and German, with majors and minors in French and Spanish and K-12 teacher certification in French and Spanish. Courses offered by the Department of Foreign Languages are designed to develop communicative competence (the ability to speak, read, write, and comprehend) in the foreign language. These courses also promote intercultural competence through increased awareness of the products and practices of the culture(s) studied, through an enhanced understanding of the values and beliefs of a culture or cultures other than one's own, and through comparisons between the culture(s) being studied and the student's own. These courses contribute to a broad humanistic education and enhance the student's opportunities for gainful employment in a variety of occupations.

A student may begin the study of a foreign language at King's at the beginning level if necessary, but students who begin at the level of 113 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 awarded credits are reviewed by the department chairperson and are subject to approval. An online placement test is used in conjunction with a student's transcripts to determine the appropriate level at which a student begins a language.

The objectives of the major programs in French and Spanish are to increase the student's proficiency in the language studied, to provide a broad understanding of the relevant history, literature, and culture(s), and to build intercultural competence. 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/or 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 to acquire 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 suitable program.

# Education Requirements

### MAJOR REQUIREMENTS IN FRENCH OR SPANISH (24 CREDITS)

24 credits: FREN OR SPAN 114 through 480.

If a student's background is not sufficient for him/her/them to begin the major at the level of FREN / SPAN 114 or SPAN 115, courses taken below these levels will count as electives towards graduation.

All students majoring in French or Spanish must also achieve a rating of Intermediate Mid or above on the ACTFL Oral Proficiency Interview (OPI). This requirement is typically completed in conjunction with the capstone course (SPAN/FREN 480), although students may choose to complete the OPI at a different point in time. It is not necessary to order an official certificate, but all students should submit a screenshot of their rating to the Department Chair.

## French

### REQUIRED COURSES

| | |
|---|---|
| FREN 114 | French Intermediate Culture and Communication II (3) |
| FREN 231 | Advanced Grammar and Composition (3) |
| FREN 233 | Advanced Conversation and Phonetics (3) |
| FREN 480 | French Capstone: French Language, Literature, and Culture (3) |

### 12 FRENCH ELECTIVE CREDITS

*Elective credits must include at least one of the following literature classes:*

| | |
|---|---|
| FREN 235 | Introduction to Reading Literature in French (3) |
| FREN 291 | Special Topics in French/Francophone Studies I (when offered on an appropriate topic) (3) |
| FREN 341 | Survey of French Literature I (3) |
| FREN 342 | Survey of French Literature II (3) |
| FREN 391 | Special Topics in French/Francophone Studies II (when offered on an appropriate topic) (3) |

### ADDITIONAL ELECTIVE CREDITS:

| | |
|---|---|
| FREN 251 | Business French (3) |
| FREN 253 | Medical French (3) |
| FREN 259 | Contemporary Issues in France (3) |
| FREN 291 | Special Topics in French/Francophone Studies I (3) |
| FREN 331 | French Civilization I (3) |
| FREN 332 | French Civilization II (3) |
| FREN 350 | Practicum for the OPI (1) |
| FREN 391 | Special Topics in French/Francophone Studies II (3) |
| FREN 499 | French Internship (3) |

# Spanish

## REQUIRED COURSES:

SPAN 114 Spanish Intermediate Culture and Communication II (3)
OR
SPAN 115 Spanish for Heritage Speakers (3)
**AND**
SPAN 231 Advanced Grammar and Composition (3)
SPAN 233 Advanced Conversation and Phonetics (3)
SPAN 480 Spanish Capstone: Spanish Language, Literature, and Culture (3)

## A TOTAL OF 12 DIFFERENT SPANISH ELECTIVE CREDITS

*Elective credits must include at least one of the following literature classes:*

SPAN 235 Introduction to Reading Literature in Spanish (3)
SPAN 291 Special Topics in Spanish and Latin American Studies I (when offered on an appropriate topic) (3)
SPAN 341 Survey of Spanish Peninsular Literature (3)
SPAN 345 Survey of Latin American Literature (3)
SPAN 347 Golden Age Literature (3)
SPAN 349 Detective Fiction in Spain and Latin America (3)
SPAN 391 Special Topics in Spanish and Latin American Studies II (when offered on an appropriate topic) (3)

*Elective credits must include at least one of the following courses with a focus on Spain:*

SPAN 259 Spain in a Global Context (3)
SPAN 291 Special Topics in Spanish and Latin American Studies I (when offered on an appropriate topic) (3)
SPAN 331 Spanish Peninsular Civilization (3)
SPAN 341 Survey of Spanish Peninsular Literature (3)
SPAN 347 Golden Age Literature (3)
SPAN 391 Special Topics in Spanish and Latin American Studies II (when offered on an appropriate topic) (3)

*Elective credits must include at least of one of the following courses with a focus on Latin America:*

SPAN 291 Special Topics in Spanish and Latin American Studies I (when offered on an appropriate topic) (3)
SPAN 335 Latin American Civilization (3)
SPAN 337 Latin American Dictators (3)
SPAN 345 Survey of Latin American Literature (3)
SPAN 391 Special Topics in Spanish and Latin American Studies II (when offered on an appropriate topic) (3)

## ADDITIONAL ELECTIVE CREDITS

SPAN 251 Business Spanish (3)
SPAN 253 Medical Spanish (3)
SPAN 257 Crossing Borders (3)
SPAN 291 Special Topics in Spanish and Latin American Studies I (3)

| | |
|---|---|
| SPAN 350 | Practicum for the OPI (1) |
| SPAN 391 | Special Topics in Spanish and Latin American Studies II (3) |
| SPAN 499 | Spanish Internship (1-3) |

### MINOR REQUIREMENTS – FRENCH OR SPANISH (18 CREDITS)

Eighteen credits of courses from FREN / SPAN 114 OR SPAN 115 through FREN / SPAN 480. Courses must be taken in the same language.

If a student's background is not sufficient for him/her/them to begin the minor with FREN 114, SPAN 114 or SPAN 115, courses taken below these levels will count as electives towards graduation.

### REQUIREMENTS FOR K-12 TEACHER CERTIFICATION

Both French and Spanish majors fulfilling requirements for teacher certification in French or Spanish must complete 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 3.00 in French or Spanish major courses is required and students must have taken the Oral Proficiency Interview (OPI or OPIc) administered by the American Council on the Teaching of Foreign Languages (ACTFL) and received a score at the Intermediate Mid level or higher. To obtain certification, candidates must a) pass an approved basic skills assessment (see the Education Department for details), b) receive a rating of **Intermediate High or above** on the ACTFL OPI or OPIc, and c) either take the appropriate Praxis language test or the ACTFL Written Proficiency Test (WPT). Students who opt to take the WPT must receive a score of Intermediate High. Certification in French and Spanish is valid for K-12.

## Learning Outcomes

Successful completion of a major in Spanish or French will enable a degree earner to:

- Comprehend spoken language, participate in conversations, and deliver presentations on topics relevant to routine tasks and to the student's social, academic, and professional life
- Read, comprehend, and critically interpret literary and informational texts from a variety of genres
- Write compositions, essays, and research papers on both creative and academic topics
- Identify the products and practices of the culture(s) studied, draw inferences about the values and beliefs of that culture, use cultural knowledge to perform linguistically and behaviorally in a variety of common social situations, and apply what is understood about one culture to other cultural landscapes

# Course Descriptions

## FRENCH

### FREN 111 – FRENCH BEGINNING CULTURE AND COMMUNICATION I (3 CREDITS)

For students with no previous experience in French. Course develops cultural understanding and linguistic proficiency for communication in rudimentary social situations. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of French and Francophone cultures; discussion (in English) of a problem or concern affecting those cultural groups. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of French and Francophone peoples can be applied to other cultural experiences. Course conducted in French 50% of the time. *Offered fall and spring semesters.*

### FREN 112 – FRENCH BEGINNING CULTURE AND COMMUNICATION II (3 CREDITS)

Course reviews structures and vocabulary for communication in rudimentary social situations. It develops ways to extend descriptions to communicate simple settings related to broad social topics such as family, school, etc. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of French and Francophone cultures; discussion of a problem or concern affecting those cultural groups and analysis (in English) of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of French and Francophone peoples can be applied to other cultural experiences. Course conducted in French 50% of the time. *Offered spring semesters.*

### FREN 113 – FRENCH INTERMEDIATE CULTURE AND COMMUNICATION I (3 CREDITS)

Course introduces communicating in various time frames and offering opinions on current events and issues. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of French and Francophone cultures; discussion of a problem or concern affecting those cultural groups and analysis of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of French and Francophone peoples can be applied to other cultural experiences. Course conducted in French 75% of the time. *Offered fall semesters.*

### FREN 114 – FRENCH INTERMEDIATE CULTURE AND COMMUNICATION II (3 CREDITS)

Course reviews communicating in various time frames. Develops communication for expressing complex opinions on historical, political, and social concerns. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of French and Francophone cultures; discussion of a problem or concern affecting those cultural groups and analysis of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of French and Francophone peoples can be applied to other cultural experiences. Course conducted in French 90% of the time. *Offered spring semesters.*

## The following French courses require FREN 114 or the equivalent.

**FREN 231 – ADVANCED GRAMMAR AND COMPOSITION** (3 CREDITS)
Refinement of grammatical principles through traditional exercises and through composition activities to develop the ability to address a variety of audiences in both formal and informal contexts.

**FREN 233 – ADVANCED CONVERSATION AND PHONETICS** (3 CREDITS)
Development of conversation techniques, vocabulary, use of idiomatic expressions and phonetic accuracy in order to converse on diverse topics in a range of contexts.

**FREN 235 – INTRODUCTION TO READING LITERATURE IN FRENCH** (3 CREDITS)
Selected readings from French and francophone literature. Readings will cover a variety of genres, and students will learn to discuss key literary concepts and terminology in order to enhance reading comprehension and to expand their understanding of literature beyond the level of a simple plot summary.

**FREN 251 – BUSINESS FRENCH** (3 CREDITS)
Introduction to French economic and commercial terminology and institutions, as well as cultural standards relevant to conducting business in French and francophone countries.

**FREN 253 – MEDICAL FRENCH** (3 CREDITS)
Introduction to basic medical terminology with an emphasis on oral communication and cultural norms in a medical context.

**FREN 259 – CONTEMPORARY ISSUES IN FRANCE** (3 CREDITS)
In-depth study of the political, social, technological, economic, and rich cultural forces that affect this fascinating country and its people. Special emphasis will be placed on examining current issues and controversies affecting France and the Francophone world.

**FREN 291 – SPECIAL TOPICS IN FRENCH/FRANCOPHONE STUDIES I** (3 CREDITS)
Study of selected topics in the language, literature, or culture of France and/or other francophone countries. Topic is announced at preregistration.

**FREN 331 – FRENCH CIVILIZATION I** (3 CREDITS)
Study of French cultural and intellectual life and key philosophical ideas from prehistoric times to the 19th century.

**FREN 332 – FRENCH CIVILIZATION II** (3 CREDITS)
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 CREDITS)
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 CREDITS)
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 350 – PRACTICUM FOR THE OPI (1 CREDIT)
A conversation course in which students practice using a variety of time frames, giving opinions, and role-playing complex situations in preparation for taking the ACTFL (American Council on the Teaching of Foreign Language) Oral Proficiency Interview.

### FREN 391 – SPECIAL TOPICS IN FRENCH / FRANCOPHONE STUDIES II (3 CREDITS)
Study of selected topics in the language, literature, or culture of France and/or other Francophone countries. Topic is announced at preregistration.

### FREN 480 – FRENCH CAPSTONE: FRENCH LANGUAGE, LITERATURE, AND CULTURE (3 CREDITS)
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. *Requires a minimum of 12 credits in French at the level of FREN 114 or above or permission of the Department Chair.*

### FREN 499 – FRENCH INTERNSHIP (3 CREDITS)
An internship in a French-speaking environment may be taken as an elective in addition to the eight required major courses with the approval of the Department Chairperson. *A minimum cumulative G.P.A. of 2.50 is required and a student must have a G.P.A. of at least 3.00 in French.*

## GERMAN

### GERM 111 – GERMAN BEGINNING CULTURE AND COMMUNICATION I (3 CREDITS)
For students with no previous experience in German. Course develops cultural understanding and linguistic proficiency for communication in rudimentary social situations. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Germanic cultures; discussion (in English) of a problem or concern affecting those cultural groups. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding Germanic peoples can be applied to other cultural experiences. Course conducted in German 50% of the time. *Offered fall and spring semesters.*

### GERM 112 – GERMAN BEGINNING CULTURE AND COMMUNICATION II (3 CREDITS)
Course reviews structures and vocabulary for communication in rudimentary social situations. It develops ways to extend descriptions to communicate in simple settings related to broad social topics such as family, school, etc. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Germanic cultures; discussion of a problem or concern affecting those cultural groups and analysis (in English) of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of Germanic peoples can be applied to other cultural experiences. Course conducted in German 50% of the time. *Offered spring semesters.*

### GERM 113 – GERMAN INTERMEDIATE CULTURE AND COMMUNICATION I (3 CREDITS)

Course introduces communicating in various time frames and offering opinions on current events and issues. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Germanic cultures; discussion of a problem or concern affecting those cultural groups and analysis of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of Germanic peoples can be applied to other cultural experiences. Course conducted in German 75% of the time. *Offered fall semesters.*

### GERM 114 – GERMAN INTERMEDIATE CULTURE AND COMMUNICATION II (3 CREDITS)

Course reviews communicating in various time frames. Develops communication for expressing complex opinions on historical, political, and social concerns. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Germanic cultures; discussion of a problem or concern affecting those cultural groups and analysis of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of Germanic peoples can be applied to other cultural experiences. Course conducted in German 90% of the time. *Offered spring semesters.*

## SPANISH

### SPAN 111 – SPANISH BEGINNING CULTURE AND COMMUNICATION I (3 CREDITS)

Course develops cultural understanding and linguistic proficiency for communication in rudimentary social situations. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Hispanic cultures; discussion (in English) of a problem or concern affecting those cultural groups. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding Hispanic peoples can be applied to other cultural experiences. Course conducted in Spanish 50% of the time. *Offered fall and spring semesters.*

### SPAN 112 – SPANISH BEGINNING CULTURE AND COMMUNICATION II (3 CREDITS)

Course reviews structures and vocabulary for communication in rudimentary social situations. It introduces ways to extend descriptions to communicate in simple settings related to broad social topics such as family, school, etc. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Hispanic cultures; discussion of a problem or concern affecting those cultural groups and analysis (in English) of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of Hispanic peoples can be applied to other cultural experiences. Course conducted in Spanish 50% of the time. *Offered fall and spring semesters.*

### SPAN 113 – SPANISH INTERMEDIATE CULTURE AND COMMUNICATION I (3 CREDITS)

Course introduces communicating in various time frames and offering opinions on current events and issues. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Hispanic cultures; discussion of a problem or concern affecting those cultural groups and analysis of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of Hispanic peoples can be applied to other cultural experiences. Course conducted in Spanish 75% of the time. *Offered fall and spring semesters.*

### SPAN 114 – SPANISH INTERMEDIATE CULTURE AND COMMUNICATION II (3 CREDITS)

Course reviews communicating in various time frames. Develops communication for expressing complex opinions on historical, political, and social concerns. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Hispanic cultures; discussion of a problem or concern affecting those cultural groups and analysis of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of Hispanic peoples can be applied to other cultural experiences. Course conducted in Spanish 90% of the time. Students who take SPAN 114 may not take SPAN 115. *Offered fall and spring semesters.*

### SPAN 115 – SPANISH FOR HERITAGE SPEAKERS (3 CREDITS)

Designed for heritage speakers who are conversational in Spanish but may have little or no formal training in reading or writing the language. Course builds on students´ current linguistic strengths to develop greater grammatical accuracy, expand vocabulary, and adapt voice and tone to a range of contexts. Activities address what it means to be a bi- or multi-cultural individual living in America today; how students connect with their cultural heritage; what challenges students face on campus, in town, or across the nation; and how students can celebrate the many ways in which their cultural heritage is a source of strength. A community service component through the McGowan Hispanic Outreach Program is an opportunity for students to strengthen relationships with their community. Special attention given to developing intercultural competency by encouraging students to reflect on the duality of the Hispanic-American identity. Course conducted in Spanish 90% of the time. Students who are eligible for SPAN 115 may not take a lower-level Spanish course. *Offered fall semesters.*

**The following Spanish courses require SPAN 114, SPAN 115, or equivalent.**

### SPAN 231 – ADVANCED GRAMMAR AND COMPOSITION (3 CREDITS)

Refinement of grammatical principles through traditional exercises and through composition activities to develop the ability to address a variety of audiences in both formal and informal contexts. *Offered on a rotating basis in the spring semester.*

### SPAN 233 – ADVANCED CONVERSATION AND PHONETICS (3 CREDITS)

Development of conversation techniques, vocabulary, use of idiomatic expressions and phonetic accuracy in order to converse on diverse topics in a range of contexts. *Offered on a rotating basis in the spring semester.*

**SPAN 235 – INTRODUCTION TO READING LITERATURE IN SPANISH** (3 CREDITS)
Selected readings from Spanish and Latin American literature that reflect a variety of genres, serve as the foundation for discussion of literary concepts and terminology in order to enhance reading comprehension, and expand students' understanding of literature beyond the level of a simple plot summary. ***Offered on a rotating basis in the spring semester.***

**SPAN 251 – BUSINESS SPANISH** (3 CREDITS)
Introduction to Spanish and Spanish American economic and commercial terminology, institutions, and cultural practices relevant for anyone wishing to conduct business in Latin America. ***Offered on a rotating basis in the spring semester.***

**SPAN 253 – MEDICAL SPANISH** (3 CREDITS)
Introduction to basic medical terminology with an emphasis on oral communication and cultural norms in a medical context. ***Offered on a rotating basis in the spring semester.***

**SPAN 257 – CROSSING BORDERS** (3 CREDITS)
Readings and reflections on how and why borders are constructed, why we might choose to cross them, and how to advocate for the fair and just treatment of all human beings. ***Offered on a rotating basis in the spring semester.***

**SPAN 259 – SPAIN IN A GLOBAL CONTEXT** (3 CREDITS)
An examination of economic, political, social issues, etc. in contemporary Spain as they reflect, affect, and are affected by concerns in other nations and on a broad international scale. ***Offered on a rotating basis in the fall semester.***

**SPAN 291 – SPECIAL TOPICS IN SPANISH AND LATIN AMERICAN STUDIES I** (3 CREDITS)
Study of selected topics in the language, literature, or culture of Spain and/or Spanish America. Topic is announced at preregistration.

**SPAN 331 – SPANISH PENINSULAR CIVILIZATION** (3 CREDITS)
Study of events, ideas, institutions and major figures in Spain from the Middle Ages to the present. ***Offered on a rotating basis in the fall semester.***

**SPAN 335 – LATIN AMERICAN CIVILIZATION** (3 CREDITS)
Study of the politics, history, cultural artifacts, and daily life of the civilizations of Latin America from the pre-conquest to the present. ***Offered on a rotating basis in the fall semester.***

**SPAN 337 – LATIN AMERICAN DICTATORS** (3 CREDITS)
Study of the rise and fall of Latin American dictators from the 20th and 21st centuries as seen through a broad historical, political and economic context and, specifically, through the lens of the United States between the Great Depression and the Cold War. ***Offered on a rotating basis in the fall semester.***

**SPAN 341 – SURVEY OF SPANISH PENINSULAR LITERATURE** (3 CREDITS)
Peninsular Spanish literature from the Middle Ages to the present. Discussion and analysis of selections from various genres and movements. ***Offered on a rotating basis in the fall semester.***

### SPAN 345 – SURVEY OF LATIN AMERICAN LITERATURE (3 CREDITS)
Latin American Literature from the pre-Conquest to the present. Discussion and analysis of various genres and movements. ***Offered on a rotating basis in the fall semester.***

### SPAN 347 – GOLDEN AGE LITERATURE (3 CREDITS)
Study of literature and culture of 16th- and 17th-century Spain with emphasis on the thematic, stylistic and aesthetic innovations of the era. ***Offered on a rotating basis in the fall semester.***

### SPAN 349 – DETECTIVE FICTION FROM SPAIN AND LATIN AMERICA (3 CREDITS)
Reading and study of the characters, structure, historical implications, and cultural elements of detective fiction from Spain and Latin America. ***Offered on a rotating basis in the fall semester.***

### SPAN 350 – PRACTICUM FOR THE OPI (1 CREDIT)
A conversation course in which students practice using a variety of time frames, giving opinions, and role-playing complex situations in preparation for taking the ACTFL Oral Proficiency Interview. *Offered spring semesters.*

### SPAN 391 – SPECIAL TOPICS IN SPANISH AND LATIN AMERICAN STUDIES II (3 CREDITS)
Study of selected topics in the language, literature, or culture of Spain and/or Spanish America. Topic is announced at preregistration.

### SPAN 480 – SPANISH CAPSTONE: SPANISH LANGUAGE, LITERATURE, AND CULTURE (3 CREDITS)
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. Requires a minimum of 12 credits in Spanish at the level of SPAN 114/SPAN115 or above or permission of the Department Chair. *Offered spring semesters.*

### SPAN 499 – SPANISH INTERNSHIP (3 CREDITS)
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

*Dr. Jillian McCue, 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 176/NSCI 176 Forensic Biology (3)
FS 178/NSCI 178 Forensic Science (3)
FS 341/PSYCH 341 Forensic Psychology (3)
2 Elective courses from ACCT 210, Biology, Chemistry, CIS, Criminal Justice or Forensic Studies (6)

## Course Descriptions

### FS 131 – INTRODUCTION TO CRIMINAL LAW (3 CREDITS)

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 176 – FORENSIC BIOLOGY (3 CREDITS)

A study of the diverse fields of forensic biology and the education, training, and specialization involved in 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. Cross-listed as NSCI 176.

### FS 178 – FORENSIC SCIENCE (3 CREDITS)

Application of the principles of chemistry to the analysis of evidence in criminal cases. Topics include comparisons of tools, 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. Students may be required to complete several laboratory projects. Cross-listed as NSCI 178.

### FS 341 – FORENSIC PHYSCOLOGY (3 CREDITS)

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 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. Cross-listed as PSYC 341.

## ELECTIVES (2) REQUIRED

### ACCT 210 – FRAUD EXAMINATION: I FORENSIC AND INVESTIGATIVE ACCOUNTING (3 CREDITS)

Topics include discussion of criminal statues 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 methods of proof used in resolving a financial crime will be included to facilitate the understanding of the topics discussed. Prerequisite: MSB 110.

### CHEM 244 – INSTRUMENTAL ANALYSIS (3 CREDITS)

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 several methods of chemical analysis including spectrophotometry, atomic spectroscopy, mass spectrometry, and chromatography. Prerequisite: CHEM 241.

### CHEM 473 – THE ORGANIC CHEMISTRY OF DRUG DESIGN AND DRUG ACTION (3 CREDITS)

This course will look at the history of drug discovery, what makes drugs active in the body, how drugs are metabolized in the body, how drugs are synthesized and tested in a laboratory setting, and current topics in the field of drug design and testing. Laboratory techniques in chemical and biological analysis, media representation of disease and treatment, and government regulation of drugs will also be discussed. Prerequisite: CHEM242; CHEM353/BIOL353 or permission of the Department Chairperson.

### CIS 385 – CYBER NETWORK FOUNDATIONS (3 CREDITS)

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. This course will provide formal methodology for problem solving, enhance a student's ability to identify problems, and design solutions.

### CIS 386 – ADVANCED CYBER NETWORKS AND SECURITY (3 CREDITS)

A hands-on continuation of the concepts learned in CIS 385 Data Communications I. Using Microsoft Active Directory and local area networking domain structure as framework for a more detailed investigation into data communications in local and wide-area networks. Topics include thorough coverage of design, implementation, configuration and management of Windows server, domains, Ad organizations, roles, services, file systems, and security. Also covered LAN topologies, VLANS, subnets, DHCP, NAT, DNS,

and routing. This course will provide formal methodology for problem solving, enhance a student's ability to identify problems, and design solutions. Prerequisite: CIS 385.

### CIS 487 – ENTERPRISE CYBER SECURITY (3 CREDITS)

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.

### CJ 355 – CRIMINAL INVESTIGATION (3 CREDITS)

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: NSCI 178, NSCI 179 or consent of the instructor.

### CJ 367 – RULES OF EVIDENCE: CASES AND PRINCIPLES (3 CREDITS)

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.

### NSCI 175 – DINOSAURS AND THE SCIENCE OF PALEONTOLOGY (3 CREDITS)

Dinosaurs, their biology, evolution, and extinction will be the primary focus of this course. The scientific method as used by paleontologists for understanding dinosaurs as once living animals will be stressed. The course will examine fundamental geological and biological techniques, and the philosophical foundations of these practices that bring us a reliable understanding of past events. The course will cover such topics as geologic time, radioactive dating, plate tectonics, fossilization, and skeletal anatomy, as well as critical examination of evidence for two major events in dinosaur history; their extinction by cometary Impact and the origin of birds.

## FORENSIC SCIENCE INTERSHIP

An internship in Forensic Science 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 for 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

**Choose **two** of the three Foundational Biology 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)* |

*Complete the following four Chemistry and Physics Courses*

| | |
|---|---|
| CHEM 113 | General Chemistry I with Lab(4) |
| CHEM 114 | General Chemistry II (4) with Lab |
| PHYS 111 | General Physics I (4) with Lab ** |
| PHYS 112 | General Physics II (4) with Lab ** |

***Students choosing the Physics track should begin with PHYSICS 113/114 in their freshman year.*

*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:***

Students must complete the courses outlined below for one chosen track. The student must also complete a minimum of 60 credits in the sciences chosen from any of the departments represented below.

**General Science Majors can NOT complete a dual major or minor in the same field as their chosen track.**

**SELECT ONE OF THE FOLLOWING TRACKS:**

*Some courses required for certain minor programs will have prerequisites that must be fulfilled.

**1. Biology**

Complete the third Biology foundational course (113, 210, or 213)

| | |
|---|---|
| BIOL 370 | Biology Seminar (2) S/JDP |
| BIOL 490 | Biological Research (4) SIA |

Four (4) Biology electives approved by the departmental advisor. Two of these courses must include a laboratory.

**2. Chemistry**

| | |
|---|---|
| CHEM 241 | Organic Chemistry I with Lab (4) |
| CHEM 242 | Organic Chemistry II with Lab(4) |
| CHEM 243 | Analytical Chemistry with Lab (5) |
| CHEM 353 | Biochemistry (3) |
| CHEM 493, 494 | Senior Colloquium (1,1) SIA |

One Chemistry elective, excluding CHEM 197 and CHEM 351

**3. Mathematics**

| | |
|---|---|
| MATH 126 | Introduction to Statistics (3) |
| MATH 129 | Analytic Geometry and Calculus I (4) |
| MATH 130 | Analytic Geometry and Calculus II (4) |
| MATH 237 | Applied Linear Algebra (3) |
| MATH 127 | Math Capstone Logic and Axiomatics |

One of the following:

| | |
|---|---|
| MATH 231 | Analytical Geometry and Calculus III (4) |
| MATH 238 | Differential Equations (3) |

**4. Neuroscience**

| | |
|---|---|
| PSYC 101 | 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 Science

| | |
|---|---|
| ENST 201 | Environmental Science I with Lab (4) |
| ENST 202 | Environmental Science II with Lab(4) |
| ENST 200 | Earth and Space Science (3) |

One of the following:

| | |
|---|---|
| ENST 490 | Independent Study in Environmental Issues (3) |
| ENST 491 | Environmental Research (3-6) |
| ENST 499 | Environmental Internship (3) |

Three ENST elective courses numbered 300 or above (6-9)

### 6. Physics

| | |
|---|---|
| PHYS 231 | Modern Physics (4) |

One of the following

| | |
|---|---|
| MATH 231 | Analytic Geometry and Calculus III (4) |
| MATH 237 | Mathematics for the Physical Sciences I (3) |
| MATH 238 | Mathematics for the Physical Sciences II (3) |

Three PHYS elective courses numbered 300 or higher (6-9)

## Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Apply foundational knowledge of chemistry, biology, physics and math to a wide field of science careers.
- Perform mathematical calculations necessary for scientific pursuits.
- Collect, analyze, interpret, and evaluate information and data, and present that information and data in a competent, professional manner.
- Understand the detailed concepts in the track they pursue.

# Geography Minor

*Dr. Margarita Rose, 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 101 | Introduction to Geography |

**ELECTIVES** (5 COURSES – 15 CREDITS)

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

| | |
|---|---|
| GEOG 102 | American Geography |
| GEOG 183 | Global Dimensions of Sports |
| 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 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 | Globalization |
| 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 Policy making |
| PS 452 | Environmental Politics and Policy |

# Course Descriptions

### GEOG 101 – INTRODUCTION TO GEOGRAPHY (3 credits)

The course examines the interrelationships of the physical environment with human behavior and social institutions. The course uses a systematic geography approach, and topics includes geographic tools and techniques; physical geography and climate; environmental issues and initiatives; historical geography; demography; cultural, political, and economic systems; the concept of regionalism; and the impact of the land on our lives. Field observations are utilized to familiarize students with the human and physical landscapes.

### GEOG 102 – AMERICAN GEOGRAPHY

The course presents an overview of the physical; human; and environmental geography of the United States. Students gain an understanding and appreciation of how the physical geography impacts upon human behavior and social Institutions. Topics include American landforms and climate; regionalism; geographic history; race, ethnicity, and culture; economic geography; political geography; and environmental issues and initiatives.

### GEOG 183 – THE GLOBAL DIMENSIONS OF SPORTS

The course presents the historical development of sports and then examines how athletics and recreation have become an integral part of the contemporary human landscape. Emphasis Is given to how sports Is related to social, geographic, political, and economic circumstances. Topics such as the Olympics, the World Cup (soccer/football), and sports throughout the world reflect both globalization and devolution. *Cross-listed as HIST 183.*

### 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.

### 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 credits)

Introduction to basic scientific concepts and principles relevant to the broad field of environmental sciences. Students will be introduced to chemical, biological, and physical concepts that environmental science builds upon. 3 lecture and 3 laboratory hours. *Cross-listed as ENST 201.*

### GEOG 202 – ENVIRONMENTAL SCIENCE II (4 credits)

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 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 credits)

The course presents an overview of the history; physical and cultural geography; government and political structure; and economic systems as they pertain to the Commonweal this 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 credits)

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 credits)

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. *Offered in Spring Semester only.*

### GEOG 358 – INTERNATIONAL ECONOMICS (3 credits)

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. Offered in Spring Semester only.*

### GEOG 401 – SPECIAL TOPICS IN ENVIRONMENTAL STUDIES (3-4 credits)

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 credits)

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 credits)

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 socioeconomics. 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 credits)

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 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 credits)
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 credits)
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 credits)
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 Career Planning Office and a Faculty member.

# Global Studies Minor

Dr. Cristofer Scarboro, *Program Director*

The Global Studies minor asks students to critically engage the world beyond their local borders through an interdisciplinary curriculum focused on global 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 four main components:

1. Foreign language study equivalent to the second-semester beginner level or above (3 credits)
2. Participation in a college-approved study-abroad program (3 credits)
3. Contemporary global studies elective coursework (12 credits)
4. Global Studies capstone course (3 credits)

## Education Requirements

**MINOR REQUIREMENTS** (7 COURSES – 21 CREDITS)

| | |
|---|---|
| FREN/SPAN 102 | Beginning French/Spanish Languages and Cultures II (3) OR equivalent |
| INST 300 | Short-term Study Abroad (3) |
| INST 400 | Global Studies Capstone (3) |

Twelve (12) credits of Global Studies electives.

*At least two courses (6 credits) of electives must be taken at the 200 level or greater, and no more than two courses (6 credits) of electives may be taken from any one academic discipline.*

## Course Descriptions

Additional courses not listed here may also be eligible for Global Studies elective credit with approval from the program director. To be eligible, a course must take a cross-national comparative perspective and should focus on geographic areas outside of the United States, with a substantial emphasis on the contemporary (post-WWII) world.

### ECON 151 – GENDER AND GLOBALIZATION (3 credits)

This course offers an interdisciplinary social science perspective on the gendered impacts of globalization. It introduces students to the goals, methods, theories, and research findings associated with the various fields that the social sciences comprise. Anthropological, economic, political, psychological, and sociological perspectives can provide insights into human behavior and relationships in a complex world. Insights from geography and women's studies can further enhance our understanding of these realities on a local as well as a global scale.

**ECON 356 – ECONOMIC DEVELOPMENT AND INTERNATIONAL GEOGRAPHY** (3 credits)
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.

**ECON 358 – INTERNATIONAL ECONOMICS** (3 credits)
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.

**ECON 493 – WOMEN, POVERTY, AND THE ENVIRONMENT** (3 credits)
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.

**ENGL 147 – POSTCOLONIAL LITERATURE** (3 credits)
This course introduces students to the formal study of literature, with an emphasis on analyzing a variety of literary texts in their social and historical contexts, interpreting the meanings of those texts, and developing close readings. In particular, this course will survey literature from writers from formerly colonized regions or nations of the world (with a focus on Anglophone writers) and should include a variety of genres.

**ENGL 395 – COMPARATIVE/MULTICULTURAL LITERATURE** (3 credits)
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.

**FREN 102 – BEGINNING FRENCH LANGUAGES AND CULTURES II** (3 credits)
Designed for students able to handle basic social interactions, this course develops communication for short dialogues in a variety of simple settings. Cultural content emphasizes broad social topics. *Prerequisite: FREN 101 or equivalent. Students may also satisfy this requirement with a higher level foreign language course (FREN 103 or above).*

**HIST 103 – GLOBAL HISTORY II** (3 credits)
This course investigates the development of globalization from the mid-18th century – an era of revolution that birthed both new modes of production and new social relationships. Our discussion of "the global modern" will focus on the manner in which people sought to understand, control, and transform the world around them according to their own ideological prescriptions for order (nationalism, liberal democratic capitalism, colonialism and communism, first among them) and will trace resistance to ideologically imposed order.

**HIST 150 – THE ATLANTIC WORLD** (3 credits)
This course examines the history of Atlantic systems and trans-Atlantic connections in the early modern and modern eras. Beginning with the exploration of the Atlantic Ocean starting in the fifteenth century, the course follows the development and impact of the various colonial systems that were established in the "New World" and discusses the legacies of the Atlantic colonial systems for both the "New World," Africa, and Europe.

**HIST 163 – RUSSIA AND EMPIRE** (3 credits)
To borrow from Dostoevsky, Russia has always been beset by a series of "accursed questions" centered around its place in the world: What does it mean to be Russian? What is the good society in the Russian context? Is Russia "European" and "Western," or "Asian" and "Oriental"? To which Lenin added the question: "What is to be done?" This course is meant to introduce students to these questions – and questions of global citizenship and identity – through the lens of empire. The story of Russian development is a story of imperial conquest. This is true whether we are talking about the rise of Muscovy against the backdrop and patronage of the Golden Horde, or the development of the Soviet Union to global imperial pretentions. Russians imagined Russia in imperial contexts and have understood themselves primarily within imperial narratives. We will unpack these historical narratives as a means of investigating the interdependent nature of the global system and the consequences of this interdependence for local and global communities more broadly.

**HIST 172 – BRITAIN AND THE WORLD** (3 credits)
This course surveys the history of Britain's global relationships from the foundation of its empire, through the industrial age, 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; and Britain's relationship with the growing European Union, the United Nations, and the United States.

**HIST 368 – COLD WAR CULTURES** (3 credits)
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?

**INST 300 – SHORT-TERM STUDY ABROAD** (3 credits)
Programs vary from year to year; contact the Office of Study Abroad for current listings. *Students may also satisfy this requirement with 3 or more credits earned at a foreign college or university as part of an approved study abroad program while enrolled at King's College.*

**INST 400 – GLOBAL STUDIES CAPSTONE** (3 credits)
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 Global Studies Minor must be met before enrolling in this class. Students from some majors may be able to complete the requirements of the Global Studies Capstone within an upper-level course in their major.*

### PS 151 – DEMOCRACY AND HUMAN RIGHTS (3 credits)

This course investigates the origins, meaning, and content of democracy and the role of human rights in a sound, functioning democracy. Questions that will frame debate include: Who should have the right to vote? What are the limits of free speech? Do citizens have a right to healthcare? Students will be introduced to social scientific methods of inquiry as a means to examine global issues systematically and compose thoughtful responses. Global and local case studies will be employed to illuminate the challenges of maintaining freedom and defending rights in a complex world.

### PS 152 – IMMIGRATION (3 credits)

This course examines the historical and contemporary processes of migration and immigration around the world, including the major push-pull causes demonstrated in the history of immigration. The cultural, political, and economic aspects of migration are examined both pre and post immigration. Concepts that will be examined include assimilation, acculturation, nativism, and personal identification. Through readings, discussions, research, and presentations, students will evaluate the driving forces of immigration.

### PS 153 – GLOBAL SECURITY (3 credits)

In an increasingly interdependent world where conflict, peace, and war are recurring themes, thinking about ways to manage and preserve global security poses specific challenges. The international system consists of a variety of actors – states, organizations, and individuals – all of which are deeply interconnected in examining the evolution of approaches to global security. Traditionally, global security has been measured through responses to threats, both external and internal to a nation. This course will focus on observing the evolution of global security from traditional to contemporary approaches. The scope of this course will cover basic concepts and ideas central to global security from the end of the Second World War to the post-9/11 world. We will analyze traditional concepts like balance of power, nuclear deterrence, military strategy, and alliances that were previously central to global security but have now evolved into more distinct, separate categories: political violence and terrorism, civil wars, human security, and environmental security. Learning outcomes of this course will critically assess state and individual responses to external and internal security threats, the interconnectedness between domestic and global security actors, and ways to improve existing theories on global security by developing a more sophisticated approach to solving the problems its study generates.

### PS 154 – NATIONS, IDENTITIES, AND DEMOCRATIZATION (3 credits)

This course does two things. First, it introduces students to the history of nation-building in South Asia, the existence of multiple ethnic, regional, and national identities, and the context in which these identities have influenced democracy formation. In this context, we shall examine the link between nationalism and democracy in five specific cases – India, Pakistan, Bangladesh, Sri Lanka, and Nepal. Second, lessons from South Asian nationalism will be compared to the experience of states in Africa and Latin America to draw conclusions on their engagement with the democratic project. In examining these cases, we shall attempt to address complex questions such as: How are national identities formed? What impact do these identities have on democracies? Is nationalism destructive to the process of democracy formation?

**PS 245 – COMPARATIVE POLITICAL SYSTEMS I** (3 credits)
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: DEVELOPING STATES** (3 credits)
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 371 – INTERNATIONAL POLITICS** (3 credits)
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.

**SOC 197 – SOCIAL PROBLEMS** (3 credits)
This course surveys the major social, cultural, economic, political, and historical dynamics of pervasive and emerging social problems in our interconnected local, national, and global society. Together we will explore how and why certain social issues, processes, and outcomes are determined to be problematic for society; as well as why others are not seen or understood as problematic. Potential topics include global 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.

**SOC 314 – ENVIRONMENTAL SOCIOLOGY** (3 credits)
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.*

**SPAN 102 – BEGINNING SPANISH LANGUAGES AND CULTURES II** (3 credits)
Designed for students able to handle basic social interactions, this course develops communication for short dialogues in a variety of simple settings. Cultural content emphasizes broad social topics. *Prerequisite: SPAN 101 or equivalent. Students may also satisfy this requirement with a higher level foreign language course (SPAN 103 or above).*

# History

*Dr. Cris Scarboro, Chairperson*

History stands at the crossroads of the liberal arts. It belongs fully to two great academic families: the Social Sciences and the Humanities. Studying history, reading, writing and arguing about history, and questioning the past and our relationship to it, are fundamental questions that frame our understandings of ourselves as individuals and the societies we inhabit. *History tells us who we are.* Equally importantly, history is about sources and evidence – about how we sort through voices of the past and present, in order to understand more fully the society, culture, politics, and economy of the world around us. King's History students will emerge better able to understand the forces which have shaped our world, to address current problems based on historical thinking, and to communicate these understandings effectively.

History Department courses in the Core curriculum introduces students to a broad history of three main areas (History of the United States, Western Civilization, and Global History) while asking them to think about the construction of history: to formulate historical theses, evaluate the relative merits of historical arguments, and to communicate effectively about historical ideas and problems. Upper division courses build on the work of the Core curriculum, empowering students to become both readers and writers of history. The department stresses historical research and writing. Students present original research during seminar courses (and have regularly taken research from the classroom to regional conferences). Service learning courses have resulted in the creation of new historical archives, and student research led to the erection of a State Historical Marker to commemorate the Baltimore Mine Tunnel Disaster. Students work closely with faculty on research internships. History professors have taken a leading role in designing and teaching in the Short Term Faculty Led Study Abroad Program "Geographies of Europe." To date, these courses have taken history students (and students from other majors) to France, Italy, Spain, Morocco, Bulgaria, and Turkey to think about the nature of "the West" and the way in which history and space structure identity.

Our majors have many opportunities beyond the classroom to apply history and historical study to their daily lives and career goals. 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. Our extracurricular History Society is open to all students interested in the past, bringing them together in social and academic activities.

The skills students develop and hone in history department classes – to analyze insightfully, think critically, and express ideas clearly and persuasively – will serve them well on any career path. 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 and other graduate programs in a wide range of fields. Majoring in history prepares students to make a living and how to live.

# Education Requirements

**MAJOR REQUIREMENTS** (14 COURSES – 42 CREDITS)

| | |
|---|---|
| HIST 101-149 | Nine (9) credits of History Surveys (9) |
| HIST 150-199 | Global Connections In History (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. One of the courses must be a seminar (HIST 420-469). A maximum of nine (9) credits toward completion of the major can come from courses listed as HIST 150-199.

**SECONDARY EDUCATION CERTIFICATION IN CITIZENSHIP EDUCATION** (14 COURSES – 42 CREDITS)

| | |
|---|---|
| HIST 102 | Global History I (3) |
| HIST 103 | Global History II (3) |
| ECON 111 | Introduction to Macroeconomics(3) |
| HIST 111 | American Civilization to 1865 (3) |
| HIST 112 | American History since 1865 (3) |
| PS 101 | American Government (3) |
| GEOG 101 | Introduction to Geography (3) |
| HIST 258 | Pennsylvania Survey (3) |
| HIST 261 | Research and Methods (3) |
| HIST 415 | Senior Seminar (3) |

Nine (9) credits of HIST electives of which three (3) will be in American, six (6) in European, and three (3) in World areas; among those 9 credits, one course (3 credits) must be a seminar (HIST 420-469). See also Education Department requirements for certification.

**MINOR REQUIREMENTS** (6 COURSES – 18 CREDITS)

| | |
|---|---|
| HIST 101-149 | History Survey (3) |
| HIST 150-199 | Global Connections In History (3) |
| HIST 261 | Research and Methods In History (3) |

Nine (9) credits of HIST electives.

# Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Develop and apply knowledge of major historical subjects, themes, and concepts.
- Engage and investigate history as a conversation about how we make sense of the past.
- Illustrate participation in historical conversations by producing original scholarship.

# Course Descriptions

### HIST 101 – WESTERN CIVILIZATION (3 CREDITS)

This course examines Western Civilization from the foundations of human history to the West's domination of the globe at the beginning of the First World War. Major themes of the course can include gender and class, war, classical antiquity, Christianity, feudal society, capitalism, the Reformation, democratic institutions, the international state system, nationalism, and imperialism.

### HIST 102 – GLOBAL HISTORY I (3 CREDITS)

In this course, we will explore the history of early globalization from the medieval period to the 18th century. This period is marked by moments of ever-intense contact and exchange among different global communities. The theoretical emphasis in the course will be on sketching the emergence of interdependence between world regions and systems. The course covers topics such as trade and cross-cultural exchange, state-building, empire and colonialism, religious diversity and conflict, slavery and the beginnings of capitalism, and the use of science to categorize and frame problems in the natural and social worlds. We will always question the idea that such interaction was created/stimulated largely by European ideas and will, instead, examine the history of the world through the lens of non-western contributions, with special emphasis on Asia, the Middle East, and Africa. In analyzing and understanding global histories as inter-connected, we will pay close attention to the social, cultural, political, economic, demographic, and even ecological implications of this history. We will stress upon issues of diversity, power imbalances, and the interactive workings of ethnicity, wealth status, gender, and regional variables.

### HIST 103 – GLOBAL HISTORY II (3 CREDITS)

This course investigates the development of globalization from the mid-18th century – an era of revolution that birthed both new modes of production and new social relationships. Our discussion of "the global modern" will focus on the manner in which people sought to understand, control, and transform the world around them according to their own ideological prescriptions for order (nationalism, liberal democratic capitalism, colonialism and communism, first among them) and will trace resistance to ideologically imposed order.

### HIST 111 – AMERICAN HISTORY TO 1865 (3 CREDITS)

The course begins in the centuries before European arrival, continues through colonization, and the American Revolution, up to the Civil War, making many other stops along the way. Major themes addressed include: economic development and the emergence of social classes; racial slavery and its causes and consequences; everyday life and the position of workers, women, immigrants, etc.; the development of distinctive forms of American culture; and the complex development of US politics.

### HIST 112 – AMERICAN HISTORY SINCE 1865 (3 CREDITS)

This course resumes the survey of US history, following forward from the Civil War-Reconstruction Era to the present. Major themes include: the dramatic rise and protracted decline of American industrial capitalism; military conflict from the Plains Indians Wars through the two World Wars, the Cold War, Vietnam, and up to Afghanistan and Iraq; the implementation of "Jim Crow" racial segregation in the South and its destruction

with the Civil Rights movement; mass immigration and anti-immigrant politics; the struggle for women's equality; the rise and fall of the American labor movement; and the emergence of forms of mass culture.

### HIST 141 – EUROPE I: THE LONG 19TH CENTURY, 1789-1914 (3 CREDITS)

This course covers the history of Europe from the violence and tumult of the "dual revolutions" – the French Revolution and the British Industrial Revolution – to the horror of the First World War. We will devote most of our attention to the historical experiences of people in Britain, France, Germany and Italy, and we will look some at other European countries and regions, especially the Russian, Habsburg, and Ottoman Empire. Throughout the class we will examine issues that shaped European experience in the nineteenth century based on four key themes: revolution, nation- building, empire, and war. We will spend time reading about and discussing the nineteenth-century's major developments: industrialization, labor movements, ideologies such as liberalism and socialism, urbanization and technology, disease and epidemics, the emergence of mass culture and politics, and the expansion of European power across the globe.

### HIST 142 – EUROPE II: POSTWAR (3 CREDITS)

This course investigates Europe as a series of nesting postwar orders. In the 20th century, Europeans seemed fated to living after one, or another, existential and catastrophic conflict: World War I, World War II and the Cold War. Each of these conflicts represented a series of fault lines pointing to contradictions in existing order – between labor and capital, empire and nation, state and society – as Europeans struggled to design, establish, and live in a modern good society. We will trace the development of these visions, dreams, and nightmares, and think through what it means to live after the fall.

### HIST 150 – THE ATLANTIC WORLD (3 CREDITS)

This course examines the history of the Atlantic systems and trans-Atlantic connections in the early modern and modern eras. Beginning with the exploration of the Atlantic Ocean starting in the fifteenth century, the course follows the development and impact of various colonial systems that were established in the "New World" and discusses the legacies of the Atlantic colonial systems for the "New World," Africa, and Europe.

### HIST 151 – WOMEN IN GLOBAL HISTORY (3 CREDITS)

This course examines the impactful roles women played globally since 1900. It is a survey of the influence and power of women in politics, population, culture, economics, kinship and family structure, and knowledge.

### HIST 154 – EMPIRES OF GREECE AND ROME: 800 B.C.-A.D. 500 (3 CREDITS)

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 163 – RUSSIA AND EMPIRE (3 CREDITS)

To borrow from Dostoevsky, Russia has always been beset by a series of "accursed questions" centered around its place in the world: What does it mean to be Russian? What is the good society in the Russian context? Is Russia "European" and "Western," or "Asian" and "Oriental"? To which Lenin added the question: "What is to be done?" This course is meant to introduce students to these questions – and questions of global

citizenship and identity – through the lens of empire. The story of Russian development is a story of imperial conquest. This is true whether we are talking about the rise of Muscovy against the backdrop and patronage of the Golden Horde, or the development of the Soviet Union to global imperial pretentions. Russians imagined Russia in imperial contexts and have understood themselves primarily within imperial narratives. We will unpack these historical narratives as a means of investigating the interdependent nature of the global system and the consequences of this interdependence for local and global communities more broadly.

### HIST 164 – HISTORY OF GENOCIDE IN THE 20TH CENTURY (3 CREDITS)

*"Never shall I forget…" - Elie Wiesel, Night (1958)* When Elie Wiesel wrote these words about the Holocaust in his memoir, *Night*, he gave testimony to the greatest episode of genocidal violence the world had yet seen so that it might never happen again. In the aftermath of the Holocaust, the world community, supported by the United Nations, followed Wiesel's lead and created legal and judicial measures meant to "never again" allow such atrocities to occur. Since that time, scholars have used the term to describe a number of historical and contemporary acts of mass murder, from the conquest of the Americas by European explorers to the Cambodian killing fields. Unfortunately, the postwar period saw many more genocides than it prevented, and such atrocities have followed the world into the new millennium. This course examines the historical phenomenon of genocide over the course of the twentieth century. The course will cast a wide, global net and explore specific genocides in their political, social, and cultural contexts. The class will also look to the victims' experience, international responses to genocidal conflict, and attempts to seek reconciliation after the fact.

### HIST 165 – AFTER AUSCHWITZ: THE CULTURE OF THE HOLOCAUST IN THE POSTWAR WORLD (3 CREDITS)

The Holocaust remains present in the minds of western culture. We have seen the horror of death camps and mass extermination through newsreels and documentary footage. Popular culture has also provided us with images of the Holocaust through every form of media, from literature and film to museum exhibits and comic books. This class will examine the history of the Holocaust as it has been discussed and remembered. The course begins with a look at the history of Nazi persecution and Germany's brutal efforts to exterminate Europe's Jews. The course then shifts focus to an exploration of the ways in which the Holocaust continues to shape contemporary political and cultural debates. We will explore the international community's obligation to prevent and punish those responsible for the Holocaust. We will look at efforts to reflect the experience and rebuild Jewish life and community in Europe through various memoirs, first-hand accounts, and recent fiction. We will also analyze the effects of violent trauma on memory and witnessing. The course ends with a discussion of film and other media in an attempt to understand whether or not such materials get us closer to understanding the Holocaust.

### HIST 166 – CHRISTIANS, JEWS, AND MUSLIMS IN THE MEDITERRANEAN WORLD (3 CREDITS)

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 172 – BRITAIN AND THE WORLD (3 CREDITS)

This course surveys the history of Britain's global relationships from the foundation of its empire, through the industrial age, 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; and Britain's relationship with the growing European Union, the United Nations, and the United States.

### HIST 177 – GERMAN EUROPE (3 CREDITS)

This course surveys the political and cultural development of Europe from the fall of Napoleon to the fall of Hitler, focusing on the roles played by the German peoples. These include problems of unification and division, social adjustments of constitutional democracy and the rise of fascism, rule over different ethnic groups and racism, the arts and literature, economic and military competition between neighboring European powers, and the German attempt to dominate the European continent in two World Wars.

### HIST 179 – THE ARAB-ISRAELI CONFLICT (3 CREDITS)

This course is a comprehensive history of the Arab-Israeli conflict, from its beginnings to moments of significant conflict and efforts to affect a diplomatic peace. The course begins by examining Arab and Jewish histories and cultural life in the Middle East and the development of Arab nationalism and political Zionism in the late nineteenth century. The course also explores the dissolution of the Ottoman Empire and the creation of new states and colonial spaces in the Middle East. The second part of the course begins with the founding of the Israeli state through war. War played a significant role in helping shape the character of the Israeli state and in developing Palestinian national identity through much of the latter half of the twentieth century. So too did issues of migration, ethnicity and religiosity in the development of shared Israeli and Palestinian socio-cultural, economic, and political history. This section of the course also places Israel and Palestinians in a global context by exploring themes framed by the Cold War in the Arab world and neighboring countries. The third part of the course continues with the theme of state-building by examining post-Cold War, post-Oslo societal conflicts.

### HIST 180 – INDIGENOUS AMERICA (3 CREDITS)

This course explores the histories, cultures, and societies of indigenous Americans (often called in the United States "Indians," American Indians, and Native Americans). It begins with a portrait of the Western Hemisphere "New World" prior to its "discovery" by Christopher Columbus in 1492. The course then considers the impact of this discovery for both New World and Old, and follows forward the conflict between indigenous peoples on one side, and European colonizers and the American government, on the other, until the end of the 19th century. In addition to these historical topics, the class will devote considerable attention to changing conceptions of land and its ownership and use.

### HIST 181 – SLAVERY IN THE ATLANTIC WORLD (3 CREDITS)

This course follows the emergence of chattel slavery in the Atlantic World of the 16th century and its endurance until the last decades of the 19th. The course addresses several critical themes, including the origins of chattel slavery; the development and nature of slavery within the Atlantic economy and the plantation; comparison of slavery to other systems of labor; the relationship between slavery and the emergence of race and racism; the resistance of slaves to their oppression; the voices of slaves, masters, and outside observers; as well as the destruction of chattel slavery in several contexts, including the Haitian Revolution and the American Civil War.

### HIST 183 – GLOBAL SPORTS: YESTERDAY AND TODAY (3 CREDITS)

The course presents the historical development of sports and then examines how athletics and recreation have become an integral part of the contemporary human landscape. Emphasis is given to how sports is related to social, geographic, political, and economic circumstances. Topics such as the Olympics, the World Cup (soccer/football), and sports throughout the world reflect both globalization and devolution.

### HIST 184 – COMMODITIES AND THE GLOBAL ECONOMY

This course analyzes the development of the modern world through the web of social and cultural relationships centered around several critically important commodities. These commodities may include: spices and silk; sugar, tobacco, and cotton; codfish, trees, the potato and beaver pelts; opium, rubber, coal and iron; oil, automobiles, and the microchip.

### HIST 233 – THE BRITISH EMPIRE

This course analyzes the history of the British Empire, from Its earliest beginnings to Its current Commonwealth status. Students will examine the various venues for Britain's imperial efforts and study the impact imperialism has had on the metropole and the "periphery."

### HIST 246 – MODERN LATIN AMERICA (3 CREDITS)

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.

### HIST 253 – AMERICAN IMMIGRATION HISTORY (3 CREDITS)

This course examines the historical development of race and ethnicity in the United States with particular attention to labor, class, and economic change. It explores patterns of migration, settlement, and work, and the ways racial and ethnic divisions have been shaped within the workplace and wider society. Emphasis is placed on anti-immigrant politics and policies, systems of exclusion and discrimination, and the forms of resistance that have emerged in response. Drawing on historical and sociological perspectives, the course considers how the intertwined histories of race, ethnicity, and labor have shaped modern American society

### HIST/GEOG 254 – PENNSYLVANIA GEOGRAPHY (3 CREDITS)

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 CREDITS)

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 AND METHODS (3 CREDITS)

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. *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 CREDITS)

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 CREDITS)

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 CREDITS)

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 CREDITS)
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.

### HIST 325 – KNIGHTS AND CASTLES (3 CREDITS)
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 CREDITS)
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 CREDITS)
This course examines 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 the focus will also include politics, culture, and everyday life.

### HIST 333 – AMERICAN FOREIGN RELATIONS (3 CREDITS)
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 CREDITS)
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 CREDITS)
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 CREDITS)
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 CREDITS)

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 of a world-wide belief system. 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 CREDITS)

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).

### HIST 364 – BALKANISMS: SOUTHEASTERN EUROPE AND THE MAKING OF THE BALKANS (3 CREDITS)

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.

### *HIST 368 – COLD WAR CULTURES* (3 CREDITS)

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 376 – EARLY MODERN EUROPE: 1500-1815 (3 CREDITS)

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 381 – MODERN MIDDLE EAST (3 CREDITS)

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).

### HIST 385 – JAPAN (3 CREDITS)

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.

### HIST 387 – WORLD WAR II (3 CREDITS)

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 battlefront; 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 CREDITS)

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 CREDITS)

This course will examine the "dual revolution" – the near simultaneous Industrial Revolution in Great Britain the French Revolution in France. The course begins by surveying the histories of the Industrial and French Revolutions. The second half of the course investigates and questions the nature of Europe's political, economic, and social transformations after the rapid and shocking developments of the eighteenth century.

### HIST 39 – DISPUTED VISIONS OF THE SPANISH COLONIAL WORLD

Our course examines the significance of Indigenous peoples within artistic and textual landscape of colonial Latin America. Based on ten of the prehispanic and colonial manuscripts known as the codices from central and southern Mexico we analyze the interplay between image and alphabetic sources. Under colonial rule, Amerindians were not a passive or homogenous group but instead commissioned art for their communities and promoted specific images of themselves as a polity. By taking into consideration the pre-Columbian origins of the vast geopolitical regions and their continuities and ruptures over time, our course offers an arresting perspective on how art and power intersected in the Spanish colonial world.

### HIST/GEOG 403 – URBAN AND COMMUNITY STUDIES (3 CREDITS)
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 CREDITS)
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 and Methods.*

### HIST 421 – ISRAEL IN THE MODERN MIDDLE EAST
This course is a comprehensive history of modern Israel and its peoples, from the beginnings of the Zionist movement until the present day. The course also places Israel in a global context by exploring themes framed by the Cold War in the Arab world and neighboring countries. The third part of the course continues with the theme of state-building by examining post-Cold War, post-Oslo societal conflicts. Divided across, national, ethnic, religious, and ideological lines, Israeli society struggles today to define its boundaries – literal and figurative – in efforts to resolve the tensions between its commitments as a Jewish and democratic state.

### HIST/GEOG 426 – SEMINAR: AMERICAN CULTURES (3 CREDITS)
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 socioeconomics. 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 CREDITS)
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 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?

### HIST/GEOG 440 – SEMINAR: GEOGRAPHIES OF EUROPE (3 CREDITS)
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.

### HIST 444 – SEMINAR: THE WITCH HUNTS 1400-1800 (3 CREDITS)
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 BRITAIN (3 CREDITS)
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.

### HIST 459 – SEMINAR: COLONIAL WORLDS (3 CREDITS)
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.

### HIST 470-489 – SPECIAL TOPICS IN HISTORY (3 CREDITS)
Courses on specialized historical subjects offered by the History faculty.

### HIST 490-495 – INDEPENDENT STUDY (3 CREDITS)
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 CREDITS)
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 CREDITS)
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.*

# International Relations and Strategy (IRS)

*Program Directors: Dr. Ayesha Ray and Dr. Margarita Rose*

The International Relations and Strategy major explores how international events are shaped by domestic and regional politics and the challenges and opportunities it raises for studying issues of global importance. Climate change continues to impact the most vulnerable people on earth. In addition, nuclear proliferation, civil wars, genocide, sectarian conflict, culture wars, refugee displacements, humanitarian crises, totalitarian ideologies, and rogue states threaten the current stability of the international order. In this context, one cannot overstate the need for understanding the causes of international conflict and the successes of international cooperation. The IRS major embraces courses from political science, history, economics, geography, and language within its fold to give students a deeper and richer understanding of international relations. The IRS program supports the mission of King's College by developing an engaged group of global citizens committed to the exploration of contemporary challenges, fulfilling our vision of "encouraging service, fostering reflection, and cultivating leadership skills."

By including a strategy component, the major signals the value it also places on strategic theory and strategic thinking—the practice of identifying goals and resources needed to achieve them, as well as potential obstacles along the way. The program will enhance students' professional development by providing them with the training required to succeed in graduate programs in international relations and to pursue careers in public and private sector organizations engaged in international affairs.

## Education Requirements

### IRS MAJOR SEQUENCE REQUIREMENTS (55 CREDITS)

### CORE CURRICULUM COURSES (12 CREDITS)

| | |
|---|---|
| HIST 101-103 | Western Civilization or Global History (3) |
| | OR |
| HIST 141-142 | Europe I or II (3) |
| ECON 111 | Introduction to Macroeconomics (3) |
| GEOG 192 | Global Geography (3) |

FREN/GERM/SPAN 114 or higher (3)
(See FOREIGN LANGUAGE below for other ways to satisfy the language requirement.)

### FOUNDATIONAL COURSES (18 CREDITS)

| | |
|---|---|
| ECON 112 | Introduction to Microeconomics (3) |
| ECON 358 | International Economics (3) |
| PS 255 | Comparative Political Systems (3) |
| PS 271 | International Relations (3) |
| PS 295 | Leadership, Diversity, and Strategy (3) |
| PS 374 | Politics of the United Nations (3) |

### SPECIALIZATION COURSES (12 CREDITS)

Take at least one course from the courses listed below in each of the following fields: economics, history, and political science. The fourth course may be selected from any of the following courses.

| | |
|---|---|
| ECON 356 | Economic Development and International Geography (3) |
| ECON 360 | Comparative Economic Systems (3) |
| GEOG 355 | Applied Geographic Information Systems (3) |
| HIST 246 | Modern Latin America |
| HIST 362 | Eastern Europe from the Enlightenment (3) |
| HIST 368 | Cold War Cultures (3) |
| HIST 387 | World War II (3) |
| PS 258 | Comparative Politics in Latin America (3) |
| PS 372 | International Law (3) |
| PS 373 | Foreign Policy and National Security Issues (3) |
| PS 431 | Women and Politics: Global Perspectives (3) |
| PS 443 | Politics and the Arts (3) |
| PS 492 | Topics in International Relations (3) |
| SPAN 255 | Latin America in a Global Context - Case Studies |
| SPAN 259 | Spain in a Global Context (3) |
| SPAN 337 | Latin American Dictators (3) |

## Skills Courses

### RESEARCH METHODOLOGY

Take one of the following courses

| | |
|---|---|
| ECON 221 | Statistics and Predictive Analytics (3) |
| PS 221 | Probability and Statistics in the Social Sciences (3) |
| Take PS 422 | Theories and Research Methods in International Relations (3) |

### INTEGRATIVE STUDY

Take a 3 credit Senior Capstone or Independent Research Course with a focus on International Relations from one of the following departments: Economics (ECON 497), History (HIST 496/497), or Political Science (PS 493, PS 496).

### FOREIGN LANGUAGE

Students can satisfy the foreign language requirement in any of the following ways:

- Complete a course in French/German/Spanish at the 114 level or higher.
- Demonstrate intermediate proficiency of a language other than English through an approved study abroad program.
- Demonstrate fluency as a native speaker of a language other than English.

# Experiential Learning

### STUDY OR SERVICE ABROAD

Complete a year, semester, or short-term faculty-led study abroad program within the first three years of the program. In most circumstances, study abroad would also satisfy one of the specialization or language requirements. Alternatively, students who are selected to participate in an International SERVE program through the Shoval Center for Community Engagement and Learning would satisfy this requirement.

### INTERNSHIP AND PROFESSIONAL DEVELOPMENT

CARP 412 Career Planning II (1 credit) Take by spring semester of Junior Year.

IRS 499 Internship in International Relations (3)

### MINOR SEQUENCE REQUIREMENTS – IRS (6 courses – 18 credits)

Students opting for a minor in IRS will be required to take two courses from the foundational section and four from the foundational or specialized sections in the IRS major. This minor will especially benefit political science and economics majors, though students in history, business, and other fields may also find it valuable.

# Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Use historical context as a framework to examine and evaluate contemporary events.
- Analyze theories of international trade as they relate to current global economic conditions.
- Apply theories of international relations and strategy to an actual crisis situation, including in-class simulations.
- Competently conduct both qualitative and quantitative research on subjects in international affairs.
- Draft a valid position paper on a topic under consideration by the United Nations or another international organization.
- Articulate an explanation for the cause of a contemporary international challenge.
- Apply effective writing skills that critically analyze cases and advance clear arguments in international politics and strategy.

# Course Descriptions

### CARP 412 – CAREER PLANNING II (1 credit)

This course is designed to assist students in developing effective job search skills. The workshop-type sessions include components on identifying purpose and meaningful career awareness, defining a personal self-brand, developing a resume and cover letter, and gaining interview and executive etiquette/dining skills. Also covered are the identification of the hidden job market, effective use of on-line job notifications, preparation for employment fairs, and exploration of graduate schools. The course includes a networking experience designed for students which allows 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.

### ECON 111 – INTRODUCTION TO MACROECONOMICS (3 credits)

Students will study U.S. economic institutions and the economic organization of society, the role of markets in the production and distribution of societal resources, measurement of economic performance, national income, inflation, and unemployment, competing macroeconomic theories, and stabilization policies.

### ECON 112 – INTRODUCTION TO MICROECONOMICS (3 credits)

Students will study the allocation of scarce resources in a market economy, supply and demand, comparative advantage and trade, consumer theory, theory of the firm, market structure, pricing of factors of production, income distribution, and the role of government.

### ECON 221 – STATISTICS AND PREDICTIVE ANALYTICS (3 credits)

An introduction to statistical methods used in economics and business fields. Topics include descriptive statistics, sampling, probability, basic statistical distributions, estimation, hypothesis testing, and introduction to regression analysis. This course applies statistical analysis, predictive techniques, and data analytics to problem-solving and business decision-making. Excel utilized. Prerequisite: CIS 110 and MATH 123 or equivalent course.

### ECON 356 – ECONOMIC DEVELOPMENT AND INTERNATIONAL GEOGRAPHY (3 credits)

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. Pre-requisite: ECON 111. Cross-listed as GEOG 356. (offered spring semesters)

### ECON 358 – INTERNATIONAL ECONOMICS (3 credits)

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. Pre-requisite: ECON 112 (offered spring semesters)

### ECON 360 – COMPARATIVE ECONOMIC SYSTEMS (3 credits)
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.

### GEOG 192 – GLOBAL GEOGRAPHY (3 credits)
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.

### GEOG 355 – APPLIED GEOGRAPHIC INFORMATION SYSTEMS (3 credits)
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. Cross-listed as CIS 355.

### HIST 246 – MODERN LATIN AMERICA (3 credits)
The conquest of the Western hemisphere by European empires in the 15th century unleashed a cascade of revolutions in the economics, 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.

### HIST 362 – EASTERN EUROPE FROM THE ENLIGHTENMENT (3 credits)
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).

### HIST 368 – COLD WAR CULTURES (3 credits)
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 387 – WORLD WAR II (3 credits)
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 battlefront; film and propaganda in war; strategic bombing controversies; the decision to develop and use atomic weaponry; genocide; and postwar politics of reconstruction and renewal.

### IRS 499 – INTERNSHIP IN INTERNATIONAL RELATIONS (3 credits)
Arranged through the Office of Career Planning and/or the Office of Study Abroad. Options include: Washington Center Internship Program; state or federal government office working on international issues; local, national, or international office of a multinational corporation or a company with international trade operations; local, national, or international NGO working on development, peace, or justice.

### PS 221 – PROBABILITY AND STATISTICS IN THE SOCIAL SCIENCES (3 credits)
This course provides an introduction to the methods of statistical analysis for the social sciences. Topics include descriptive and inferential statistical methods, statistical analysis programs, and considerations of the appropriateness of various statistical methods in political inquiry.

### PS 255 – COMPARATIVE POLITICAL SYSTEMS (3 credits)
A comparative analysis of political systems, primarily in the established liberal democracies of Western Europe and the newly democratized countries of the former Soviet Union. Political regime-types, governmental institutions, electoral systems, interest groups and voting are examined on a comparative basis. In addition, problems of transition from command economics to the market system, and from nondemocratic political systems to democracy are analyzed. The course is taught in alternate years.

### PS 258 – COMPARATIVE POLITICS IN LATIN AMERICA (3 credits)
An examination of critical political, socioeconomic, and cultural issues in Latin America, including an analysis of military regimes, human rights, neo-liberalism, and gender. These issues are examined in an historical comparative framework. Taught in alternate years.

### PS 271 – INTERNATIONAL RELATIONS (3 credits)
An analysis of key debates and theories in international relations at three major levels: the international political system, the state, and domestic actors. Other topics include democratization, globalization, conflict, peace and security, and terrorism.

### PS 295 – LEADERSHIP, DIVERSITY, AND STRATEGY (3 credits)
Designed to prepare students to be effective leaders for positive social change in local, national, and international affairs. A paradigm of values-based leadership development provides the framework for students to learn to bring together people from diverse perspectives to achieve common goals. They will explore strategic theory and strengthen their skills in strategic thinking—practice of identifying goals and resources needed to achieve them.

### PS 372 – INTERNATIONAL LAW (3 credits)
A survey of the rules and behavior standards of international law based on customs, 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.

### PS 373 – FOREIGN POLICY AND NATIONAL SECURITY ISSUES (3 credits)
A comparative study of state behavior and state choices in foreign policy. The role of systemic and domestic variables in determining the success or failure of foreign policy objectives will be the primary lens for examining foreign policy issues between states in the international system. National security objectives driven by considerations of power and realpolitik will be outlined.

### PS 374 – THE POLITICS OF THE UNITED NATIONS (3 credits)
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 supranational organizations. The course will incorporate preparation for and attendance at the National Model United Nations Conference in New York City. (Offered spring semesters)

### PS 422 – THEORIES AND RESEARCH METHODS IN INTERNATIONAL RELATIONS (3 credits)
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 qualitative and/or quantitative methods in political inquiry to design a research project within the field of international relations.

### PS 431 – WOMEN AND POLITICS: GLOBAL PERSPECTIVES (3 credits)
An analysis of the social and political changes that have influenced the involvement of women in the 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 443 – POLITICS AND THE ARTS (3 credits)
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 492 – TOPICS IN INTERNATIONAL RELATIONS (3 credits)

A seminar concerned with various problems in International Relations that will include either an area-studies focus, such as Latin America, or a focus on a particular topic in international relations such as arms control, nuclear proliferation, or intergovernmental organizations.

### SPAN 255 – LATIN AMERICA IN A GLOBAL CONTEXT – CASE STUDIES (3 credits)

An examination of Latin America's engagement with selected economic, political, and cultural issues on a global scale. Through case studies drawn from current events, cultural production, journalism, and other contemporary sources, students will analyze how local issues both shape and are shaped by broader international concerns.

### SPAN 259 – SPAIN IN A GLOBAL CONTEXT (3 credits)

An examination of economic, political, social issues, etc. in contemporary Spain as they reflect, affect, and are affected by concerns in other nations and on a broad international scale. Class taught in Spanish.

### SPAN 337 – LATIN AMERICAN DICTATORS (3 credits)

Study of the rise and fall of Latin American dictators from the 20th and 21st centuries as seen through a broad historical, political, and economic context and, specifically, through the lens of the United States between the Great Depression and the Cold War. Class taught in Spanish.

# 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)

**SPAN 113 – SPANISH INTERMEDIATE CULTURE AND COMMUNICATION I** (3 credits)

Course introduces communicating in various time frames and offering opinions on current events and issues. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Hispanic cultures; discussion of a problem or concern affecting those cultural groups and analysis of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of Hispanic peoples can be applied to other cultural experiences. Course conducted in Spanish 75% of the time. Prerequisite: SPAN 112 or equivalent. Students who are exempt from SPAN 113 must take SPAN 114 for the LAST minor.

**PS 258 – COMPARATIVE ISSUES IN LATIN AMERICA** (3 credits)

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.

**LAST 499 – APPROVED INTERNSHIP OR STUDY ABROAD** (3 credits)

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.**

**SPAN 114 – SPANISH INTERMEDIATE CULTURE AND COMMUNICATION II** (3 credits)

Course reviews communicating in various time frames. Develops communication for expressing complex opinions on historical, political, and social concerns. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Hispanic cultures;

discussion of a problem or concern affecting those cultural groups and analysis of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of Hispanicpeoples can be applied to other cultural experiences. Prerequisite: Span 113 or equivalent. Course conducted in Spanish 90% of the time.

**LAST 162 – VOICES OF HISPANIC WOMEN WRITERS** (3 credits)
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.

**ECON 356 – ECONOMIC DEVELOPMENT AND INTERNATIONAL GEOGRAPHY** (3 credits)
Issues in development-population, land usage, transportation, industrialization and natural resources-examined in various regions of the world. Particular consideration is given to the way in which a country's geography affects its economic development. Prerequisite: ECON 111 or ECON 112.

**HIST 246 – MODERN LATIN AMERICA** (3 credits)
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.

**ENST 401G – TROPICAL ECOLOGY** (3 credits)
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.

**SPAN 335 – LATIN AMERICAN CIVILIZATION** (3 credits)
Study of the politics, history, cultural artifacts, and daily life of the civilizations of Latin America from the pre-conquest to the present.

**LAST 489 – HOPE FOR THE OPPRESSED: THEOLOGIES OF LIBERATION (SEMINAR IN SYSTEMATIC THEOLOGY)** (3 credits)
Cross-listed as THEO 489.

**LAST 491 – SOCIOLOGY OF LATIN AMERICAN RELIGION (SPECIAL TOPICS IN SOCIOLOGY)** (3 credits)
Cross-listed as SOC 491.

# Mass Communications

*Dr. Scott J. Weiland, Chairperson*

Mass Communications offers students the opportunity to explore the media's role in society and embark on a highly specialized and personalized concentration in their area of professional interest to prepare students for careers in mass communications or graduate education.

Students investigate 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, which is practical in nature, utilizes hands-on courses with a theoretical foundation to provide students with a well-rounded education. Students develop a foundation in both the creation of media and comprehension of the effects and significance of media products that they create and consume.

For many years, the Mass Communications program has been a leader in shaping the Monarch Experience through a comprehensive approach to experiential learning that prepares students for a variety of careers in the diverse and evolving field of Mass Communications. Through service learning, students partner with community organizations to produce meaningful content while developing professional responsibility. Students engage in undergraduate research, which strengthens their critical thinking and analytical skills, preparing them to create more effective and meaningful communication. The program's writing intensive courses strengthen their ability to craft clear, compelling messages for multiple platforms. Collaborative assignments and projects mirror professional media environments where teamwork and project management are essential. Central to the Mass Communications Monarch Experience are internships, which provide extensive hands-on industry experience to allow students to apply classroom knowledge in real-world settings, build professional networks, and graduate with a portfolio of practical work that demonstrates career readiness.

Mass Communications students (and students from other majors) have access to a 4+1 program, which leads to Master of Arts degree in Strategic Communications and provides a clear, competitive advantage for career advancement. During their final year of undergraduate coursework, King's College students can enroll in the 4+1 program and complete courses in the online Master of Arts in Strategic Communication. The program is practical, high impact, and efficient. Students in the program are from around the globe and possess various undergraduate degrees, have diverse backgrounds, and work in a variety of fields. Classes run during accelerated sessions of semesters and are friendly for working professionals. After receiving their bachelor's degree, students who participate in the 4+1 can earn a Master of Arts degree in Strategic Communications in as few as three semesters.

## 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 EITHER OF THE OTHER TRACKS.

## Broadcast and Social Media

| | |
|---|---|
| COMM 251 | Radio and Audio Production (3) |
| COMM 253 | TV Studio Production (3) |
| COMM 325 | Sports Communications (3) |
| COMM 336 | Social Media (3) |
| COMM 354 | Video Field Production (3) |
| COMM 355 | Documentary Video Production (3) |
| COMM 356 | Film Narrative (3) |
| COMM 358 | Digital Video Editing (3) |
| COMM 360 | Storytelling and Reporting (3) |
| COMM 365 | Media Management (3) |

## Journalism

| | |
|---|---|
| COMM 223 | Broadcast News Writing (3) |
| COMM 226 | Principles and Practices of News Writing (3) |
| COMM 320 | Global Perspectives in Journalism (3) |
| COMM 324 | Electronic News Gathering (ENG) and Field Reporting (3) |
| COMM 334 | Multi-Platform Storytelling (3) |
| COMM 335 | Politics and the Media (3) |

## Video Game Design

| | |
|---|---|
| COMM 244 | Introduction to Video Game Design (3) |
| COMM 245 | Video Game Design and Development (3) |
| COMM 388 | Character Animation (3) |
| COMM 389 | Virtual Environments (3) |
| CS 112 | Introduction to Computer Programming (3) |
| CS 115 | Introduction to Computing (3) |

## Visual and Brand Communications

| | |
|---|---|
| COMM 212 | Introduction to Digital Photography (3) |
| COMM 243 | Fundamentals of Image Manipulation (3) |
| COMM 290 | Media and Communication Campaigns (3) |
| COMM 337 | Writing for Public Relations (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) |

COMM 394 Media Planning and Buying (3)
COMM 396 Branding Technique and Creative Design (3)
MSB 210 Principles of Marketing (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 and 499.

**MINOR REQUIREMENTS FOR MARKETING MAJORS** (6 COURSES – 18 CREDITS)
COMM 111 Survey of Mass Communications (3)
CIS 110 Introduction to Computer Applications for Business (3)
OR
COMM 115 Computer Applications for Mass Communications (3)
COMM 233 Introduction to Visual Communications (3)
COMM 290 Media and Communication Campaigns (3)
COMM 345 Professional Design for Print and Digital Media (3)
COMM 396 Branding Technique and Creative Design (3)

**CONCENTRATION REQUIREMENTS FOR MARKETING AND OTHER MAJORS** (3 COURSES – 9 CREDITS)
COMM 111 Survey of Mass Communications (3)
COMM 233 Introduction to Visual Communications (3)
COMM 396 Branding Technique and Creative Design (3) or other Mass Communications track course

*In fulfilling the requirements of the Marketing minor, students are required to complete more than fifty percent of the coursework at King's College. Students in the concentration are required to take all courses for the concentration at King's College. The concentration will not have the designation included on the students' transcript upon graduation.*

# Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Develop and implement a variety of writing formats, styles, and skills necessary for various media platforms and fields.
- Develop and utilize information literacy for various media platforms and fields.
- Design and deliver messages effectively for various media platforms and fields.
- Identify and apply professional ethical standards for various media platforms.
- Develop proficiency in industry standard software and equipment for various media platforms and fields.

# Course Descriptions

### COMM 101 – ORAL COMMUNICATION (3 CREDITS)
This performance course introduces students to the art and practice of face-to-face human communication. Class work will help students grow their capacity to express themselves clearly, informatively, and persuasively in contexts both public and private. Interpersonal and group communication experiences are emphasized alongside focused work in public presentation. Progressive skill set development will help students refine abilities to generate, arrange, detail, word and deliver various types of messages with an individual sense of purpose and style.

### COMM 111 – SURVEY OF MASS COMMUNICATIONS (3 CREDITS)
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 CREDITS)
This course provides a brief introduction of computer concepts and an overview of business and design applications, including Microsoft Excel, Word and PowerPoint. In addition to business applications, Adobe Creative Cloud software, including Adobe InDesign, Illustrator, and Photoshop, is introduced to enhance technology skills and become more adaptive to changing communications technology in a visual society.

### COMM 131 – INTRODUCTION TO WRITING FOR MASS COMMUNICATIONS (3 CREDITS)
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 CREDITS)
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 CREDITS)
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 CREDITS)
Students will explore the sports media profession, executing sports public relations tactics while creating narratives on various mass communication platforms. Students will also explore the sports and athletics industries, analyzing the relationships among the media, athletics, and educational institutions.

### COMM 226 – PRINCIPLES AND PRACTICES OF NEWS WRITING (3 CREDITS)
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. Prerequisite: COMM 131.

### COMM 233 – INTRODUCTION TO VISUAL COMMUNICATIONS (3 CREDITS)
This introductory course acquaints students with the basics of graphic design, including design principles, color theory, and industry-standard layout and design software to create effective visual and intellectual communication media. Students will enhance their visual literacy and understanding of visual perception, as applied to print design, web design, and multimedia.

### COMM 237 – MASS COMMUNICATIONS LAW (3 CREDITS)
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 CREDITS)
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 244 – INTRODUCTION TO VIDEO GAME DESIGN (3 CREDITS)
Students will explore the fundamentals of video game design including one of the primary schemas – rules – to create meaningful play. Students will investigate formal and informal rules in video game design and will be introduced to video game design software, creating interactions and placing objects and characters to build video games. Prerequisite: COMM 233.

### COMM 245 – VIDEO GAME DESIGN AND DEVELOPMENT (3 CREDITS)
Students will explore the two schemas of video game design, play and culture, and will investigate visual aesthetics of video game design and wire framing to create scene flows. Students will also sequence events, define playable and non-playable characters, and design outcomes for player choices to enhance player strategies for meaningful video game outcomes. Prerequisite: COMM 233.

### COMM 251 – RADIO AND AUDIO PRODUCTION (3 CREDITS)
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.

### COMM 253 – TV STUDIO PRODUCTION (3 CREDITS)
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.

### COMM 290 – MEDIA AND COMMUNICATION CAMPAIGNS (3 CREDITS)
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 CREDITS)
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 CREDITS)
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 320 – GLOBAL PERSPECTIVES IN JOURNALISM (3 CREDITS)
Students will explore journalism in the context of the global community, examining and practicing journalism for international events and topics such as natural disasters, global health issues, foreign policy, and war. Students will also examine the ethical, practical, and cultural challenges faced by such journalists, including the impact of new technology and social media. Prerequisite: COMM 131.

### COMM 324 – ELECTRONIC NEWS GATHERING (ENG) AND FIELD REPORTING (3 CREDITS)
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.

### COMM 325 – SPORTS COMMUNICATIONS (3 CREDITS)
Students will explore the field of sports communications, examining various models of mass communications including broadcast, print, electronic, and social media, as well as advertising, brand communications, public relations, and media relations. Students will also critically assess the mass communications efforts of sports organizations, investigating ethics in sports communications.

### COMM 334 – MULTI-PLATFORM STORYTELLING (3 CREDITS)
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.

### COMM 335 – POLITICS AND THE MEDIA (3 CREDITS)
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 CREDITS)
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 337 – WRITING FOR PUBLIC RELATIONS (3 CREDITS)
Students will explore the public relations profession, executing public relations tactics while creating narratives on various mass communication platforms. Students will also investigate crisis communications and analyze the ethical and legal considerations of the public relations practitioner. Prerequisite: COMM 131.

### COMM 344 – COMPUTER ILLUSTRATION (3 CREDITS)
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 CREDITS)
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 CREDITS)
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 composing media in 3D space. Professional animation, with personal expression, is emphasized. Prerequisite: COMM 233.

### COMM 354 – VIDEO FIELD PRODUCTION (3 CREDITS)
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.

### COMM 355 – DOCUMENTARY VIDEO PRODUCTION (3 CREDITS)
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.

### COMM 356 – FILM NARRATIVE (3 CREDITS)
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 358 – DIGITAL VIDEO EDITING (3 CREDITS)
Students will explore the process of non-linear video editing. Students will also investigate techniques for sound and lighting enhancement as well as best practices in graphics for video.

### COMM 360 – STORYTELLING AND REPORTING (3 CREDITS)
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.

### COMM 365 – MEDIA MANAGEMENT (3 CREDITS)
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 CREDITS)
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 388 – CHARACTER ANIMATION (3 CREDITS)
Students will develop video game characters for interactive animation, including 3D animation. Students will create projects based on their interests, focusing on creativity and interactive animation. Students will also enhance skills in designing interactive animated graphics to convey concepts that may be used in video game design and other career fields, including broadcast, social media, marketing, advertising, education, and web development. Prerequisite: COMM 233.

### COMM 389 – VIRTUAL ENVIRONMENTS (3 CREDITS)
Students will create 3D environments including buildings and settings that can be utilized as backgrounds in video game programs. Student knowledge of visual aesthetics,

storytelling, social interaction and technology is enhanced through the conceptualizing and creation of 3D environments. Prerequisite: COMM 233.

### COMM 394 – MEDIA PLANNING AND BUYING (3 CREDITS)

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.

### COMM 396 – BRANDING TECHNIQUE AND CREATIVE DESIGN (3 CREDITS)

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.

### COMM 490 – EPORTFOLIO FOR MASS COMMUNICATIONS (1 CREDIT)

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 CREDITS)

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 CREDITS)

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 CREDITS)

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 fieldwork 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. Karen McCready, 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, business, industry, and government, and 2) courses for those who wish to follow a limited program in Mathematics.

Students choosing math electives focusing on Graduate School or Actuarial/ Government/Industry will receive a Bachelor of Arts degree, as will students studying to become secondary school teachers. Students choosing the Mathematics – Business major will be awarded the Bachelor of Science degree. Double major and major-minor options are available to students in conjunction with chemistry, computer information systems, computer science, biology, economics, and other disciplines. Interested students should consult with the department chairperson for specific information.

## Education Requirements

**MAJOR REQUIREMENTS** (17-18 COURSES – 53-56 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 112 | Introduction to Programming (3) |

*Plus one additional CS course from the following (3):*

| | |
|---|---|
| CS 111 | Programming for Science and Engineering (3) |
| CS 120 | Object-Oriented Programming (3) |
| CS 100 | Introduction to computing (3) |

*In addition, one of the following three tracks:*

**GRADUATE SCHOOL TRACK:**

Five MATH elective courses numbered 301 or higher.

**ALSO RECOMMENDED:**

MATH 238 Differential Equations

**ACTUARIAL SCIENCE, INDUSTRY, AND GOVERNMENT TRACK:**

Five MATH elective courses numbered 301 or higher.

**RECOMMENDED COURSES ARE:**

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

**ALSO RECOMMENDED:**

ECON 111 Introduction to Macroeconomics
ECON 112 Introduction to Microeconomics
ECON 222 Statistics and Econometrics
(MATH 362 will satisfy ECON 221 prerequisite)
MATH 238 Differential Equations

**SECONDARY TEACHING TRACK:**

MATH 236 College Geometry (3)
MATH 361 Probability and Statistics I (3)
MATH 362 Probability and Statistics II (3)

*Plus one additional MATH elective course numbered 301 or higher and required education courses for Teacher Certification*

In addition, for each track the following science courses are required:

PHYS 111[(2)] General Physics for the Life Sciences I (3) AND
PHYS 112[(2)] General Physics for the Life Sciences II (3)
OR
PHYS 113[(2)] General Physics for Scientists/Engineers I (3) AND
PHYS 114[(2)] General Physics for Scientists/Engineers II (3)
OR
CHEM 113[(2)] General Chemistry I (3) AND
CHEM 114[(2)] General Chemistry II (3)

[(2)] Course lab is not required.

**MAJOR IN MATHEMATICS – BUSINESS REQUIREMENTS:**

Must complete all courses for:
Mathematics Graduate School Track
OR
Mathematics Actuarial Science, Industry, and Government Track.

**IN ADDITION, MATHEMATICS-BUSINESS MAJORS MUST COMPLETE THE FOLLOWING TEN BUSINESS REQUIRED COURSES:**

**BUSINESS REQUIREMENTS**

MSB 110 Introduction to Financial Reporting (3)
MSB 120 Introduction to Management Accounting and Planning (3)
MSB 200 Principles of Management (3)
MSB 210 Principles of Marketing (3)
MSB 220 Financial Management (3)
ECON 111 Introduction to Macroeconomics (3)
ECON 112 Introduction to Microeconomics (3)
ECON 221[(4)] Statistics and Predictive Analytics (3)

**PLUS**

*One of the following Business Elective course tracks (6-7 credits):*

**TECHNOLOGY MANAGEMENT TRACK**

| | |
|---|---|
| BUS 363 | Production/Operations Management (3) |
| BUS 435 | Global Innovation/Technology/Entrepreneurship (3) |

**MANUFACTURING AND OPERATIONS MANAGEMENT TRACK**

| | |
|---|---|
| MKT 385 | Global Supply Chain Management (3) |
| BUS 363 | Production/Operations Management (3) |

**ACCOUNTING TRACK**

| | |
|---|---|
| ACCT 240/L | Intermediate Accounting I (4) |
| ACCT 301 | Intermediate Accounting II (3) |

[4]MATH 362 Probability and Statistics II may be substituted for ECON 221

*Course descriptions for both the mathematics and business courses can be found in the respective areas of the College Catalog.*

**MATHEMATICS MINOR REQUIREMENTS (6 COURSES)**

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

*Plus four additional MATH courses numbered 126 or higher approved by 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 and Statistics I (3) |

*Plus one of the following four (3) courses:*

| | |
|---|---|
| MATH 126 | Introduction to Statistics (3) |
| MATH 128 | Introduction to Statistics, Data Analysis, and Applications to Life Science (4) |
| MATH 362 | Probability and Statistics II (3) |

*Plus one additional MATH course numbered 126 or higher approved by the chairperson of the Mathematics Department.*

# Learning Outcomes

**Successful completion of this program will enable a degree earner to:**

- Apply the axiomatic method successfully.
- Demonstrate a proficiency in performing the routine calculations from algebra, calculus, linear algebra, and probability.
- Demonstrate a proficiency in the use of a computer algebra system.
- Write formal mathematical arguments successfully.
- Make polished oral presentations of mathematical arguments.
- Create and resolve mathematical conjectures successfully.

# Course Descriptions

### MATH 100 – COLLEGE ALGEBRA (3 CREDITS)

A survey of algebraic and mathematical skills. This course fosters and develops mathematical literacy and skills foundational for future mathematics courses at King's College, and the progression of mathematical sophistication that is important in an intellectual society and future studies. Topics include: solving equations, formulas, percent, linear equations and inequalities, solving systems of equations, polynomial operations and factoring, rational expressions, and quadratic and radical expressions and equations. Note: MATH 100 is a 3-credit course. These credits count as free elective credits. A minimum score of a "C-" is required for successful completion of the course.

### MATH 101 – THEORY OF ARITHMETIC (3 CREDITS)

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. The content of the MATH 101/102 sequence is consistent with the material found on the PAPA examination. Prerequisite skill in arithmetic and Algebra II is required. *Offered fall semesters.*

### MATH 102 – ALGEBRA AND GEOMETRY (3 CREDITS)

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. The content of the MATH 101/102 sequence is consistent with the material found on the PAPA examination. - Prerequisite skill in arithmetic and Algebra II is required. *Offered spring semesters.*

### MATH 110 – PRE-CALCULUS (3 CREDITS)

A college level algebra and trigonometry course designed to prepare students for the study of Analytic Geometry and Calculus I. Topics include: Linear equations, inequalities, graphing, functions, inverse functions, polynomial functions, logarithmic functions, exponential functions, and trigonometry. Prerequisite skill in arithmetic and Algebra II is required. *Offered fall semesters.*

### MATH 120 – MATHEMATICAL IDEAS (3 CREDITS)

A study of four distinct units to explore various branches of mathematics that intend to inspire students to be curious about mathematics in the world around them. The units address social choice through the exploration of elections and voting, basic elements of statistics, management science with a focus on organization and efficiency, and shape, growth and form through symmetry and fractal geometry or financial mathematics. On some occasions, units on other suitable topics may replace those denoted here. Students should be proficient in those skills taught in MATH 100 – College Algebra.

### MATH 123 – FINITE MATHEMATICS AND BUSINESS ANALYTICS (3 CREDITS)

Topics include lines and linear functions; a geometric approach to linear programming; the simplex method; sensitivity analysis; integer-valued optimization problems; sets and counting; elementary probability; probability distributions and statistics. Utilization of graphing technology for the visualization of data; solving multivariable problems using Excel. Business applications emphasized. Prerequisite skill in arithmetic and Algebra II is required. *Offered fall and spring semesters.*

### MATH 125 – CALCULUS (4 CREDITS)
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 skill in arithmetic and Algebra II is required. Closed to non-freshmen Mathematics majors. *Offered spring semesters.*

### MATH 126 – INTRODUCTION TO STATISTICS (3 CREDITS)
Basic methods of data analysis. Emphasis on the use of logical reasoning in analyzing statistical data. Students are taught how to clearly communicate statistical results. Topics include displaying data graphically; measures of central tendency; measures of dispersion/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 skill in arithmetic and Algebra II is required. Closed to Mathematics majors as well as students who have taken or who are currently taking MATH 128, ECON 221, PSYC 220, or SOC 251. *Offered spring semesters.*

### MATH 127 – LOGIC AND AXIOMATICS (3 CREDITS)
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 skill in arithmetic and Algebra II is required. *Offered fall semesters.*

### MATH 128 – INTRODUCTION TO STATISTICS, DATA ANALYSIS, AND APPLICATIONS TO LIFE SCIENCE (4 CREDITS)
Basic methods of data analysis. Emphasis on the use of logical reasoning in analyzing statistical data. Students are taught how to clearly communicate statistical results. Topics include displaying data graphically; measures of central tendency; measures of dispersion/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 skill in arithmetic and Algebra II is required. Closed to students who have taken or who are currently taking MATH 126, ECON 221, PSYC 220, or SOC 251. *Offered fall semesters.*

### MATH 129 – ANALYTIC GEOMETRY AND CALCULUS I (4 CREDITS)
The first calculus course in a three-course sequence. Intended primarily for chemistry, computer science, engineering, mathematics, and physics majors. Topics include plane analytic geometry; trigonometric and inverse trigonometric functions; exponential and logarithmic functions; limits; continuity; differentiation; applications of differentiation; integration. Prerequisite: MATH 110 or the approval of the math department chairperson. *Offered fall and spring semesters.*

### MATH 130 – ANALYTIC GEOMETRY AND CALCULUS II (4 CREDITS)
Topics include applications of integration; techniques of integration; improper integrals; differential equations; parametric equations; polar coordinates; infinite sequences and series. Prerequisite: MATH 129 or the approval of the math department chairperson or AP Calculus score of 4 or 5 (AB or BC). *Offered spring semesters.*

### MATH 231 – ANALYTIC GEOMETRY AND CALCULUS III (4 CREDITS)
Topics include solid analytic geometry; vectors; vector functions; partial differentiation; multiple integrals; vector calculus; line integrals; and Green's Theorem. Prerequisite: MATH 130 or the approval of the math department chairperson or AP Calculus BC score of 4 or 5. *Offered fall semesters.*

### MATH 235 – DISCRETE MATHEMATICS (3 CREDITS)
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 math department chairperson. *Offered fall semesters.*

### MATH 236 – GEOMETRY (3 CREDITS)
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 math department chairperson. *Offered spring semesters of even years.*

### MATH 237 – MATHEMATICAL METHODS FOR THE PHYSICAL SCIENCES (3 CREDITS)
An introduction to a broad spectrum of mathematical techniques essential to the solution of advanced problems in the physical sciences. Topics include matrices, systems of linear equations, eigenvalues and eigenvectors, an overview of complex variables, Fourier series, and special functions. Examples and applications from the physical sciences and engineering will be emphasized throughout the course. Prerequisite: MATH 130 or approval of the mathematics department chairperson. *Offered spring semesters.*

### MATH 238 – DIFFERENTIAL EQUATIONS (3 CREDITS)
A first course in differential equations and their applications. Topics include solving first order linear differential equations, separable and exact equations, second order differential equations, initial value problems, annihilators, series solutions to differential equations, Legendre polynomials, Bessel functions, Laplace transforms, and an introduction to partial differential equations. Physical examples and numerical techniques will be emphasized throughout the course. Prerequisite: MATH 130 or approval of the mathematics department chairperson. *Offered fall semesters.*

### MATH 250 – LINEAR ALGEBRA (4 CREDITS)
Topics include vector spaces; linear transformations; matrices; systems of linear equations; determinants; eigenvectors and eigenvalues. Computers are used both computationally and graphically. Prerequisite: MATH 231 or MATH 235 or approval of math department chairperson. Offered spring semesters.

***300 and 400 level mathematics courses are closed to freshmen and sophomore level students.***

### MATH 301 – FINANCIAL MATHEMATICS (3 CREDITS)
Topics include time value of money, annuities with payments that are not contingent, loans, bonds, general cash flows and portfolios, and immunization. The content of this course is aligned with the Theory of Interest material found on actuarial exam #2. Prerequisite: MATH 130. *Offered as necessary.*

### MATH 361 – PROBABILITY AND STATISTICS I (3 CREDITS)
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; point estimators, confidence intervals, hypothesis testing, central limit theorem. Prerequisite: MATH 231 or approval of the math department chairperson. *Offered fall semesters.*

### MATH 362 – PROBABILITY AND STATISTICS II (3 CREDITS)
Topics include multivariate probability distributions; including the bivariate normal; joint probability functions, joint probability density functions, conditional and marginal probability distributions; transformations, and order statistics, sampling distributions, Central Limit Theorem, 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 CREDITS)
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 130 plus one 200-level math course or approval of the math department chairperson. *Offered fall semesters of even years.*

### MATH 365 – NUMERICAL ANALYSIS (3 CREDITS)
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 111, CS 112, CIS 116. *Offered as necessary.*

### MATH 367 – REAL ANALYSIS I (3 CREDITS)
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 math department chairperson. *Offered fall semesters of odd years.*

### MATH 391 – TOPICS IN MATHEMATICS (3 CREDITS)
A junior-level special studies course. Past topics have included graph theory, cryptography and number theory; probability theory; partial differential equations; and problems in applied Mathematics. Approval of the math department chairperson is required.

### MATH 418 – TOPOLOGY (3 CREDITS)
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. 4 hours per week. Prerequisite: MATH 367. *Offered as necessary.*

### MATH 420 – COMPLEX VARIABLES (3 CREDITS)
Topics include complex numbers; geometry of the complex plane; functions and mappings; the Cauchy Riemann equations; harmonic functions; the line integral; the Cauchy integral formula; Laurent series; theory of residues; conformal mapping. Prerequisite: MATH 367. *Offered as necessary.*

### MATH 425 – ABSTRACT ALGEBRA (3 CREDITS)
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 math department chairperson is required. *Offered fall semesters of even years.*

### MATH 490 – JUNIOR SEMINAR (1 CREDIT)
Students in their junior year 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 strongly encouraged to present their systems at a local Mathematical Association of America meeting and in other such forums. Prerequisite: MATH 127. *Offered spring semesters.*

### MATH 491 – TOPICS IN MATHEMATICS (3 CREDITS)
A senior-level special studies course. Past topics have included cryptography, number theory; transfinite theory; probability theory; partial differential equations; and problems in applied Mathematics; Lebesque integration and measure theory; calculus on manifolds; linear programming; advanced linear algebra; and Mathematical modeling. Approval of the math department chairperson is required.

### MATH 497 – INDEPENDENT STUDY IN MATHEMATICS (1-3 CREDITS)
Advanced work in areas of Mathematics under the supervision of a Department Mentor. Courses listed in this catalog are not offered as independent study unless special circumstances dictate. Open to junior and senior Mathematics majors. Approval of the math department chairperson is required.

### MATH 499 – MATHEMATICS INTERNSHIP (1-6 CREDITS)
A work experience meeting time requirements for the credits earned within a recognized math industry setting. Selection determined by academic background and interviews. Department Chairperson's approval required in writing prior to the work experience. Open to math 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.

# Mathematics – Business

*Dr. Karen McCready, Chairperson*

The Bachelor of Science in Mathematics – Business program combines the traditional Mathematics major with 10 foundational business courses. This interdisciplinary curriculum provides students with an understanding of the principles and applications of mathematics and provides students with the knowledge to make them competent in a business environment.

Employers in science and technology based industries are continually faced with the challenge of identifying and hiring personnel who have a strong background in mathematics and who also possess knowledge of business processes and practices. The Mathematics – Business program is an attractive and differentiated degree for Mathematics majors, particularly those who wish to pursue immediate employment in the business sector after graduating from King's College. Students with a degree in Mathematics – Business will be attractive candidates for positions in the insurance and actuarial fields, as well as industries requiring a specialization in statistics or quality control.

Since this is an interdisciplinary program, the business portion has more credits than a traditional minor and fewer credits than a double major. The eight foundational business courses cover the pre-requisite business content required of most MBA programs. There are two business electives included so students can specialize in a particular area of business which is compatible with their career goals.

In order to distinguish this degree from the traditional B.A. Mathematics degree, diplomas and transcripts will reflect the interdisciplinary nature of this program by listing the degree as B.S. in Mathematics – Business.

*Mathematics – Business majors wishing to complete major requirements at another institution must complete them at a four-year institution and have permission from the Department Chairperson. To maintain the academic rigor of the program, at least 50% of all science, mathematics and business courses must be taken at King's College.*

## Education Requirements

**MAJOR REQUIREMENTS** (28-29 COURSES – 86-89 CREDITS)

**MATHEMATICS REQUIREMENTS**

| | |
|---|---|
| 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 112 | Introduction to Programming (3) |

*Plus one additional CS course from the following:*

CS 111 Programming for Science and Engineering (3)
CS 120 Object-Oriented Programming (3)
CS 100 Introduction to Computing (3)

*In addition, Mathematics-Business majors must complete one of the three science groups listed below:*

PHYS 111 [2] General Physics for the Life Sciences I (3)
AND
PHYS 112 [2] General Physics for the Life Sciences II (3)
OR
PHYS 113 [2] General Physics for Scientists/Engineers I (3)
AND
PHYS 114 [2] General Physics for Scientists/Engineers II (3)
OR
CHEM 113 [2] General Chemistry I (3)
AND
CHEM 114 [2] General Chemistry II (3)

[2] Course lab **is not** required.

**GRADUATE SCHOOL TRACK:**

Five MATH elective courses numbered 301 or higher.

*Also recommended:*

MATH 238 Differential Equations

**ACTUARIAL SCIENCE, INDUSTRY, AND GOVERNMENT TRACK:**

Five MATH elective courses numbered 301 or higher.

**RECOMMENDED COURSES ARE:**

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

*Also recommended:*

ECON 111 Introduction to Macroeconomics
ECON 112 Introduction to Microeconomics
ECON 222 Statistics and Econometrics
(MATH 362 will satisfy ECON 221 prerequisite)
MATH 238 Differential Equations

**BUSINESS REQUIREMENTS**

ECON 112 Introduction to Microeconomics (3)
ECON 221 Statistics and Predictive Analytics (3)

**PLUS**

*One of the following Business Elective course tracks (6-7 credits):*

**TECHNOLOGY MANAGEMENT TRACK**

BUS 363/L Production/Operations Management with Lab (4)
BUS 435 Global Innovation, Technology and Entrepreneurship (3)

**MANUFACTURING AND OPERATIONS MANAGEMENT TRACK**

MKT 385 Global Supply Chain Management (3)
BUS 363/L Production/Operations Management with Lab (4)

**ACCOUNTING TRACK**

ACCT 240/L Intermediate Accounting I (4)
ACCT 301 Intermediate Accounting II (3)

[4] *MATH 362 Probability and Statistics II may be substituted for ECON 221*

Course descriptions for both the mathematics and business courses can be found in the respective areas of the College Catalog.

# Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Apply the axiomatic method successfully.
- Demonstrate a proficiency in performing the routine calculations from algebra, calculus, linear algebra, and probability.
- Demonstrate a proficiency in the use of a computer algebra system.
- Write formal mathematical arguments successfully.
- Make polished oral presentations of mathematical arguments.
- Create and resolve mathematical conjectures successfully.
- Be professionally knowledgeable in business and business practices.
- Critically analyze technical challenges from both a scientific and business perspective.

# 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, Finance, Marketing, and Management with concentrations in Business Administration, Entrepreneurship, Health Care Management, Human Resources Management, International Business Management and Sports Management. 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 of King's College is accredited by AACSB International and The Association to Advance Collegiate Schools of Business. AACSB International advances quality management education worldwide through accreditation, thought, leadership, and value-added services. AACSB Accreditation represents the highest standard of achievement for business schools worldwide. Less than 5% of the world's 13,000 business programs have earned AACSB Accreditation.

AACSB-accredited schools produce graduates that are highly skilled and more desirable to employers than other non-accredited schools. Employers want quality business graduates from quality business schools – graduates they know will perform on day one. This is why it is so important for the William G. McGowan School of Business to be an AACSB-accredited business degree program that teaches students the knowledge and skills employers require. First accredited in 2004, maintaining accreditation requires following a rigorous set of standards and a reaccreditation visit every six years.

The William G. McGowan School of Business seeks to achieve a genuine integration of liberal and professional business education, and to prepare its students for success in the competitive global marketplace. In doing so, the School of Business expresses goals for student learning through four learning competencies. Together, these competencies contribute clearly to those of the College and School of Business for student learning and recognize that AACSB International has an impact upon and assists in shaping the student learning competencies and continuous improvement of student learning that proceeds from the College Mission and the School of Business Mission. Each student in the William G. McGowan School of Business is assessed to determine their progress in meeting the following learning competencies:

- A student graduating with a Bachelor of Science in Business Administration from the William G. McGowan School of Business should ***be an effective communicator***.
- A student graduating with a Bachelor of Science in Business Administration from the William G. McGowan School of Business should ***be a career ready professional***.
- A student graduating with a Bachelor of Science in Business Administration from the William G. McGowan School of Business should ***be ethically and socially responsible***.
- A student graduating with a Bachelor of Science in Business Administration from the William G. McGowan School of Business should ***be professionally knowledgeable***.

# 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 (6 CREDITS)

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

| | |
|---|---|
| ECON 111 | Introduction to Macroeconomics |
| MATH 123 | Finite Mathematics & Business Analytics |

### BUSINESS FOUNDATION (45 CREDITS)

*The following courses will also be included:*

| | |
|---|---|
| CIS 110 | Introduction to Business Information Systems |
| CIS 110 or CIS119 | Introduction to Business Information Systems or Spreadsheet Analysis |
| ECON 112 | Introduction to Microeconomics |
| ECON 221 | Statistics and Predictive Analytics |
| IB 241 | Globalization |
| MSB 100 | Introduction to Business (1 credit) |
| MSB 110 | Introduction to Financial Reporting |
| MSB 120 | Introduction to Management Accounting and Planning |
| MSB 200 | Principles of Management |
| MSB 210 | Principles of Marketing |
| MSB 220 | Financial Management |
| MSB 240 | Business Law I |
| MSB 250 | Business Communication and Mentoring |
| MSB 287 | Business Ethics |
| MSB 305 | Organizational Behavior |
| MSB 400 | Professional Seminar (2 credits) |
| 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, and Marketing 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.*

# Course Descriptions

### CIS 110 – INTRODUCTION TO BUSINESS INFORMATION SYSTEMS (3 Credits)

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 transactions 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. This course focuses on Microsoft Excel, Access, and Power BI.

### CIS 119 – SPREADSHEET ANALYSIS (3 Credits)

This course offers students the opportunity to master the advanced functionality of Microsoft Excel and spreadsheet concepts to design and create professional worksheets for use in business and industry. Students will be able to demonstrate competencies in creating and managing work-sheets and workbooks, creating cells and ranges, creating tables, applying formulas and functions, and creating charts and objects. Students will focus on advanced financial functions and analytical tools to ensure critical thinking to determine what data to present and how to present it. This is especially useful to the financial, accounting, and CIS professionals.

### ECON 112 – INTRODUCTION TO MICROECONOMICS (3 Credits)

Students will study the allocation of scarce resources in a market economy, supply and demand, comparative advantage and trade, consumer theory, theory of the firm, market structure, pricing of factors of production, income distribution, and the role of government.

### ECON 221 – STATISTICS AND PREDICTIVE ANALYTICS (3 Credits)

An introduction to statistical 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. This course will cover statistical analysis, predictive techniques, and data analytics with emphasis on problem-solving and business decision-making.

### IB 241 – GLOBALIZATION (3 Credits)

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.

### MSB 100 – INTRODUCTION TO BUSINESS (1 Credit)

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 Credits)
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 Credits)
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 Credits)
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 Credits)
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 220 – FINANCIAL MANAGEMENT** (3 Credits)
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, MATH 123 and ECON 221.

**MSB 240 – BUSINESS LAW I** (3 Credits)
A study of the nature of law, legal reasoning, and procedures related to the court systems, constitutional law, torts, agency, and business organizations. Special emphasis is placed on contract law, including formation, breach of contract, and legal remedies. Selected areas illustrate practical application of the law.

**MSB 250 – BUSINESS COMMUNICATION AND MENTORING** (3 Credits)
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, ENGL 110 and COMM 101.

**MSB 287 – BUSINESS ETHICS** (3 Credits)
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: PHIL 101.

**MSB 305 – ORGANIZATIONAL BEHAVIOR** (3 Credits)
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 400 – PROFESSIONAL SEMINAR** (2 Credits)
The course provides students the opportunity to draw upon and enhance their professional knowledge learned and applied throughout their coursework and allows 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 210, MSB 220, MSB 240, MSB 287, and MSB 305 and senior status.

**MSB 480 – STRATEGIC MANAGEMENT** (3 Credits)
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: MSB 100, MSB 210, MSB 220, MSB 240, MSB 287, and MSB 305 and senior status.

# Accounting

*Dr. Tara Shawver, 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 lifelong 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 interests, 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 301 – Intermediate Accounting I), a student must have earned a minimum 2.0 G.P.A. in ACCT 240 – 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.

# Education Requirements

**See William G. McGowan School of Business Required Core Courses and Business Foundation**

**MAJOR REQUIREMENTS** (29 CREDITS)

| | |
|---|---|
| ACCT 230 | Tax Accounting |
| ACCT 240 | Intermediate Accounting I |
| ACCT 240L | Intermediate Accounting I Lab (1 credit) |
| ACCT 301 | Intermediate Accounting II |
| ACCT 302 | Intermediate Accounting III |
| ACCT 310 | Advanced Financial Accounting |
| ACCT 340 | Advanced Managerial Accounting |
| ACCT 410 | Auditing |
| 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)

| | |
|---|---|
| ACCT 230 | Tax Accounting |
| ACCT 240 | Intermediate Accounting I |
| ACCT 240L | Intermediate Accounting I Lab |
| ACCT 301 | Intermediate Accounting II |
| ACCT 302 | Intermediate Accounting III |
| ACCT 340 | Advanced Managerial Accounting |

*In fulfilling the requirements of the minor, students are required to complete more than fifty percent of the coursework at King's College.*

*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 Accounting (ACCT) 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.) with a major in Accounting degree or a 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.*

**MINOR REQUIREMENTS – FORENSIC ACCOUNTING (**6 COURSES – 18 CREDITS)

| | |
|---|---|
| MSB 110 | Introduction to Financial Accounting (3) |
| MSB 120 | Introduction to Management Accounting and Planning (3) |
| ACCT 210 | Fraud Examination I: Forensic and Investigative Accounting (3) |
| ACCT 211 | Fraud Examination II: Forensic and Investigative Accounting (3) |
| ACCT 230 | Tax Accounting (3) |
| ACCT 460 | Advanced Federal Taxation (3) |

*In fulfilling the requirements of the minor, students are required to complete more than fifty percent of the coursework at King's College.*

*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 Accounting (ACCT) 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.) with a major in Accounting degree or a 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

### ACCT 210 – FRAUD EXAMINATION I: FORENSIC AND INVESTIGATIVE ACCOUNTING (3 Credits)

This course provides an analytical study of the behavioral, psychological, and organizational factors that contribute to fraudulent activity. Students examine legal, regulatory, and professional standards governing financial crimes and ethical conduct within organizations. Using applied case analysis, the course addresses major fraud classifications, including asset misappropriation, cash receipt and disbursement schemes, corruption, and financial statement fraud. Emphasis is placed on critical thinking, ethical decision-making, and the evaluation of risk, controls, and compliance in a business environment. Prerequisite: MSB 110.

### ACCT 211 – FRAUD EXAMINATION II: FORENSIC AND INVESTIGATIVE ACCOUNTING (3 Credits)

This course examines laws and regulations related to financial crimes and the professional standards governing forensic and investigative practice. Students develop analytical and investigative skills through the study of techniques used in detecting and resolving complex financial crimes, including interviewing methods, rules of evidence, sources of information, and forensic accounting procedures. The course also examines electronic

crimes, cybercriminal behavior, and specialized litigation support techniques such as the computation of monetary damages and business valuation. Cases emphasize ethical judgment, professional responsibility, and applied case analysis involving complex financial crimes. Prerequisites: MSB 110 and ACCT 210.
topics discussed. Prerequisite: MSB 110 and ACCT 210.

**ACCT 230 – TAX ACCOUNTING** (3 Credits)
Taxes and their impact on decision-making. Tax principles will be applied to cases involving individuals, corporations, and partnerships. Prerequisite: MSB 120.

**ACCT 240 – INTERMEDIATE ACCOUNTING I** (3 Credits)
Further develops 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 achieve a grade of "C" or better in MSB 110 in order to register for this course. Students must also register for ACCT 240L – Financial Accounting II Lab.*

**ACCT 240L – INTERMEDIATE ACCOUNTING I LAB** (1 Credit)
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. Prerequisite: MSB 110. One hour lab per week in addition to the class time required in ACCT 240.

**ACCT 301 – INTERMEDIATE ACCOUNTING II** (3 Credits)
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 240, ACCT 240L, and MSB 110 *(A student must have earned a minimum 2.0 G.P.A. in each of these courses)*.

**ACCT 302 – INTERMEDIATE ACCOUNTING III** (3 Credits)
Focus on the formation and financial operations of the corporation. Debt and shareholder equity transactions such as those encompassing investments in securities, leases, derivatives, deferred income taxes, pension plans, and foreign currency translation are examined in detail. The reporting function of the corporation as interim and segment reports are reviewed. Prerequisite: ACCT 301.

**ACCT 310 – ADVANCED ACCOUNTING** (3 Credits)
Topics include accounting for partnerships, business combinations, non-profit and governmental organizations. In addition, accounting ethics and professional responsibility will be explored within (but not limited to) the previous mentioned advanced topics. Prerequisite: ACCT 301.

**ACCT 340 – ADVANCED MANAGERIAL ACCOUNTING** (3 Credits)
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, planning for capital budgeting, inventory planning, and data analytics will be considered. Prerequisites: MSB 110 and 120.

### ACCT 410 – AUDITING (3 Credits)

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, auditor's reports, utilizing the computer to audit, auditing computerized systems, statistical sampling and audit analytics. Prerequisites: ACCT 301.

### ACCT 440 – ACCOUNTING INFORMATION SYSTEMS (3 Credits)

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; the cycle of transaction processing and accounting data analytics. Prerequisites: CIS 110 and ACCT 302.

### ACCT 460 – ADVANCED FEDERAL TAXATION (3 Credits)

A study of federal taxation involving partnerships, corporations and estates, and trusts. Problem solving, planning, and research will be emphasized. Prerequisite: ACCT 230.

### ACCT 470 – ACCOUNTING POLICY AND PROFESSIONAL RESPONSIBILITY (3 Credits)

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 Credits)

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, and 460.

### ACCT 490 – INDEPENDENT STUDY IN ACCOUNTING (3 Credits)

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 Credits)

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 Credits)

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.*

# Finance

*Dr. Tara Shawver, 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 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.

## Education Requirements

**BUSINESS FOUNDATIONS** (45 CREDITS)

*See William G. McGowan School of Business Required Core Courses and Business Foundation*

**MAJOR REQUIREMENTS** (20 CREDITS)

| | |
|---|---|
| BUS 363 | Operations Management |
| BUS 363L | Operations Management Lab (1 credit) |

CARP 412 Career Planning II (1 credit)
ECON 353 Money, Banking, and Financial Institutions
Choose (45) from the following:
ECON 353 Money, Banking, and Financial Institutions
FIN 351 Advanced Financial Management
FIN 355 Investments
FIN 360 or HCA 507 Financial Management for Health Care Managers
FIN 378 International Finance and Commerce
FIN 421 Security Analysis, Portfolio Management and Trading
FIN 450 Entrepreneurial Finance

**ELECTIVES** (15 CREDITS)
Students may choose from any elective course offered/accepted by the College, including non-business courses from the arts and sciences including study abroad experiences and foreign languages.

## Finance Minor Requirements

**REQUIRED COURSES** (8 COURSES – 22 CREDITS)
MSB 100 Introduction to Business (1credit)
MSB 110 Introduction to Financial Accounting
MSB 120 Introduction to Management Accounting and Planning
MSB 220 Financial Management
ECON 221 Statistics and Predictive Analytics
*Plus any three (3) courses from the following:*
FIN 351 Advanced Financial Management
FIN 355 Investments
FIN 360 Financial Management for Health Care Managers
FIN 378 International Finance and Commerce
FIN 421 Security Analysis, Portfolio Management and Trading
FIN 450 Entrepreneurial Finance

*In fulfilling the requirements of the minor, students are required to complete more than fifty percent of the coursework at King's College in addition to the requirements to obtain a degree.*

*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 Finance (FIN) 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.) with a major in Finance degree or a minor sequence in Finance 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

### BUS 363 – OPERATIONS MANAGEMENT (3 Credits)

In this course you will learn the fundamentals of Operations Management, enhance your managerial insight and intuition, and improve your business decisions. This will be accomplished through: (i) understanding of the business environment and the structure of important operational problems; (ii) analysis of the relevant principles, issues, and tradeoffs; and (iii) working knowledge of relevant methodological tools, solution procedures, and guidelines. Prerequisites: MSB 200, CIS 110, and ECON 221.

### BUS 363L – OPERATIONS MANAGEMENT LAB (1 Credit)

This course requires students to complete business problems utilizing relevant technologies and to prepare solutions to business problems utilizing computer applications. Prerequisites: MSB 200, CIS 110, and ECON 221. *Course should be taken with BUS 363.*

### ECON 353 – MONEY, BANKING AND FINANCIAL INSTITUTIONS (3 Credits)

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. The course will also examine the impact of inflation and regulation on financial institutions and markets. Prerequisite: ECON 111. *Fall semesters only.*

### FIN 351 – ADVANCED FINANCIAL MANAGEMENT (3 Credits)

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 220.

### FIN 355 – INVESTMENTS (3 Credits)

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 220.

### FIN 360 – FINANCIAL MANAGEMENT FOR HEALTH CARE MANAGERS (3 Credits)

This course examines the financial management function In the context of health care organizations. Topics covered Include the concepts of health Insurance and third-party reimbursement, cost and variance analysis, financial and operating analysis, budgeting requirements, and Impact of capitated payment on health facility operations. The primary goal MSB 220.

### FIN 378 – INTERNATIONAL FINANCE AND COMMERCE (3 Credits)

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 220.

### FIN 421 – SECURITY ANALYSIS, PORTFOLIO MANAGEMENT, AND TRADING (3 Credits)

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. The trading of securities will be utilized to demonstrate and learn the processes of effecting strategies for portfolio development. Prerequisite: MSB 220.

### FIN 431 – MANAGEMENT OF FINANCIAL INSTITUTIONS (3 Credits)

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 220.

### FIN 450 – ENTREPRENEURIAL FINANCE

The course provides a foundation for the financial planning and management of a new venture start-up and acquisition. It examines the process of financial forecasting, the practice of effective financial management, and sources of finance, bootstrapping strategy, valuation and exit planning. The course content follows the life cycle of a new venture. Topics are discussed in a manner that follows the logical order of the stages of development that entrepreneurs go through in the process of building a start-up and successfully transitioning it into a growing business. Discussion of stocks, bonds, investment banking, private equity funding, federal funds, commercial paper, treasury securities, repurchase agreements, futures and options, international banking, and capital expenditures. Prerequisite: MSB 220.

### FIN 451 – CASES IN FINANCIAL MANAGEMENT (3 Credits)

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 498 – TOPICS (3 Credits)

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

# Management

*Dr. Amy Parsons, 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 a concentration of study, a management major can achieve a major in Management along with a Concentration in **Business Administration, Entrepreneurship, Health Care Management, Human Resources Management, International Business Management or Sports Management**. Utilizing the elective courses, a student can achieve a double concentration, double major or minor from the other majors in the McGowan School of Business or the College of Arts and Sciences.

The Management concentrations give 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 concentrations integrate and build 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

**See William G. McGowan School of Business Required Core Courses and Business Foundation**

**ELECTIVES** (15 CREDITS)

Students may choose from any elective course offered/accepted by the College, including non-business courses from the arts and sciences including study abroad experiences and foreign languages.

## Concentration Requirements

(20 CREDITS – See below for the course requirements in each of the following Concentrations)

**BUSINESS ADMINISTRATION**
**ENTREPRENEURSHIP**
**HEALTH CARE MANAGEMENT**
**HUMAN RESOURCES MANAGEMENT**
**INTERNATIONAL BUSINESS MANAGEMENT**
**SPORTS MANAGEMENT**

## Business Administration Concentration

**REQUIRED COURSES** (8 COURSES – 20 CREDITS)

| | |
|---|---|
| BUS 330 | Business Entrepreneurship |
| BUS 345 | Business Law II |
| BUS 363 | Operations Management |
| BUS 363L | Operations Management Lab (1 credit) |
| BUS 470 | Leadership |
| HRM 210 | Introduction to Human Resources Management |
| IB 450 | Management of Multinational Corporations |
| CARP 412 | Career Planning II (1 credit) |

## Business Administration Minor Requirements

**REQUIRED COURSES** (6 COURSES – 16 CREDITS)

| | |
|---|---|
| MSB 100 | Introduction to Business (1 credit) |
| MSB 200 | Principles of Management |

*Plus any four (4) courses from the following:*

| | |
|---|---|
| BUS 330 | Business Entrepreneurship* |
| BUS 345 | Business Law II** |
| BUS 470 | Leadership*** |
| HRM 210 | Introduction to Human Resources Management |
| IB 450 | Management of Multinational Corporations**** |

**BUS 330 requires a prerequisite of MSB 200, MSB 210 and MSB 220*
***BUS 345 requires a prerequisite of MSB 240*
****BUS 470 requires prerequisites of CIS 110, MSB 200, MSB 250 and MSB 287*
*****IB 450 requires a prerequisite of IB 241*

*In fulfilling the requirements of the minor, students are required to complete more than fifty percent of the coursework at King's College in addition to the requirements to obtain a degree.*

Students in the Business Administration concentration follow a curriculum that will provide them with a breadth of knowledge in business which develop upon the McGowan School of Business core curriculum and the liberal arts tradition and core provided by the College. This concentration allows students to pursue a wide variety of professional careers in business administration. If you're considering a more specialized concentration, students may utilize their elective courses to pursue a second concentration or major within the McGowan School of Business or from the other majors within the College.

## Entrepreneurship Concentration

**REQUIRED COURSES** (8 COURSES – 20 CREDITS)

| | |
|---|---|
| BUS 330 | Business Entrepreneurship |
| BUS 335 | Advanced Entrepreneurial Strategies, Thought, and Applications |
| BUS 363 | Operations Management |
| BUS 363L | Operations Management Lab (1 credit) |
| BUS 470 | Leadership |
| FIN 450 | Entrepreneurial Finance |
| MKT 330 | Selling Strategies |
| CARP 412 | Career Planning II (1 credit) |

## Entrepreneurship Minor Requirements

**REQUIRED COURSES** (6 COURSES – 16 CREDITS)

| | |
|---|---|
| MSB 100 | Introduction to Business (1 credit) |
| MSB 200 | Principles of Management |
| BUS 330 | Business Entrepreneurship* |
| BUS 335 | Advanced Entrepreneurial Strategies, Thought, and Applications |

*Plus any two (2) courses from the following:*

| | |
|---|---|
| BUS 435 | Global Innovation, Technology and Entrepreneurship** |
| FIN 450 | Entrepreneurial Finance*** |
| MKT 330 | Selling Strategies**** |

**BUS 330 requires prerequisites of MSB 200, MSB 210 and MSB 220*
***BUS 435 requires prerequisites of CIS 110, IB 241, MSB 200, MSB 210 and MSB 220*
****FIN 450 requires a prerequisite of MSB 220*
*****MKT 330 requires a prerequisite of MSB 210**

*In fulfilling the requirements of the minor, students are required to complete more than fifty percent of the coursework at King's College in addition to the requirements to obtain a degree.*

The concentration in Entrepreneurship offers an interdisciplinary approach to undergraduate entrepreneurial studies drawing upon the skills necessary to innovate new opportunities and to proceed with those opportunities through development, financing, and operationalizing the innovation. Students will further develop effective communication skills with a focus upon "selling" business opportunities in both oral presentation and written form from development of a written business plan and oral presentation that present and justify the success and sustainability of the identified opportunity.

The study of entrepreneurship is considered a driver for economic growth and job creation both domestically and globally. Through the series of required courses which include hands on learning opportunities utilizing the case method, students develop the knowledge and skills that will serve as the starting point for students who wish to start, run, or grow their own personal or family-owned business. They will also develop the motivation and collaborative spirit to engage in innovative Idea development in larger organizations. The concept of innovation and engagement also requires an understanding of and appreciation for the societal impact of innovation and working for the common good of all the stakeholders involved as well as society.

## Health Care Management Concentration

**REQUIRED COURSES** (8 COURSES – 20 CREDITS)

| | |
|---|---|
| HCA 500 | Introduction to Healthcare Management* |
| HCA 507 | Healthcare Financial Management* |
| HCA 571 | Health Marketing and Promotion* |
| HCA 576 | Operations Management in Healthcare* |
| BUS 380L | Health Care Operations Management Lab (1 credit) |
| HRM 210 | Human Resources Management |
| BUS | Elective |
| CARP 412 | Career Planning II (1 credit) |

Business Elective – Selected from any course in the School of Business for which the student meets the prerequisites.

* Students earning a B (3.0) or better in the HCA courses can have those credits applied toward the master's degree in healthcare administration (MHA) under the College's Accelerated Bachelor to Master (ABM) Program. Upon completing your bachelor's degree, you may apply to the MHA program (minimum 3.0 overall undergraduate GPA required) and earn your master's degree in as little as 9 months of study.

## Health Care Management Minor Requirements

**REQUIRED COURSES** (6 COURSES – 16 CREDITS)

| | |
|---|---|
| MSB 100 | Introduction to Business (1 credit) |
| MSB 200 | Principles of Management |
| HCA 500 | Introduction to Healthcare Management* |
| HCA 507 | Healthcare Financial Management* |
| HCA 571 | Health Marketing and Promotion* |
| HCA 576 | Operations Management in Healthcare* |

* Students earning a B (3.0) or better in the HCA courses can have those credits applied toward the master's degree in healthcare administration (MHA) under the College's Accelerated Bachelor to Master (ABM) Program. Upon completing your bachelor's degree, you may apply to the MHA program (minimum 3.0 overall undergraduate GPA required) and earn your master's degree in as little as 9 months of study.

*In fulfilling the requirements of the minor, students are required to complete more than fifty percent of the coursework at King's College in addition to the requirements to obtain a degree.*

The Health Care Management concentration combines foundational business courses with those providing specialized knowledge and understanding of the health care industry. This robust curriculum prepares graduates for challenging management positions in a variety of health care organizations. Students will refine their oral and written communications skills, collaborative team experiences, and ethical and socially responsible behavior studies in relation to the needs of health care organizations.

The Health Care Management concentration will allow students to understand the major components of healthcare systems and related issues in the administration of healthcare delivery. The curriculum is designed to include the principles of healthcare economics and their implications for public policy, management, and operations of the health care organization. Students will also be prepared to begin their careers with an understanding of the managerial responsibilities by applying the basics of financial management and financial techniques unique to health care organizations.

## Human Resources Management Concentration

**REQUIRED COURSES** (8 COURSES – 20 CREDITS)

| | |
|---|---|
| BUS 363 | Operations Management |
| BUS 363L | Operations Management Lab (1 credit) |
| BUS 354 | Workforce Analytics |
| HRM 210 | Introduction to Human Resources Management |
| HRM 380 | Employment and Labor Law |
| HRM 390 | Compensation and Benefit |
| HRM 410 | Employee Training and Development |
| CARP 412 | Career Planning II (1 credit) |

## Human Resources Management Minor Requirements

**REQUIRED COURSES** (6 COURSES – 16 CREDITS)

| | |
|---|---|
| MSB 100 | Introduction to Business (1 credit) |
| HRM 210 | Introduction to Human Resources Management |
| MSB 305 | Organizational Behavior* |

*Plus any three (3) courses from the following*:

| | |
|---|---|
| BUS 354 | Workforce Analytics |
| HRM 380 | Employment and Labor Law |
| HRM 390 | Compensation and Benefits |
| HRM 410 | Employee Training and Development |
| *MSB 305 | requires a prerequisite of MSB 200 |

*In fulfilling the requirements of the minor, students are required to complete more than fifty percent of the coursework at King's College in addition to the requirements to obtain a degree.*

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 concentration 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 Society for Human Resource Management (SHRM) has acknowledged that King's College's Bachelor of Science in Business Administration (B.S.B.A.) degree with a concentration in Human Resources Management aligns with SHRM's Human Resources Curriculum Guidebook and Templates. In 2014 there are only 210 undergraduate programs worldwide that have been acknowledged by SHRM as being in alignment with its suggested guides and templates. The guidelines reflect common agreement among faculty who teach HRM, students who study HRM, and practitioners who hire recent HRM degree program graduates regarding the minimum standards that constitute a broad and deep HRM education. The guidelines were created in 2006 and were revalidated in 2013 and every upcoming three years.

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.

## International Business Management Concentration

**REQUIRED COURSES** (8 COURSES – 20 CREDITS)

| | |
|---|---|
| BUS 363 | Operations Management |
| BUS 363L | Operations Management Lab (1 credit) |
| ECON 358 | International Economics |
| FIN 378 | International Finance and Commerce |
| IB 450 | Management of Multinational Corporations |
| MKT 385 | Global Supply Chain Management |
| MKT 390 | International Marketing |
| CARP 412 | Career Planning II (1 credit) |

## International Business Management Minor Requirements

**REQUIRED COURSES** (6 COURSES – 16 CREDITS)

| | |
|---|---|
| MSB 100 | Introduction to Business (1 credit) |
| IB 241 | Globalization |
| IB 450 | Management of Multinational Corporations* |
| ECON 358 | International Economics** |

*Plus any one (1) course from the following:*

| | |
|---|---|
| FIN 378 | International Finance*** |
| MKT 385 | International Marketing**** |
| MKT 390 | Global Supply Chain Management**** |

**IB 450 requires a prerequisite of MSB 200*

***ECON 358 requires a prerequisite of ECON 111 or ECON 112*

****FIN 478 requires a prerequisite of MSB 220*

*****MKT 390 and MKT 385 require a prerequisite of MSB 210*

*In fulfilling the requirements of the minor, students are required to complete more than fifty percent of the coursework at King's College in addition to the requirements to obtain a degree.*

The global economy is a reality and 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 a need for stronger links to the global economy makes knowledge of International Business essential.

The International Business Management concentration 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 multidisciplinary concentration. 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 concentration provides the knowledge and tools to students to prepare them 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 opportunities.

## Sports Management Concentration

**REQUIRED COURSES** (8 COURSES – 20 CREDITS)

| | |
|---|---|
| BUS 250 | Sports Management |
| COMM 225 | Sports Media |
| MKT 325 | Sports Marketing |
| HRM 380 | Employment and Labor Law |
| FIN 370 | Sports Finance |
| BUS 390 | Sports Events and Facilities Operations Management |
| BUS 390-L | Sports Analytics Lab (1 credit) |
| CARP 412 | Career Planning II (1 credit) |

## Sports Management Minor Requirements

**REQUIRED COURSES** (6 COURSES – 16 CREDITS)

| | |
|---|---|
| MSB 100 | Introduction to Business (1 credit) |
| MSB 200 | Principles of Management |
| MSB 210 | Principles of Marketing |

*Plus any three (3) courses from the following*:

| | |
|---|---|
| BUS 250 | Sports Management |
| COMM 225 | Sports Media |
| MKT 325 | Sports Marketing |
| HRM 380 | Employment and Labor Law |
| BUS 390 | Sports Events and Facilities Operations Management |

The undergraduate Sports Management concentration in the McGowan School of Business will provide students with the academic preparation and practical training required for success in the sports industry. Students will learn about the different aspects of sports management from marketing and media to finance, labor and operations. Combined with the MSB foundation and the core curriculum, students will be prepared to pursue careers with professional sports teams, as well as sports and event promotion and entertainment companies, sports facilities, and stadiums/arenas. The concentration will also provide, in addition to academic training, the opportunity for hands-on experience through internships and career development though the Office of Career Planning.

## Management Minor for Students in a Major within the College of Arts and Sciences

**REQUIRED COURSES** (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 (1) of the following courses:*

HRM 210 Introduction to Human Resources Management
IB 241 Globalization

***Plus*:** One additional three (3) credit course selected from within the McGowan School of Business foundation courses or any course from within the three majors and six concentrations 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 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.

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

### BUS 250 – SPORTS MANAGEMENT (3 Credits)

This course will provide students with an overview of sport management and leadership concepts and practice. Course content will represent a variety of sport management concepts, elements, theories, and applications. Prerequisite(s): MSB 200

### BUS 270 – REAL ESTATE FUNDAMENTALS (3 Credits)

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 Credits)

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 280 – INTRODUCTION TO HEALTH CARE SYSTEMS (3 Credits)

This course is a comprehensive introduction to the organization of the U.S. health care "system." Students will examine the major institutions, professions, and political forces that influence the provision of health care services in the United States. Development of each major component of the medical care system will be explored from an historical perspective by examining the changes in their organization and its role over time. Students will also consider the major problems presently confronting each aspect of health care and will discuss alternative means of resolving these issues for the future.

### BUS 285 – MEDICAL PRACTICE ADMINISTRATION (3 Credits)

This course introduces the field and the management of contemporary medical practices and examines strategies for a changing environment. Main topics covered in this course include the historical overview of the development of ambulatory care in the U.S., legal and organizational environment analysis, principles of financial, information systems, and human resources management, marketing and strategic management of group practices, and the implications of managed care and integrated delivery systems. The course presents these topics from a managerial perspective and uses case studies to illustrate the issues and problems faced in day-to-day management.

### BUS 330 – BUSINESS ENTREPRENEURSHIP (3 Credits)

This course introduces the student to starting a venture to help understand the value of ideas and creativity. The course highlights the various types of innovation in driving the development of an enterprise and the importance of strategy, core business competencies, and assisting students to identify opportunities and to creatively solve problems. An investigation of the advantages and disadvantages of entrepreneurial spirit in the startup and operations of an entrepreneurial businesses including 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. This course takes an action-step approach to developing powerful, functional business plans and sharpening students' business focus for future entrepreneurial business success. Prerequisites: MSB 200, MSB 210, and MSB 220.

**BUS 335 – ADVANCED ENTREPRENEURIAL STRATEGIES, THOUGHT, AND APPLICATIONS** (3 Credits)
This course integrates various functional business disciplines to help the student develop an understanding of entrepreneurial thought and practices. Students will learn to view entrepreneurial organizations as integrated systems and provide students with an opportunity to address problems faced by entrepreneurs which traverse the various business disciplines from an integrated perspective. This course will address the area of risk management in the areas of business operations and financial investments and capital structure. Students will use the case approach to allow them to test alternative ways to operate an entrepreneurial business in a competitive environment. Prerequisite: BUS 330

**BUS 345 – BUSINESS LAW II** (3 Credits)
A study of personal property, real property, leases, intellectual property, antitrust, decedent's estates and trusts, debtor-creditor relations, secured transactions, bankruptcy, and negotiable instruments. Additionally covering sales, product liability, securities regulation, and accountants' liability. Prerequisites: MSB 240.

**BUS 354 – WORKFORCE ANALYTICS.** (3 Credits)
The focus of this course is to prepare students to use data strategically regarding the management of a company's workforce. The course will address the types of data organizations capitalize on pertaining to their employees and applicants. Ethical issues regarding the use of this data will also be discussed. Common data analytic processes will be presented, and students will be expected to calculate and interpret various HR metrics as well as conduct HR analytic processes via a statistical software package. Prerequisite: Econ 221 or Math 126

**BUS 363 – OPERATIONS MANAGEMENT** (3 Credits)
In this course you will learn the fundamentals of Operations Management, enhance your managerial insight and intuition, and improve your business decisions. This will be accomplished through: (i) understanding of the business environment and the structure of important operational problems; (ii) analysis of the relevant principles, issues, and tradeoffs; and (iii) working knowledge of relevant methodological tools, solution procedures, and guidelines. Prerequisites: MSB 200, CIS 110, and ECON 221.

**BUS 363L – OPERATIONS MANAGEMENT LAB** (1 Credit)
This course requires students to complete business problems utilizing relevant technologies and to prepare solutions to business problems utilizing computer applications. Prerequisites: MSB 200, CIS 110, and ECON 221. *Course should be taken with BUS 363.*

**BUS 380 – HEALTH CARE OPERATIONS MANAGEMENT AND ECONOMICS** (3 Credits)
This course is a comprehensive introduction of the major topics in health care operations management and economics with the emphasis placed upon enabling the health care industry to add maximum value for customers. The production technology, resource

allocation, cost, and financing of health care services, delivery mechanisms and their effects, health labor markets and professional training, and use of economic evaluation tools (cost-effectiveness and cost-benefit analyses) in making decisions about allocation of scarce resources will be studied. The overall goal of this course is to teach the students to understand how the framework of operations management and economics can be applied to health care markets.

**BUS 380L – HEALTHCARE OPERATIONS MANAGEMENT LAB** (1 Credit)
This course requires students to complete healthcare business problems utilizing relevant technologies and to prepare solutions to healthcare business problems utilizing computer applications. Prerequisites: MSB 200, CIS 110, and ECON 221. *Course should be taken with BUS 380.*

**BUS 390 – SPORTS EVENTS AND FACILITIES OPERATIONS MANAGEMENT** (3 Credits)
This course is designed to provide students with an overview of the major components of both facility and event management: planning, financing, marketing, implementation, and evaluation. The course focuses on a broad range of facilities and events to demonstrate the diversity of the industry, touching on various topics relating to recreation, leisure, health, and fitness. The objective of the course is to provide a working knowledge of how to manage sport facilities and how to plan, manage, implement, and evaluate sport events. Prerequisite(s): BUS 250

**BUS 390L – SPORTS ANALYTICS LAB** (1 Credit)
This course requires students to complete sports management problems utilizing relevant technologies and to prepare solutions to sports management problems utilizing computer applications. Prerequisites: MSB 200, CIS 110, and ECON 221. *Course should be taken with BUS 390.*

**BUS 435 – GLOBAL INNOVATION, TECHNOLOGY AND ENTREPRENEURSHIP** (3 Credits)
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, IB 241, MSB 200, MSB 210, MSB 220.

**BUS 455 – GLOBAL E-BUSINESS** (3 Credits)
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, IB 241, MSB 200, MSB 210, and MSB 220.

**BUS 470 – LEADERSHIP** (3 Credits)
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. Prerequisite: MSB 200.

**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 Credits)
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 Credits)
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*

**COMM 225 - SPORTS MEDIA** (3 Credits)
Students will explore the sports media profession, executing sports public relations tactics while creating narratives on various mass communication platforms. Students will also explore the sports and athletics industries, analyzing the relationships among the media, athletics, and educational institutions. Prerequisite(s): COMM 131.

**ECON 358 - INTERNATIONAL ECONOMICS** (3 Credits)
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. Prerequisite: ECON 111 or ECON 112. *Spring semesters only.*

**FIN 360 – FINANCIAL MANAGEMENT FOR HEALTH CARE MANAGERS (3 Credits)**
This course examines the financial management function In the context of health care organizations. Topics covered Include the concepts of health Insurance and third-party reimbursement, cost and variance analysis, financial and operating analysis, budgeting requirements, and Impact of capitated payment on health facility operations. The primary goal MSB 220

**FIN 370 – SPORTS FINANCE**
Students will gain the knowledge necessary to manage budget, account, ascertain funding, and navigate other complex sport finance issues successfully financially. The specific financial implications of managing a sport-related business are covered. Students will learn how leagues and teams' function most efficiently to meet their goals of profit and/or win maximization.
Prerequisite(s): MSB 220

**FIN 378 – INTERNATIONAL FINANCE AND COMMERCE (3 Credits)**
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 220.

**FIN 450 – ENTREPRENEURIAL FINANCE**
The course provides a foundation for the financial planning and management of a new venture start-up and acquisition. It examines the process of financial forecasting, the practice of effective financial management, and sources of finance, bootstrapping strategy, valuation and exit planning. The course content follows the life cycle of a new venture. Topics are discussed in a manner that follows the logical order of the stages of development that entrepreneurs go through in the process of building a start-up and successfully transitioning it into a growing business. Discussion of stocks, bonds, investment banking, private equity funding, federal funds, commercial paper, treasury securities, repurchase agreements, futures and options, international banking, and capital expenditures. Prerequisite: MSB 220

**HCA 500 – INTRODUCTION TO HEALTHCARE MANAGEMENT (3 Credits)**
Students will learn the foundational theories, concepts, and frameworks that shape healthcare systems in the United States to provide students with tools to identify and create solutions to complex health problems. In addition, this course will introduce the main themes of healthcare management and practice, including leadership, care delivery, professional roles and responsibilities, healthcare reform, finance, operations, insurance, and quality. Knowledge from this course will prepare students for critical thinking and analysis of healthcare issues throughout other courses in the Healthcare Administration program.

**HCA 507 – HEALTHCARE FINANCIAL MANAGEMENT (3 Credits)**
This course is designed as a comprehensive introduction to the financial management function in the context of health care organizations. In addition to basic finance and accounting concepts, topics covered include the concepts of health insurance and third-party reimbursement, cost concepts and decision analysis, budgeting requirements, long-

term financing, capital budgeting and risk, and financial and operating analyses. The course will integrate corporate finance and accounting theories, institutional knowledge of health care finance, and applications to specific real-world problems. Students will work toward earning the Healthcare Financial Management Association (HFMA) Business of Health Care® Certificate.

**HCA 571 – HEALTH MARKETING AND PROMOTION** (3 Credits)
This course introduces students to traditional marketing principles applied to planning, developing, implementing, and evaluating social marketing campaigns and strategies that simultaneously focus on creating business and societal value. Through developing a social marketing plan, the course provides an in-depth understanding of how marketing principles can be applied to bring about behavioral change for the social good.

**HCA 576 – OPERATIONS MANAGEMENT IN HEALTHCARE** (3 Credits)
This course emphases the development of skills around managing the operational processes in the field of health primarily directed to improving the effectiveness, efficiency, and quality of health care services. The course focuses on the use of quantitative methods to address complex operational issues and realistic problems. The quantitative approach to decision making is balanced with discussions of qualitative issues such as the role of values, beliefs, power, and other aspects of decision-making.

**HRM 210 – INTRODUCTION TO HUMAN RESOURCES MANAGEMENT** (3 Credits)
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.

**HRM 354 – EMPLOYEE SELECTION: A PSYCHOLOGICAL ASSESSMENT APPROACH** (3 Credits)
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 Credits)
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 and HRM 210.

**HRM 380 – EMPLOYMENT AND LABOR LAW** (3 Credits)
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 Credits)
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 Credits)
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 Credits)
A course designed to integrate and apply the human resources, psychology, and business courses required to address issues for Human Resources Managers. Students 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 480 – INDEPENDENT RESEARCH IN HUMAN RESOURCES MANAGEMENT** (3 Credits)
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 and HRM 210.

**HRM 491 – SPECIAL TOPICS IN HUMAN RESOURCES MANAGEMENT** (3 Credits)
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.

**IB 450 – MANAGEMENT OF MULTINATIONAL CORPORATIONS** (3 Credits)
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: IB 241, MSB 200, MSB 210, and ECON 221.

**IB 491 – SPECIAL TOPICS IN INTERNATIONAL BUSINESS** (3 Credits)
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.

**MKT 325 SPORTS MARKETING** (3 Credits)
Sports Marketing has become increasingly sophisticated over the last decade as teams compete for the entertainment dollar. A study of marketing, promotion, sales, and sponsorship strategies utilized in the sports industry by both sports properties and brand partners. Prerequisite(s): MSB 210

**MKT 330 – SELLING STRATEGIES** (3 Credits)
A study of the role of personal selling in the promotional mix with an emphasis on the duties and ethical responsibilities of business-to-business sales representatives. An emphasis is placed on the sales process and the challenges associated with a career in professional selling. Prerequisite: MSB 210.

**MKT 385 – GLOBAL SUPPLY CHAIN MANAGEMENT** (3 Credits)
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 ensure 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 Credits)
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.

# Marketing

*Dr. Amy Parsons, 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 provides 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.

In conjunction with the Department of Mass Communications, Marketing majors can achieve a concentration or a minor in Mass Communications to supplement their degree in Marketing. The minor and concentration in Mass Communications offers students the opportunity to gain a further understanding of the role of media in society along with specialized media knowledge in advertising, brand communications, social media, and/or visual communications.

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.

Majors in the William G. McGowan School of Business are accredited by AACSB International – The Association to Advance Collegiate Schools of Business. AACSB Accreditation is the hallmark of excellence in business education and has been earned by less than five percent of the world's business programs.

# Education Requirements

**See William G. McGowan School of Business Required Core Courses and Business Foundation**

**MAJOR REQUIREMENTS** (20 CREDITS)

| | |
|---|---|
| MKT 315 | Consumer Behavior |
| MKT 360 | Digital Marketing |
| MKT 450 | Marketing Research |
| MKT 480 | Marketing Management |
| MKT 480L | Marketing Management lab (1 credit) |
| CARP 412 | Career Planning II (1 credit) |

*Plus: MKT Electives (6 hours) selected from the following:*

| | |
|---|---|
| MKT 320 | Retail Management |
| MKT 325 | Sports Marketing |
| MKT 330 | Selling Strategies |
| MKT 350 | Principles of Advertising |
| 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.

**MARKETING MINOR REQUIREMENTS** (6 COURSES – 18 CREDITS)

| | |
|---|---|
| CIS 110 | Introduction to Business Information Systems |
| MSB 210 | Principles of Marketing |
| MKT 315 | Consumer Behavior |

*PLUS THREE: MKT ELECTIVES (9 HOURS) SELECTED FROM THE FOLLOWING:*

| | |
|---|---|
| MKT 320 | Retail Management |
| MKT 325 | Sports Marketing |
| MKT 330 | Selling Strategies |
| MKT 350 | Principles of Advertising |
| MKT 360 | Digital Marketing |
| MKT 385 | Global Supply Chain Management |
| MKT 390 | International Marketing |
| MKT 450 | Marketing Research |
| MKT 480 | Marketing Management |

**MARKETING MINOR REQUIREMENTS FOR MASS COMMUNICATIONS MAJORS** (6 COURSES – 18 CREDITS)

*One of the following computer courses (3 credits)*

CIS 110 Introduction to Business Information Systems
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)*

MKT 325 Sports Marketing
MKT 330 Selling Strategies
MKT 350 Principles of Advertising
MKT 360 Digital Marketing
MKT 385 Global Supply Chain Management
MKT 390 International Marketing

**MARKETING CONCENTRATION REQUIREMENTS FOR MASS COMMUNICATIONS MAJORS** (3 COURSES – 9 CREDITS)

**REQUIRED COURSES** (3 CREDITS)

MSB 210 Principles of Marketing

*Plus: Two elective courses from the following (6 credits)*

MKT 315 Consumer Behavior
MKT 325 Sports Marketing
MKT 330 Selling Strategies
MKT 350 Principles of Advertising
MKT 360 Digital Marketing
MKT 390 International Marketing

*In fulfilling the requirements of the minor, students are required to complete more than fifty percent of the coursework at King's College. Students in the Mass Communications concentration are required to take all courses for the concentration at King's College. The Concentration for Mass Communications students will not have the designation included on the student's transcript upon graduation.*

*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.*

## Mass Communications Cooperative Programs

The following Mass Communications minor and concentration for Marketing majors are offered and taught by the Department of Mass Communications at King's College.

**MASS COMMUNICATIONS MINOR REQUIREMENTS FOR MARKETING MAJORS** (6 COURSES – 18 CREDITS)

| | |
|---|---|
| COMM 111 | Survey of Mass Communications |
| CIS 110 | Introduction to Business Information Systems |
| | OR |
| COMM 115 | Computer Applications for Mass Communications |
| COMM 233 | Introduction to Visual Communications |
| COMM 290 | Media and Communication Campaigns |
| COMM 345 | Professional Design for Print and Digital Media |
| COMM 396 | Branding Technique and Creative Design |

**MASS COMMUNICATIONS CONCENTRATION REQUIREMENTS FOR MARKETING MAJORS** (3 COURSES – 9 CREDITS)

| | |
|---|---|
| COMM 111 | Survey of Mass Communications |
| COMM 233 | Introduction to Visual Communications |
| COMM 396 | Branding Technique and Creative Design |

*In fulfilling the requirements of the Mass Communications minor for Marketing majors, students are required to complete more than fifty percent of the coursework at King's College. Students in the Mass Communications concentration are required to take all courses for the concentration at King's College. The concentration will not have the designation included on the students' transcript upon graduation.*

# Course Descriptions

**MKT 315 – CONSUMER BEHAVIOR** (3 Credits)
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 of consumer behavior to the marketing mix (product, price, place, and promotion). Prerequisite: MSB 210.

**MKT 320 – RETAIL MANAGEMENT** (3 Credits)
The management of retail stores. Topics include consumer behavior, location, layout, personnel management, merchandise management, customer services, and financial control. Prerequisite: MSB 210.

**MKT 325 – SPORTS MARKETING** (3 Credits)
Sports Marketing has become increasingly sophisticated over the last decade as teams compete for the entertainment dollar. A study of marketing, promotion, sales, and sponsorship strategies utilized in the sports industry by both sports properties and brand partners. Prerequisite: MSB 210.

**MKT 330 – SELLING STRATEGIES** (3 Credits)
A study of the role of personal selling in the promotional mix with an emphasis on the duties and ethical responsibilities of business-to-business sales representatives. An emphasis is placed on the sales process and the challenges associated with a career in professional selling. Prerequisite: MSB 210.

**MKT 350 – PRINCIPLES OF ADVERTISING** (3 Credits)
A study of the key concepts related to planning, creating, and managing traditional and digital forms of advertising and promotional strategies from idea generation, media selection, and planning. Ethical issues related to advertising are also covered. Prerequisite: MSB 210.

**MKT 360 – DIGITAL MARKETING** (3 Credits)
In today's society marketers are increasingly relying on digital media and technology to promote and sell their products. This course examines the process of planning, creating, and measuring the effectiveness of online marketing strategies. Topics include web analytics, email marketing, search engine marketing and optimization, mobile marketing, social media, influencer marketing, and affiliate marketing. Prerequisite: MSB 210.

**MKT 385 – GLOBAL SUPPLY CHAIN MANAGEMENT** (3 Credits)
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 ensure 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 Credits)
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 Credits)
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 and MSB 210.

**MKT 480 – MARKETING MANAGEMENT** (3 Credits)
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. This course will include the fundamentals of operations management to enhance your managerial insight and intuition and improve your business decision making skills. Senior status required. Prerequisites: IB 241, MSB 200, MSB 210, and ECON 221.

**MKT 480L – MARKETING MANAGEMENT LAB** (1 Credit)
A study of the technology used for the management of marketing operations. Emphasis will be placed upon appropriate technology solutions used in practice and in simulation case studies. Prerequisites: CIS 110, ECON 221, and MSB 210.

**MKT 490 – INDEPENDENT STUDY IN MARKETING** (3 Credits)
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 Credits)
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 Credits)
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.

# Medical Studies – Physician Assistant Track

*Diana Easton, MPAS, PA-C, Program Director*
dianaeaston@kings.edu

PAs are health care providers who are nationally certified, and state licensed to practice medicine. As a part of their responsibilities, PAs 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.

Upon graduation, PAs take a national certification examination developed by the National Commission on Certification of PAs (NCCPA).

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 began in 1975 and has over 45 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 1000 Physician Assistants who practice throughout the country in all areas of medicine.

## The Five-Year B.S.M.S./M.S.P.A.S. Program

### 199 total credits (135 credits for BS in Medical Studies)

The five-year B.S./M.S.P.A.S. program is an accelerated and challenging program for students entering King's College. The program is composed of two parts: a three-year pre-professional phase and a two-year professional phase. Students in the 5-year B.S.M.S./M.S.P.A.S. Program must complete six semesters of pre-professional course work. The pre-professional phase of this program is not part of the PA Program's 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/MATH G.P.A. REQUIREMENTS BY SEMESTER:**

| Year | Fall | Spring |
|---|---|---|
| Freshman | N/A* | 2.9 |
| Sophomore | 3.0 | 3.2 |
| Junior | 3.2 | 3.2 |

** Students are considered to be in good academic standing with a G.P.A. > 2.85. G.P.A.s are not rounded.*

- A student who has achieved a grade of less than a C- in any course cannot continue in the five-year BSMS/MSPAS Program. Students are not permitted to repeat prerequisite science/math or core courses. However, students unable to continue in the medical studies major are welcome to remain at King's and choose another major.
- Science and math prerequisite courses must be completed in the undergraduate Medical Studies PA Track Program Planner. College Discovery and Advanced Placement credits are not accepted for science/math prerequisites but will transfer as elective science courses.
- Students are permitted to transfer credits for core courses. These credits may be achieved through College Discovery, Advanced Placement, and summer study.
- The five-year BSMS/MSPAS program requirements include a minimum designated credit load each semester regardless of transfer credits (see below). Workload for all credits must be completed in the semester in which the credits are awarded. Transferring courses which meet core requirements offer students the opportunity for electives or the completion of a minor.
- Any student in the Medical Studies major who is found in violation of the academic integrity policy and receives an Academic Integrity Probation Sanction or Suspension from the College, will forfeit his/her guaranteed seat into the Professional Phase of the PA Program and will be required to change their major.
- 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 on or before December 1st of the fall semester of the student's Junior year. Of these 500 hours, a minimum of 300 must be Category I hours while the remainder can be Category II hours. These hours must also include eight hours of physician assistant shadowing experiences. 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./M.S.P.A.S. pre-professional phase students are guaranteed a seat in the professional phase of the program as long as they meet the Progression Criteria and submit an application of intent to progress to the professional phase, including a personal statement and documentation of other experiences (non-patient work experiences, community service, and extracurricular activities).
- An interview will be required to matriculate into the program. During this time, students will be informed about Program policies and given details regarding both the didactic and clinical phases of the program. Interviews are scored, but matriculation into the professional phase of the program is not contingent upon the score.
- BSMS/MSPAS students are scored similarly (with the exception of references, which are not required) to the graduate applicant, however, matriculation into the professional phase of the program is not contingent on the score. Students must meet all progression criteria to matriculate into the professional phase of the program.

- After successful completion of the first three years, students enter the professional phase of the program which is also referred to as the Physician Assistant Program (see The Professional Phase Years 4 and 5 for more information).

## The Professional Phase (Years 4 and 5)

- The professional phase is full-time only and a total of 24 months in duration, beginning with 12 months of didactic instruction in all areas of general medicine. Direct patient encounters become the core instruction during the 12 months of the clinical curriculum. In addition, students are mentored as they develop and complete a master's research project. The full-time program faculty, along with clinical adjunct/instructional faculty, including physicians, physician assistants and other health care professionals, present the curriculum and monitor the students' clinical experiences.
- During the clinical phase, students are required to do a rotation in Internal Medicine, Pediatrics, Obstetrics and Gynecology, Psychiatry, General Surgery, Family Medicine and Emergency Medicine. In addition, students complete an elective rotation. Elective rotations are subject to availability and approval by the clinical faculty. Each rotation is six weeks in length and occurs at a clinical site. Students return to campus throughout the clinical year to participate in various assessments and lectures. The clinical curriculum builds upon the didactic curriculum to prepare our students for clinical 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. Students are not required to provide their own clinical sites. Students may suggest some of their rotations; however, this must be discussed and approved with the Clinical Faculty prior to any arrangements being made. Approval is not automatically guaranteed. Students are responsible for their own individual transportation to their clinical sites.

Enrollment in the professional phase is limited by the number of seats available. Therefore, in the event that the number of qualified BSMS/MSPAS Program students exceeds the number of seats available in the professional phase, students with the highest overall and science/math GPAs will be granted seats in the class. In the event of a tie in this GPA the student with the higher science GPA will be considered first. If a tie remains after this consideration, the student's number of direct or category one patient care hours will be used to break the tie. Those qualified students who were not offered seats will be deferred until the next year.

Students who are required to change their major or are dismissed from the Program and wish to appeal must follow the Academic Appeals Policy for Pre-Professional Phase Students or the Appeals Policy for Dismissal from the Professional Phase of the PA Program.

**Appeals Policy for Pre-Professional Phase Students**

1. At the end of each semester, all Pre-PA students will be evaluated by their assigned PA advisor to determine if they meet the progression criteria set forth by the PA department.
2. If a Pre-PA student fails to meet the progression criteria, their advisor will inform the PA Program Director. The Program Director will inform the student in writing

that he/she will no longer be able to remain in the PA major. The student will be referred to the Department of Academic Advisement for reassignment of his/her major and advisor. The PA Program Director will forward the student's name to the Chair of the PA Appeals Committee.

3. If the student decides to appeal this decision, he/she must submit a written appeal to the Chair of the PA Appeals Committee within one week (5 business days) of receipt of the letter.
4. The PA Appeals Committee is composed of the Chair of the PA Appeals Committee, 2 King's College Faculty members who are not PA Faculty but are familiar with the PA Program and the Medical Director of the PA Program. If any members are unavailable, alternates will be selected as mutually agreed upon by the PA Appeals Committee remaining members and the PA Program Director. A member of the PA Review Committee sits on this Committee as a non-voting member to offer points of clarification.
5. The student's written appeal must **not** just be a reiteration of the known facts but **must** contain a) compelling evidence as to why he/she is appealing; b) new or additional evidence disputing the known facts; and c) copies of any pertinent materials to support the appeal.
6. Upon receipt of the student's appeal letter, the Chair of the PA Appeals Committee will clarify any facts or ambiguities with the PA Program Director or the program's faculty liaison to the committee.
7. If the appeal letter does not contain new or compelling evidence to support the appeal, as determined by the majority of the PA Appeals Committee, the process will end here, and the student will need to change their major. The student will be notified of this decision by the Chair of the PA Appeals Committee.
8. If the appeal letter does contain new or compelling evidence for the appeal, within one week (5 business days) of the deadline for the student's appeal letter, the Chair of the PA Appeals Committee will then convene a meeting with the student and the members of the PA Appeals Committee. The non-voting member of the committee will not be present during this meeting.
9. At the meeting, the PA Appeals Committee will listen to the student and ask questions. After the meeting, the members will review the student's appeal and make a decision within one week (5 business days) of the meeting. The Committee will deliberate in closed session and the deliberations of the Committee are confidential.
10. After reviewing the appeal **and before any decision is made**, the Chair of the PA Appeals Committee will contact the PA Program Director for validation of facts presented by the student and, if needed, clarification.
11. A student's appeal is granted only upon approval by at least three of the four voting members of the PA Appeals Committee. The non-voting member of this committee will not be present during the vote.
12. The final decision whether or not to grant the student's appeal will be communicated by the Chair of the PA Appeals Committee to the PA Program Director.
13. The Chair of the PA Appeals Committee will record the Committee's decision by communicating in writing to the student, the PA Program Director, and to the Director of Academic Advisement. A copy of the decision will be placed in the student's permanent file.

14. Should the Committee decide to grant the appeal, the PA Program Director will develop a contract for the student outlining the requirements for the student to continue in the PA Program. This contract must be signed by the student. The contract outlining the requirements to remain in the major may require a delay in the student's expected graduation or additional costs. These costs are the responsibility of the student. This contract will be placed in the student's permanent file.
15. The decision of the Committee concludes the appeals process. Both the student and the Department of Physician Assistant Studies must comply with the Committee's decision, as this decision by the PA Appeals Committee is final.

**Appeals Policy for Dismissal from the Professional Phase of the PA Program**

- If a student has been dismissed from the Program, the student has the right to appeal this decision.
- If a student decides to appeal against this decision, he or she must submit a written appeal to the Chair of the PA Appeals Committee within 1 week (5 business days) of receipt of the letter.
- The student can request permission from the Program Director to return to class/rotation during the appeals process once the student announces their intent to appeal the dismissal. If granted, the student may remain in class/rotation until either the 5 business days pass without the student submitting an appeal letter to the PA Appeals Committee or a decision is made by the PA Appeals Committee, concluding the process.
- The PA Appeals Committee is composed of the Chair of the PA Appeals Committee, 2 King's College Faculty members who are not PA Faculty but are familiar with the PA Program and the Medical Director of the PA Program. If any members are unavailable, alternates will be selected as mutually agreed upon by the PA Appeals Committee remaining members and the PA Program Director. A member of the PA Review Committee sits on this Committee as a non-voting member to offer points of clarification.
- The student's written appeal must **not** just be a reiteration of the known facts but **must** contain compelling evidence as to why he or she is appealing, new or additional evidence disputing the known facts, and copies of any pertinent materials to support the appeal.
- Upon receipt of the student's appeal letter, the Chair of the PA Appeals Committee will clarify any facts or ambiguities with the PA Program Director or the program's faculty liaison to the committee.
- If the appeal letter does not contain new or compelling evidence to support the appeal, as determined by the majority of the PA Appeals Committee, the process will end here, and the decision of the PA Review Committee will be upheld. The student will be notified of this decision by the Chair of the PA Appeals Committee.
- If the appeal letter contains new or compelling evidence, the Chair of the PA Appeals Committee will schedule a meeting with the student and the voting members of the committee within 1 week (5 business days). The non-voting

member of the committee will not be present during the students meeting with the committee.

- At the meeting, the PA Appeals Committee will listen to the student and ask questions. After the meeting, the members will review the student's appeal and make a decision within 1 week (5 business days). The Committee will deliberate in closed session and the deliberations of the Committee are confidential.
- After reviewing the appeal and before any decision is made, the Chair of the PA Appeals Committee will contact the PA Program Director for validation of facts presented by the student and, if needed, clarification.
- A student's appeal is granted only upon approval by at least three of the four voting members of the PA Appeals Committee. The non-voting member of this committee will not be present during the vote.
- The final decision whether or not to grant the student's appeal, is communicated by the Chair of the PA Appeals Committee to the PA Program Director.
- The Chair of the PA Appeals Committee will record the Committee's decision by communicating in writing to both the student and the PA Program Director. A copy of the decision is placed in the student's permanent file.
- Should the Committee decide to grant the appeal, the PA Program Director will develop a contract for the student outlining the requirements for the student to continue in the PA Program. This contract must be signed by the student. The contract will outline the requirements needed to remain in the major and may require a remediation or delay in the student's expected graduation. Any associated cost with any remediation or delayed graduation will be the responsibility of the student. This contract will be placed in the student's permanent file.
- The decision of the PA Appeals Committee concludes the appeals process. Both the student and the Department of Physician Assistant Studies must comply with the Committee's decision, as this decision by the PA Appeals Committee is final.

## Accreditation

The pre-professional program (years 1-3 of the B.S.M.S./M.S.P.A.S. Program) is not part of the PA Program's accreditation status. Accreditation for the PA Program is for the Professional Phase of the PA Program only (years 4 and 5 of the 5-year B.S.M.S/M.S.P.A.S. Program). The term PA Program or King's College Physician Assistant Program refers only to the professional phase of the Physician Assistant Program at King's College.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation – Continued to the King's College Physician Assistant Program sponsored by King's College. Accreditation – Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program will

be March 2027. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. The program's accreditation history can be viewed on the ARCPA website at **arc-pa.org/accreditation/accredited-programs**. The program's accreditation history can be viewed on **the ARC-PA website here.**

# College Program Learning Outcomes

## B.S. in Medical Studies and B.S. Medical Studies Life Science Track

Successful completion of this program will enable a degree earner to:

- Demonstrate basic medical knowledge
- Obtain a chief complaint and document the history of present illness of a patient
- Perform appropriate physical exams utilizing correct exam techniques
- Demonstrate knowledge of and apply major biological concepts, tenets, and principles
- Analyze and interpret information and data
- Perform the routine calculations from statistics and produce clear explanations of statistical results

## M.S. in Physician Assistant Studies

Successful completion of this program will enable a degree earner to:

- Demonstrate professionalism
- Demonstrate basic medical knowledge
- Demonstrate history taking ability
- Perform physical exams and technical skills using appropriate and correct techniques
- Order and evaluate diagnostic testing
- Formulate patient diagnoses and differential diagnoses
- Develop a therapeutic plan for patients
- Perform appropriate documentation
- Demonstrate knowledge of health maintenance for patients

# King's PA Program Competencies

## Knowledge for Practice

1.1 Utilize critical thinking skills to solve clinical scenarios.
1.2 Develops broad based medical knowledge.
1.3 Formulate appropriate diagnoses.
1.4 Recognize populations at risk to enhance preventive health measures.
1.5 Discern among acute and chronic disease states.
1.6 Perform procedures considered essential for the practice specialty.
1.7 Develop appropriate management plans.

## Interpersonal and Communication Skills

2.1 Use effective communication during medical encounters.

2.2 Appropriately document medical information.

2.3 Demonstrate compassion in conversations with patients.

### Patient-Centered Care

3.1 Gather information about patients and their conditions through history-taking, physical examination, and the use of diagnostics.

3.2 Interpret and utilize data to make informed decisions about patients.

3.3 Identify potential risks that should be considered in management plans.

3.4 Educate patients about diagnosis and treatments plans.

3.5 Determine appropriate patient follow-up.

3.6 Recognize when referrals are required.

### Interprofessional Collaboration

4.1 Communicate effectively to enhance interprofessional collaboration.

### Professionalism

5.1 Maintains professional demeanor.

5.2 Recognize the necessity to provide patient privacy.

### Practice-based Learning

6.1 Develop the ability to identify personal strengths, deficiencies, and limitations.

6.2 Considers guidelines to improve patient outcomes

6.3 Recognize the need for cost-effective health care.

Note: The King's PA Program adapted these competencies which were drawn from three sources: the current Competencies for the PA Profession, PAEA's Core Competencies for New PA Graduates, and the Englander et al article "Toward a common taxonomy of competency domains for the health professions and competencies for physicians".

## Tuition and Fees

**The tuition for the first three years of the five-year BSMS/MSPAS program can be found here.**

For tuition information and additional fees associated with the professional phase of the program (years 4 and 5), please consult our web sites at: **Physician Assistant Tuition and Fees / Refunds | King's College (kings.edu)**

There are written technical standards that all PA students must meet to complete professional phase training. Please review these standards before making an application to the program.

## 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, and the clinical setting. 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.

## 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. Documentation must include the following: (1) qualifications of the evaluator; (2) recency of documentation; (3) appropriate clinical documentation to describe functional limitations to life activities; and (4) evidence to establish a rationale supporting the need for accommodations. Students need to meet the technical standards of the King's College PA Program in order to remain in the program.

Candidates for selection to the PA Program will be required to verify that they understand and meet these technical standards, or that they believe that, with certain accommodation(s), they can meet the standards.

Disability Services will evaluate a student who states that he/she could meet the program's technical standards with accommodation(s) and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states that he/she can meet the technical standards with accommodation(s), then the College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation(s). This will include a review of whether the accommodation(s) requested are reasonable, taking into account whether accommodation(s) would jeopardize clinician/patient safety, or the educational process of the student or the College, including all coursework, clinical experiences deemed essential to graduation.

The King's College Department of Physician Assistant Studies complies with federal, state, and university guidelines regarding applicants with disabilities.

## Immunization Policy

The King's College Department of Physician Assistant Studies immunization requirements are based on the Center of Disease Prevention and Control (CDC) for health professionals and any Pennsylvania specific mandates. There are no known additional specific immunization or health screenings mandated by the state of Pennsylvania and Luzerne County. Proof of immunization status must be completed prior to entering the program and updated annually.

**The following link provides a list of the CDC's recommended vaccinations for health professionals.**

(https://www.cdc.gov/vaccines/hcp/imz-schedules/adult-medical-condition.html#table-conditions)

The following link provides Pennsylvania's general immunization guidelines: https://www.pa.gov/agencies/health/programs/immunizations/general-immunization-guidance

**The King's College PA Program requires the following:**

- Annual Influenza vaccination (Not due until the start of Influenza season)
- 1 dose Tdap then Td or Tdap booster updated every 10 years
- MMR- proof of two immunizations against MMR or laboratory evidence of a positive titer against each of the three components of this vaccination.
- VAR two dose series or laboratory proof of immunity

- Hep B three dose series or laboratory evidence of immunity
- TB (see below)

The King's College PA Program does not require the following immunizations but does recommend that students follow the recommendations of their health care provider to determine their individual risk for these additional immunizations.

- COVID 19
- HPV
- Mpox
- RSV
- Pneumococcal
- IPV
- RZV

- Though not an immunization, students must have a 2-step tuberculin skin test or an IGRA (Interferon-Gamma Release Assay) within three months from the start of the program. Additional tuberculosis testing may also be required by clinical sites or if there is a known exposure or ongoing transmission. Positive results will require proper evaluation, and documentation must be submitted as instructed by the PA Program.
- 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, resident students must either provide written documentation of meningitis immunization (at least one dose of MenACWY over the age of 16) or sign a waiver to indicate they have been informed about this disease and vaccine and have chosen not to be immunized. This form is imbedded in the electronic immunization record health required by student health. Otherwise, the meningococcal vaccines are only for those that are routinely exposed to isolates of Neisseria meningitidis.
- Students with a medical exemption for influenza have to follow clinical site protocols for required masking.

The King's College PA Program does recognize medical exemption for immunizations approved by the program. A medical exemption, however, may not be approved by a clinical site. If not approved by the clinical site, this may result in the inability of a student to continue or complete the program.

Facilities and hospitals often require additional immunizations and titers, or health screenings which students must obtain prior to starting rotations at those sites. These additional requirements are listed for the students on Prism. Students will be required to get these immunizations and health screenings even if they are not required by the program.

Failure to comply with the Immunization Policy for the Department of Physician Assistant Studies or any additional immunizations and titers, or health screenings 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 manner.

## 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. Prior to the start of the professional phase of the program and annually thereafter, students will be required to undergo a 10-panel urine drug screen performed at a licensed laboratory. Students with extenuating circumstances, making a urine test infeasible, may request program approval to undergo comparable blood testing in place of the urine screen. If comparable blood test is approved, any additional cost of such test is the responsibility of the student and clinical sites may still require the student to undergo a urine drug screen per their institutional policies.

An institution, clinical site or the PA Program may require additional and or unannounced drug and/or alcohol testing. Referral for counseling and treatment may be required by the Program. Students will sign a consent form with a waiver of liability releasing this information to the Program and clinical sites. The student is responsible for all associated costs. If the student refuses, they will be unable to complete the requirements of the program. Specific disciplinary actions and/or dismissals will be handled on an individual basis.

## Background Checks and Child Abuse Security Clearance

For the Professional Phase of the Program, students are required to have the following annual background checks: A fingerprinted Federal Criminal History Record Check (FCHR), a Pennsylvania State Police Criminal Record Check (PATCH), a Pennsylvania Child Abuse History Clearance, and a comprehensive background check performed by Universal Background Screening. All costs incurred in complying with these checks are the responsibility of the student.

A student who does not have a clear background check may be denied access to hospitals and/or clinical rotations. This may affect his or her ability to complete the program. A background check which is not clear may also affect one's ability to sit for the PANCE, obtain professional licenses, or institutional privileges. 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

Matriculating students must submit a yearly medical release form signed by their health care provider, clearing them to participate in the King's College PA Program, maintain current health insurance and a current driver's license. Students must also have a reliable car to use for clinical experiences during the Program. Students must have laptop computer with wireless capability.

## Employment During the Professional Phase of the PA Program

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 requirements of the Program, nor will any special accommodations be made.

## Experiential Learning Credits and the Professional Phase of the PA Program

The professional program does not allow for exemption from courses, clinical skills, laboratories, or clinical education regardless of prior experience, degree or credential. All students must matriculate through all aspects of the professional phase of the program in the specified time frame outlined within the student manual during the 24-month program, or as specified by the PA Review Committee, and successfully complete the requirements for graduation.The Program does not allow advanced placement within the curriculum. Pre-requisite coursework will not replace any component of the professional phase PA Program curriculum.

Questions can be addressed at the PA office by calling (570) 208-5853 or contact the Admissions Coordinator at **PAadmissions@kings.edu**.

Policies subject to change at any time in order to comply with ARC-PA standards, King's College, updated Program Policies 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 manner.

## Requirements to Graduate from the PA Program:

**Requirements to Graduate**

**In order to graduate, a student must:**

1. Pass all modules of the didactic phase of the program in sequence with an 80.00% or better, pass all pass/fail modules and maintain a minimum professional phase cumulative GPA of 3.00 or higher by the end of the didactic year.
2. Exhibit consistent professional behavior throughout the entire program.
3. Complete and pass the Capstone Course with a 3.00 or better prior to the cohort's scheduled graduation date.
4. Pass all components of summative evaluation as outlined in the Clinical Manual (computer based and practical summative examinations) prior to the cohorts scheduled graduation date.
5. Pass all clinical rotations with a 3.00 or better prior to the cohorts scheduled graduation date.
6. Meet or exceed minimum requirements for clinical experiences and competencies as outlined in the clinical manual prior to the cohorts scheduled graduation date.

## 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 Physician Assistant National Certifying Examination (PANCE).

## The 5 Year Combined BSMS/MSPAS Degree Program

### 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 and PA program courses
- Preparatory science prerequisites for the later professional phase

**Students fulfill the CORE requirements for the Bachelor of Science degree, as well as the following science/math courses:**

Evolution and Diversity with Laboratory (4 credits)
Organisms and Their Ecosystems with Laboratory (4 credits)
Cell and Molecular Biology with Laboratory (4 credits)
Microbiology with Laboratory (4 credits)
Immunology (4 credits)
Anatomy and Physiology with Laboratory (8 credits)
Biochemistry for Medical Studies (4 credits)
Medical Genetics (3 credits)
General Chemistry I and II with Laboratory (8 credits)
Organic Chemistry I with Laboratory (4 credits)
Intro to Neuroscience for Medical Studies (3 credits)
Drugs and Behavior (3 credits)
Introduction to Statistics and Data Analysis (3 credits)
Introduction to PA Essentials (1 credit)
Fundamental PA Skills (1 credit)
PA Career Foundations (1 credit)

***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. These science courses must be completed at King's College. 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. Students must complete the courses listed on the Program Planner for the year that they are admitted to the college.*

### PROFESSIONAL (DIDACTIC) PHASE (YEAR 4)

**Summer Semester**

PA 475C Medical Terminology
(Summer Self-Study included in grading for Basic Medical Sciences I)

**Fall Semester**

PA 450 Diagnostic Methods I (4 credits)
Physical Diagnosis I
Physical Diagnosis Laboratory I
Diagnostics I

Medical Interviewing and Documentation

PA 554 Clinical Medicine I (5.5 credits)
- Eyes, Ears, Nose and Throat (EENT)
- Pediatrics
- Endocrinology

PA 556 Clinical Medicine II (5.5 credits)
- Dermatology
- Infectious Diseases
- Behavioral Health
- Orthopedics

PA 475 Basic Medical Sciences I (3 credits)
- Pharmacology I
- Anatomy and Physiology I
- Medical Terminology (summer self-study)
- Gross Anatomy Lab I
- Seminar

**Spring Semester**

PA 455 Diagnostic Methods II (4.5 credits)
- Basic EKG
- Physical Diagnosis II
- Physical Diagnosis Laboratory II
- Diagnostics II

PA 557 Clinical Medicine III (4.5 credits)
- Gastroenterology
- Neurology
- Cardiology I

PA 558 Clinical Medicine IV (6 credits)
- Pulmonology
- Urology/Renal
- Gynecology/Obstetrics
- Hematology

PA 476 Basic Medical Sciences II 3 credits)
- Pharmacology II
- Gross Anatomy Lab II
- Anatomy and Physiology II
- Seminar/OSCE (Objective Structured Clinical Examination)

### Completion of the BS in Medical Studies Degree

The following classes are for those students continuing to complete the MSPAS degree:

### Intersession Semester

PA 559 Clinical Medicine V (6 credits)
- Emergency Medicine
- General Surgery

Cardiology II
Rheumatology
Seminar

**PA 565 Clinical Medicine VI (3 credits)**
Clinical Reasoning
Hospital Based Practices
Patient Centered Care Plans
Diagnostics III

**PA 510 Foundations of Clinical Practice (3 credits)**
Research Methods
Health Care Policies/PA Practice
Medical Ethics
Medical Genetics
Medical Anthropology
Seminar

**PROFESSIONAL (CLINICAL) PHASE (YEAR 5)**

PA 515 Emergency Medicine (6 credits)
PA 520 Internal Medicine (6 credits)
PA 525 Obstetrics and Gynecology (6 credits)
PA 530 Pediatrics (6 credits)
PA 535 Psychiatry (6 credits)
PA 540 General Surgery (6 credits)
PA 545 Family Practice (6 credits)
PA 555 Elective Rotation (6 credits)
PA 560 Capstone Course (4 credits)

**The Clinical Phase of the Program provides clinical experiences for 6 weeks in the following areas:**

| | |
|---|---|
| Emergency Medicine | Pediatrics |
| Internal Medicine | Psychiatry |
| Family Medicine | General Surgery |
| Obstetrics and Gynecology | Elective |

Students will complete a master's project using up-to-date medical research. They must also pass a computer-based and practical summative examinations.

# PA Course Descriptions for Medical Studies Major

## BIOL 113 and BIOL 113L – EVOLUTION AND DIVERSITY (4 credits)

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 and BIO 210L – ORGANISMS AND THEIR ECOSYSTEMS (4 credits)**
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. Prerequisite: BIOL 113. 3 lecture and 3 laboratory hours.

**BIOL 213 and BIOL 213L – CELL AND MOLECULAR BIOLOGY (4 credits)**
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 molecular biology. While the scope of this course is broad, it will have a concentrated focus on metabolic and genetic principles. Prerequisites: BIOL 113 and 210. 3 lecture and 3 laboratory hours.

**BIOL 221 and BIOL 221L – ANATOMY AND PHYSIOLOGY I FOR MEDICAL STUDIES (4 credits)**
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 213 and CHEM 241. 3 lecture and 3 laboratory hours. Intended primarily for Medical Studies Majors.

**BIOL 222 and BIOL 222L – ANATOMY AND PHYSIOLOGY II FOR MEDICAL STUDIES (4 credits)**
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 with a minimum grade of C-. 3 lecture and 3 laboratory hours. Intended primarily for Medical Studies Majors.

**BIOL 224 – Biochemistry for Medical Studies (4 credits)**
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. Lectures will consist of in-depth discussions of modern techniques and clinical diseases in biochemistry. Prerequisites: BIOL 213, CHEM 241, or permission of instructor. 4 lecture hours. Intended primarily for Medical Studies and Clinical Laboratory Science majors.

**BIOL 314 and BIOL 314L – MICROBIOLOGY** (3 credits with 1 credit lab)
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 241 or permission of the instructor. 3 lecture and 3 optional laboratory hours.

**BIOL 327 – IMMUNOLOGY** (4 credits)
Fundamentals of immunology, immuno pathology, 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; transplantations; and methods in immunology. The laboratory exercises in the course will serve to emphasize concepts covered in lecture. Prerequisites: BIOL 210 and BIOL 213. Medical Studies Majors: 3 lecture and 1 problem hour.

**BIOL 341 – MEDICAL GENETICS** (3 credits)
Creates a foundation of genetics necessary for the health fields and then applies these concepts to medical situations. Topics include Mendelian Genetics, Cytogenetics, Molecular Genetics, Chromosomal and Gene Abnormalities, Genetic Testing, Genetic Therapy and Treatment of Genetic Diseases. Class time will be spent on case studies on genetic conditions, diseases, inheritance, and interventions.

**CHEM 113 and CHEM 113L – GENERAL CHEMISTRY** (4 credits)
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.

**CHEM 114 and CHEM 114L – GENERAL CHEMISTRY** (4 credits)
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.

**CHEM 241 and CHEM 241L – ORGANIC CHEMISTRY** (4 credits)
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. Students who withdraw from CHEM 241/242 will automatically be removed from CHEM 241L/242L unless permission to remain in the lab is granted by the Department Chairperson. 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. Medical Studies Majors only take Chem 241.

### NEUR 213 – INTRODUCTION TO NEUROSCIENCE FOR MEDICAL STUDIES (3 credits)

This course is an introductory survey of fundamental neuroscience topics designed to provide a broad overview of the neural substrates that underlie human behavior. Topics include neuronal function, synaptic transmission, sensation and perception, movement, sleep/ wakefulness, ingestive behaviors, sexual behavior, emotion, and higher-level cognitive abilities like learning, memory, attention, and/or language. This course also includes discussion of various neurological disorders as they relate to these systems. NEUR 213 is restricted to medical studies major and pre-occupational therapy students only.

### NEUR 342 – DRUGS AND BEHAVIOR (3 credits)

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.

### MATH 126 – INTRODUCTION TO STATISTICS (3 credits)

Basic methods of data analysis. Emphasis on the use of logical reasoning in analyzing statistical data. Students are taught how to clearly communicate statistical results. Topics include displaying data graphically; measures of central tendency; measures of dispersion/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 skill in arithmetic and Algebra II is required. Closed to Mathematics majors as well as students who have taken or who are currently taking MATH 124, MATH 128, ECON 221, PSYC 220, or SOC 251. Offered spring semesters.

### PA 100 – INTRODUCTION TO PA ESSENTIALS (1 credit)

This one credit course is designed to introduce students in the Medical Studies Major to fundamental information about the PA profession. The course will discuss the role of the PA within the healthcare system in relation to other healthcare professionals. The course will require students to contemplate their own self-awareness and allow them to develop study skills which will assist in their personal and professional development. This course will also address topics of professionalism, communication and introduce students to scientific research.

### PA 200 – FUNDAMENTAL PA SKILLS (1 credit)

This one credit course builds upon the information and instruction from PA 100. It is designed for sophomore PA students to expand upon the role of a PA and the importance of communication and professionalism. The course will focus on patient care topics, in both the inpatient and outpatient settings. It will also

introduce the student to medical skills that the student can apply as a future healthcare professional.

### PA 201 – PA CAREER FOUNDATIONS (1 credit)

This one credit course continues to build upon PA 100 and PA 200, reinforcing the professionalism, communication and research required to be an effective PA. The course will discuss the concepts of grit and resiliency and help the student apply these concepts to be successful as a PA student and ultimately a practicing PA. Students will learn to develop their professional brand based on their strengths, character traits and professional goals. The course will advance critical thinking skills and introduce the concept of differential diagnosis.

All didactic courses are taught in person. The only exceptions are the Pharmacology I and II modules that are taught in a hybrid format, both in person and by synchronous Zoom lectures, and Medical Terminology which is a self-study module. Clinical courses are conducted primarily in person, with possible telemedicine experiences in which preceptors are present in the room.

### PA 450 – DIAGNOSTIC METHODS I (4 credits)

Students are taught how to elicit 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 including proper documentation and professionalism are also addressed. Students are instructed how to order and interpret diagnostic tests used in evaluating medical problems.

### PA 455 – DIAGNOSTIC METHODS II (4.5 credits)

This course is a continuation of Diagnostic Methods I and includes electrocardiology, diagnostics and the completion of the physical assessment.

### PA 475 – BASIC MEDICAL SCIENCES I (3 credits)

This course encompasses topics that are essential aspects to the practice of medicine. Areas of study include pharmacology which is presented in as a hybrid module and anatomy and physiology including gross anatomy lab. Seminar topics examples include: Issues of child abuse and neglect, domestic violence and sexual assault are addressed, as are issues of provider and student burnout. Medical terminology is a self-study learning module on medical terms and vocabulary. Students are required to complete the programmed text prior to the beginning of the fall semester of the professional phase. Seminar and medical terminology are pass/fail components of PA 475 – Basic Medical Sciences I in the fall semester.

### PA 476 – BASIC MEDICAL SCIENCES II (3 credits)

This course encompasses topics that are essential aspects to the practice of medicine. Areas of study include medical pharmacology, human anatomy and physiology, and gross anatomy lab. Seminar topics include: vitamin toxicities and deficiencies, interprofessional education and critical thinking. Students will practice history, physical exams and diagnosis/assessment of patients through structured clinical case scenarios.

### PA 510 – FOUNDATIONS OF CLINICAL PRACTICE (3 credits)

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. Students also receive instruction in the history of the PA profession, and health care policies as they relate to PA practice. Students will also have training in medical ethics as they prepare to enter clinical education. Students will apply genetics to various medical diseases using current medical literature. Students will also have training in understanding and helping patients of various backgrounds. Students will also attend a rehabilitation seminar and perform techniques at surgical stations throughout the semester.

**PA 515 – EMERGENCY MEDICINE** (6 credits)
Students complete 6- week rotations in Emergency Medicine. Through these experiences students will continue to build upon the knowledge learned during the didactic phase of the program and integrate this knowledge into clinical practice.

**PA 520 – INTERNAL MEDICINE** (6 credits)
Students complete 6- week rotations in Internal Medicine. Through these experiences students will continue to build upon the knowledge learned during the didactic phase of the program and integrate this knowledge into clinical practice.

**PA 525 – OBSTETRICS AND GYNECOLOGY (OB/GYN)** (6 credits)
Students complete 6- week rotations in Obstetrics and Gynecology. Through these experiences students will continue to build upon the knowledge learned during the didactic phase of the program and integrate this knowledge into clinical practice.

**PA 530 – PEDIATRICS** (6 credits)
Students complete 6- week rotations in Pediatrics. Through these experiences students will continue to build upon the knowledge learned during the didactic phase of the program and integrate this knowledge into clinical practice.

**PA 535 – PSYCHIATRY** (6 credits)
Students complete 6- week rotations in Psychiatry. Through these experiences students will continue to build upon the knowledge learned during the didactic phase of the program and integrate this knowledge into clinical practice.

**PA 540 - GENERAL SURGERY** (6 credits)
Students complete 6- week rotations in General Surgery. Through these experiences students will continue to build upon the knowledge learned during the didactic phase of the program and integrate this knowledge into clinical practice.

**PA 545 – FAMILY PRACTICE** (6 credits)
Students complete 6- week rotations in Family Medicine. Through these experiences students will continue to build upon the knowledge learned during the didactic phase of the program and integrate this knowledge into clinical practice.

**PA 554 – CLINICAL MEDICINE I** (5.5 credits)
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, endocrinology and pediatrics.

**PA 555 – ELECTIVE ROTATION** (6 credits)
Students complete 6- week rotations in an elective rotation. Through these experiences students will continue to build upon the knowledge learned during the didactic phase of the program and integrate this knowledge into clinical practice.

### PA 556 – CLINICAL MEDICINE II (5.5 credits)

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 dermatology, infectious disease, orthopedics and behavioral health.

### PA 557 – CLINICAL MEDICINE III (4.5 credits)

A comprehensive study of diseases with emphasis on etiology, pathophysiology, signs and symptoms, diagnostic procedures, and therapeutic measures involved in treating medical subspecialty areas. Topics include: gastroenterology, neurology and cardiology.

### PA 558 – CLINICAL MEDICINE IV (6 credits)

A comprehensive study of diseases with emphasis on etiology, pathophysiology, signs and symptoms, diagnostic procedures, and therapeutic measures involved in treating medical subspecialty areas. Topics include: pulmonology, urology/renal, hematology and gynecology/obstetrics.

### PA 559 – CLINICAL MEDICINE V (6 credits)

AA comprehensive study of diseases with emphasis on the etiology, pathophysiology, and clinical signs and symptoms of disease in medical subspecialty areas. Topics include: emergency medicine, general surgery, cardiology II, and rheumatology.

### PA 560 – CAPSTONE COURSE (4 credits)

Students will complete a master's project using up-to-date medical research. They must also pass a computer-based and practical summative examinations.

### PA 565 – CLINICAL MEDICINE VI (3 credits)

This course allows students to expand on their clinical reasoning skills requiring students to refine their ability to develop a differential diagnosis, select and interpret appropriate diagnostics and develop a comprehensive treatment plan. Students will learn to develop a patient centered care plan which considers the social determinants of health and preventive care. The course will also further develop the care of patients in the in-patient setting.

## BS IN MEDICAL STUDIES – LIFE SCIENCES TRACK

**This major is separate from the Medical Studies major. The term Medical Studies major is often referred to as Medical Studies - PA (Physician Assistant) Track. The Medical Studies - Life Science Major is a separate Major.**

Students will follow the requirements of the Medical Studies planner for 7 semesters. In the spring semester of their fourth year or the 8th semester, students will take an elective neuroscience class, excluding Neuro 346, (3 credits), two, 3 credit elective courses, and one upper-level natural science class with lab approved by the department chair such as Math 125/calculus, Chem 242 and 242L/organic chemistry II with lab, Phys 108 and 108L/applied biophysics with lab, 4 credits.

# Neuroscience

*Dr. Corinne Kiessling, 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 postgraduate careers in neurobiology, neuroscience, experimental psychology, pharmaceutical research, and medicine. A minor in Neuroscience is available for those students with a primary interest in biology, psychology, or other related disciplines, and who are interested in an introduction to the neural substrates of both normal and abnormal patterns of behavior.

## Education Requirements

**MAJOR REQUIREMENTS** (18 COURSES – 65 CREDITS)

| | |
|---|---|
| PSYC101 | 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 121, 123, or 125 | Pre-Calculus (3), Finite Mathematics (3), or Calculus (4) |
| PSYC 220 | Psychological Statistics (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 three neuroscience elective courses (9 credits) from the following list:

| | |
|---|---|
| BIOL 380 | Neuroendocriniology (3) |
| BIOL 456 | Molecular Neuroscience (4) |
| NEUR200 | Research Experience (3) |
| NEUR 341 | Neuroanatomy (3) |
| NEUR 342 | Drugs and Behavior (3) |
| NEUR 345 | Neuropsychopathology (3) |
| NEUR 346 | Psychopharmacology (3) |

| | |
|---|---|
| NEUR 348 | Sensation and Perception (3) |
| NEUR 349 | Animal Behavior (4) |
| NEUR 390 | Special Topics in Neuroscience (3) |
| NEUR421 | Neurological Assessment (3) |
| NEUR430 | Independent Research (3) |
| NEUR 490 | Neuroscience Research (3) |

Neuroscience majors must also complete two science elective courses from the following list. At least one (1) course 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 326 | Immunology (4) |
| BIOL 336 | Cell Biology (4) |
| BIOL 380 | Neuroendocriniology (3) |
| BIOL 353 | Biochemistry (4) |
| BIOL 447 | Physiology (4) |
| BIOL 456 | Molecular Neuroscience (4) |
| NEUR 200 | Research Experience (1-3) |
| NEUR 341 | Neuroanatomy (3) |
| NEUR 342 | Drugs and Behavior (3) |
| NEUR 345 | Neuropsychopathology (3) |
| NEUR 346 | Psychopharmacology (3) |
| NEUR 348 | Sensation and Perception (3) |
| NEUR 349 | Animal Behavior (4) |
| NEUR 390 | Special Topics in Neuroscience (3) |
| NEUR430 | Independent Research (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-Health students should complete the two-semester sequence in Physics, and Calculus (MATH 125).

## 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) |
| | OR |
| NEUR 213 | Neuroscience for Medical Studies (3) |

One Neuroscience elective and one additional elective from Natural Science.
Two Neuroscience electives and one additional elective from Natural Science are required for students taking NEUR 213.

## Learning Outcomes

**Successful completion of this program will enable a degree earner to:**

- Demonstrate foundational knowledge about the neurobiological basis of behavior.
- Assess and interpret behavior from biological, chemical, and neurological perspectives.
- Ethically design, conduct, analyze, and present original neuroscience experiments.
- Communicate scientific information effectively, in both written and oral forms.

## Course Descriptions

### NEUR 211 – NEUROSCIENCE I (3 CREDITS)

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 CREDITS)

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 213 – INTRODUCTION TO NEUROSCIENCE FOR MEDICAL STUDIES

This course is an introductory survey of fundamental neuroscience topics designed to provide a broad overview of the neural substrates that underlie human behavior. Topics include neuronal function, synaptic transmission, sensation and perception, movement, sleep/ wakefulness, ingestive behaviors, sexual behavior, emotion, and higher-level cognitive abilities like learning, memory, attention, and/or language. This course also includes discussion of various neurological disorders as they relate to these systems. NEUR 213 is restricted to medical studies and occupational therapy students.

### NEUR 200 – RESEARCH EXPERIENCE (1 TO 3 CREDITS)

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 CREDITS)

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. Prerequisite: NEUR211 OR NEUR213

### NEUR 341 – NEUROANATOMY (3 CREDITS)

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 CREDITS)

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 – NEUROPSYCHOPATHOLOGY (3 CREDITS)

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 CREDITS)

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 CREDITS)

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) and 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 CREDITS)

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

### NEUR 390 – SPECIAL TOPICS IN NEUROSCIENCE (3 CREDITS)

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 CREDITS)

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, and neoplastic and systemic diseases. Seminar format; writing intensive. Prerequisite: NEUR 212 or permission of instructor.

### NEUR 395 – SUPERVISED READINGS (3 CREDITS)

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 421 – NEUROLOGICAL ASSESSMENT

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. Prerequisite: NEUR 211 & NEUR 212 or NEUR213 or permission of instructor.

### NEUR 430 – INDEPENDENT RESEARCH (3 CREDITS)

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 CREDITS)

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. Prerequisite: NEUR310

### NEUR 490 – ADVANCED NEUROSCIENCE RESEARCH (3 CREDITS)

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.

# Nursing Program

*Susan Koronkiewicz, Chairperson*

A Baccalaureate prepared registered nurse is a professional nurse who is licensed to practice nursing and has completed a bachelor's degree in nursing. The Baccalaureate of Science in Nursing (BS) Degree is the preferred entry level degree into nursing.

Registered Nurses (RNs) are employed in a wide variety of professional settings, and often specialize in a field of practice. Registered nurses have a unique scope of practice and collaborate with all members of the health care team to provide care to patients. Registered nurses work in collaboration with physicians and members of other health care disciplines. .

## Nursing Mission

In preparing Baccalaureate educated nurses, the Nursing department shares the mission and vision of King's College and embraces the values of **academic excellence, creative pedagogy, engaged mentorship, co-curricular participation and a collaborative spirit.** The nursing program pursues the values and beliefs of nursing as a humanistic service which continues to embody the role of the professional nurse as a future leader utilizing evidence-based decision making while adapting to healthcare changes in a multicultural society.

## Nursing Philosophy

Undergraduate education in nursing is built on a strong core of general education requirements, principles of leadership and health care technology. The undergraduate program prepares nurse generalists who are critical thinkers, capable of using nursing research and understanding ethical and legal responsibilities in a variety of practice settings. Faculty members believe that professional nursing is committed to making quality health care available and accessible to all. Teaching and learning are a collaborative process in which a student assumes progressive responsibility for learning. Students are prepared for graduate study in nursing.

## Nursing Department Goals:

1. Achieve an academic environment which promotes learning communities which successfully engages students in critical thinking, effective oral communication, effective written communication, information literacy, moral reasoning, quantitative reasoning and technological competency within the context of nursing.
2. Ensure academic excellence by maintaining the college's commitment to the liberal arts.
3. Foster a learning environment that teaches our students to become professionals as well as being prepared to live in a pluralistic society.
4. Integrate the Catholic tradition and professional values related to ethics, moral, and legal aspects of nursing into professional practice.

## Learning Outcomes:

Successful completion of the program will enable a degree earner to:

- Incorporate science and theoretical knowledge from the liberal arts and basic sciences to promote health, disease prevention and illness/disease management for the welfare of others.
- Utilize an evidence-based approach in the delivery of healthcare and the evaluation of healthcare policies to a diverse community within the global society.
- Use critical thinking skills, nursing process and collaboration with other disciplines to design, provide, manage, and coordinate quality nursing care.
- Participate with patients and interdisciplinary team members to improve quality patient care and culturally competent healthcare across the lifespan.
- Incorporate knowledge of leadership/management principles in professional management principles in professional role development.
- Provide safe nursing care to patients in a variety of healthcare environments by demonstrating respect for patient rights, professionalism, and ethical decision-making.
- Demonstrate information literacy and utilization of healthcare technologies used to support the delivery of competent healthcare outcomes.

## Accreditation Requirements:

The curriculum is based on the Essentials of Baccalaureate Nursing Education which is the framework identified by American Association of Colleges of Nursing (AACN) for the preparation of professional nurses. Additional standards assist in driving course objectives and related course content in the achievement of the program's learning outcomes. These standards are the *ANA Code of Ethics for Nurses (2015)*, and the *ANA Scope and Standards of Practice (2022)*. The curriculum is consistent with the College's philosophy, Nursing Department's philosophy, and the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)*. The curriculum is consistent with the standards of the Commission on Collegiate Nursing Education (CCNE), the accrediting body for the American Association of Colleges of Nursing (AACN).

**State Board Requirements:** The nursing department, in accordance with the State Board of Nurse Examiners, advises all nursing students that felonious acts prohibit licensure in Pennsylvania as of January 1, 1997. The following is taken from the law. The Board shall not issue a license or certificate to an applicant who has been: 1. Convicted* of a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No. 64), known as "The Controlled Substance, Drug, Device and Cosmetic Act", or 2. Convicted* of a felony relating to a controlled substance in a court of law of the United States and any other state, territory or country unless: a. At least ten years have elapsed from the date of the conviction; b. The applicant satisfactorily demonstrates to the Board significant progress in personal rehabilitation since the conviction such that licensure should not create a substantial risk of harm to the health and safety of patients or the public or a substantial risk of further criminal violations, and c. The applicant otherwise satisfies the qualifications contained in this act. A person convicted of any felonious act may be prohibited from licensure by the Board of Nursing at any time. (**Convicted includes a judgment, an admission of guilt, or a plea of no lo contendere.)*

**Health Examination:** Students are required to have completed health clearances prior to attending clinical (RN to BS in Nursing track by May 31st/Accelerated Bachelor of Science in Nursing Hybrid track by July 31st), A complete list of required clearances and immunizations will be provided to all nursing majors upon acceptance into the program in the RN to BS in Nursing and ABSN-H Student Handbooks. Students must also have current health insurance. Students are responsible for the cost of attaining all required clinical clearances.

**Clinical Education Requirements:** Accepted students must submit the following documentation prior to clinical experiences:

- FBI background check and finger printing
- PA background check
- PA child abuse clearance
- Health Physical to include documentation of immunizations, Tuberculin testing and Hepatitis "B" vaccination
- CPR certification for health care providers through the American Heart Association, proof of medical insurance coverage, and HIPPA education.

If any report indicates a relevant criminal background check, the student will be prohibited from the entrance into the nursing program. If a student incurs a relevant background check while enrolled, the student will be immediately dismissed from the nursing program.

Individual clinical sites may require additional documentation, such as drug screening which varies in the time frame of being tested and entering the clinical setting; thus, the clinical coordinator will inform you as to when to have the test done. Clinical education requirements are at the expense of the student.

**Special Expenses:** In addition to tuition and fees, expenses that the nursing major student may incur are: clinical attire, stethoscope, blood pressure cuff, , health examination fees, CPR certification or re-certification, 10 panel urine toxicology screen, and criminal background checks.

**Tuition and Fees:** Refer to the RN to BS in Nursing Program and ABSN-H Student Handbooks.

**Tuition and Fees:** For tuition information and additional fees associated with the program, please consult our webpage at:

**www.kings.edu/admissions/financial_aid/tuition_and_fees and the 1-2-1**

Dual Degree, RN to BS in Nursing, and ABSN-H Student Handbooks.

**English Language Proficiency –** See College catalog for requirements.

## RN to BS in Nursing Admission Requirements:

Applicants are considered on an ongoing basis. In addition to successful completion of course work the following are required for admission:

- Minimum cumulative G.P.A. of 2.0
- Official transcripts from previously attended accredited schools, colleges or universities
- Evidence of RN licensure or eligibility to take the RN licensure exam
- Health examination, Health Insurance, and Clinical Education Requirements during the clinical course

- Proof of immunizations during the semester of clinical course
- CPR certification
- Competency in English by passing the TOEFL exam with a 90% or better if English is not the native language. The passing score on the TOEFL will vary depending on the type of exam you take (internet-based, computer-based, or paper and pencil). TOEFL scores must be submitted with the application deadline. If you have a bachelor's degree from a U.S. college or university, you do not need to take the TOEFL.

Graduates of associate degree or diploma programs of Nursing may apply to the RN to BS in Nursing Program. The RN to BS in Nursing track requires a minimum of 120 credits and includes 3 graduate credits that may be applied to a Master of Science Degree Program in Nursing. The RN to BS in Nursing program can be completed on a part-time basis or full-time with a cohort admission. Students will take upper-level baccalaureate nursing courses with a focus on leadership and community.

Credits are earned through transfer and advanced placement. A total of 35 advanced placement credits for nursing course work completed in a state-approved, nationally accredited associate degree or diploma nursing program are awarded after registration of the first nursing course. After a transcript evaluation has been completed, the student completes the necessary individually determined King's core credits along with 26 credits of upper-division nursing course work in the professional nursing major. The maximum of 60 transfer credits (excluding 35 advance placement nursing credits for licensure) will be evaluated by the registrar and posted on the student's transcript.

**Second Degree –** A requirement of 30 credits in residency is necessary to obtain the BS In Nursing degree for students who have already earned a Baccalaureate degree and RN licensure through a RN associate degree program Core Requirements

**(SEE KING'S CORE CURRICULUM REQUIREMENTS)** (50 CREDITS)

**ELECTIVES – 9 CREDITS**

**(MICRO 4+5 CREDITS OF ELECTIVES/CORE OR CO-OP)**

**NURSING ADVANCED PLACEMENT CREDITS AWARDED THROUGH ARTICULATION AND RN LICENSURE** (35 CREDITS)

**PROFESSIONAL NURSING CREDITS** (26 CREDITS)

| | |
|---|---|
| NSG 300 | Issues and Trends in Professional Nursing (3 credits) |
| NSG 304 | Introduction to Evidenced-Based Practice (3 credits) |
| NSG 400 | Community Health (3 credits) |
| NSG 410 | Community Health Clinical (2 credits) |
| NSG 450 | Diversity, Equity & Inclusion (3 credits) |
| NSG 306 | Informatics for Healthcare Professionals (3 credits) |
| NSG 308 | Global Health and Ethical Decision Making (3 credits) |
| NSG 405 | Baccalaureate Capstone (3 credits) |
| NSG 500 | Advanced Physical Assessment (3 credits) |
| NSG 413 | Cooperative Education in Nursing (1-4 credits) *(optional)* |

## MINIMUM REQUIRED CREDITS 120

The above are general guidelines. Each student's transcripts are thoroughly evaluated by the Registrar and an individual program plan is established. These students fall under the College Transfer Students and Transfer Credit guidelines, resulting in a variation in their individualized program plan.

**Cooperative Education Nursing:** This course is designed for registered nurses who have met the core requirements and need additional credits to graduate. In addition to the requirements above, students may take NSG 413: Cooperative Education in Nursing Education for 1-4 credits, depending upon the nature and duration of the cooperative project. This must be approved by the chairperson of nursing.

**Progression and Retention:** Progression in the nursing major is based upon the student's ability to meet the following academic criteria:

a. Students must attain an overall G.P.A. of 2.0 throughout the nursing program.
b. Students once accepted based on the combination of transfer credits and King's credits; need to be aware, that only the RN to BS in Nursing King's credits will be used for calculation of G.P.A. for retention in the program and graduation with honors. A minimum of 60 King's credits are necessary to graduate with honors.
c. G.P.A. will be calculated for the first time after 12 credits of coursework and then calculated subsequently in increments of completion of a minimum of 12 credits of coursework. Failure to obtain a G.P.A. of 2.0 will result in probationary status. The second time it will result in dismissal from the program.
d. Achievement of a grade of at least a ("C") is required in all pre-requisite and nursing courses (NSG). Students may repeat only one pre-requisite or Nursing course (NSG), a maximum of 3 credits. The repeated pre-requisite or NSG course must be completed in the following academic year. If the student receives another failing grade in the same course or any other nursing course, the student will be dismissed from the program.

Any student who is experiencing extenuating circumstances that may affect their progression in the program after the drop date must make an appointment with their advisor to determine whether an "I" should be taken at the time of the event. A student may withdraw later for medical reasons, supported by a written excuse from a physician, or for other serious circumstances, approved by the vice president of academic affairs in consultation with the course advisor.

## Part-time plan for minimum number of credits required for RN to BS in Nursing Program

| Year 1 - Fall | CR | Year 1 - Spring | CR |
|---|---|---|---|
| NSG 300 Issues & Trends in Professional Nursing | 3 | NSG 306 Informatics for Healthcare Professionals | 3 |
| NSG 304 Introduction to Evidenced Based Practice | 3 | NSG 308 Global Health & Ethical Decision Makin | 3 |
| | 6 | | 6 |
| **Year 2 - Fall** | | **Year 2 - Spring** | |
| NSG 400 Community Health | 3 | NSG 405 Baccalaureate Capstone | 3 |
| NSG 410 Community Health Clinical | 2 | NSG 500 Advanced Physical Assessment | 3 |
| NSG 450 Diversity, Equity, & Inclusion | 3 | | |
| | 8 | | 6 |
| **Year 3 - Fall** | | **Year 3 - Spring** | |
| Global Connections Course: ECON 150-199; GEOG 150-199; HIST 150-199; PS 150-199; SOC 150-199 | 3 | ENGL 140-149 Literature | 3 |
| ARTS 101-149 | 3 | MATH 126 Introduction to Statistics | 3 |
| HIST 100-149 | 3 | | |
| | 9 | | 6 |
| **Year 4 - Fall** | | **Year 4 - Spring** | |
| PHIL 101 Introduction to Philosophy | 3 | PHIL 170-189 Philosophical Investigations | 3 |
| THEO 150-159 Theology & Wisdom | 2 | THEO 160-169 Theology & the Good Life | 3 |
| | 6 | | 6 |
| **Total Credits Required for Graduation = 120** *(includes transfer credits)* | | | |

**If a student needs additional credits to obtain the 120 credits, NSG 413 can be taken as a directed study with variable credits to complete the RN to BS in Nursing degree.*

## 1-2-1 Dual Degrees in Nursing Partnership

In partnership with Luzerne County Community College (LCCC), King's College is proud to offer an outstanding career opportunity in the health care profession through the 1-2-1 Dual Degrees in Nursing (DDN). The projected growth in employment for registered nurses from 2021 to 2031 is 6 percent, adding over 222,000 new registered nurses to the workforce. The prospects for nurses with the BS in nursing credential are even better. The nursing curriculum examines the nurse's role in quality and safety, global health, informatics, evidence-based practice, teaching and learning, and community projects which offers the following advantages:

- Prepares students for careers as baccalaureate prepared nurses to meet the high demand for nursing professionals
- Offers the experience of a traditional four-year religious college while completing the Associate degree in Nursing
- Ability to work as an RN during your fourth year of study
- Personalized advisement from both LCCC and King's College

This partnership offers a seamless leaning experience that combines the strengths of both associate and baccalaureate degree programs. During the first and fourth years, students complete general core and upper-level nursing requirements exclusively at King's. In the second and third years, students complete nursing studies at LCCC, including laboratory, simulation, and clinical studies, as well as at least one core at King's every semester.

During your fourth year, students complete upper-level nursing courses which satisfy the 123 credits required for the degree.

## Admission and Progression Requirements:

- King's and LCCC agree that students shall be required to meet the following minimum requirements for admission into the PROGRAM: 1) a "C" or better Algebra II/Trigonometry level, 2) a "C" or better in Chemistry, 3) a "C" or better in Biology, 4) a minimum cumulative high school G.P.A. of 2.75, ) 5) endorsement of his/her high school, and 6) student must not have been suspended or dismissed for any reason.
- Competency in English by passing the TOEFL exam with a 90% or better if English is not the native language. The passing score on the TOEFL will vary depending on the type of exam you take (internet-based, computer-based, or paper and pencil). TOEFL scores must be submitted with the application deadline. If you have a bachelor's degree from a U.S. college or university, you do not need to take the TOEFL.
- TEAS score at proficiency level and a combined G.P.A. of 2.75 by December 1st at King's College to progress to year 2 at LCCC.

## Admission Requirements for External Transfer and Internal Change of Major:

Students must fill out an external transfer/internal change of major form found on the nursing webpage. Students must meet all high school criteria and have a college G.P.A. of 2.75. Admission is competitive and is based on the seats available. Admission will not be considered if the student receives a C- or less in any pre-requisite or nursing course.

**Progression and Retention:** Progression in the nursing major is based upon the student's ability to meet the following academic criteria:

- To progress to the LCCC component students must have a score at proficiency on the TEAS by December 1st and a combined G.P.A. of 2.75 by the end of the first semester. Students are permitted to re-take the TEAS once every 30 days, if needed, to attain a proficient score.
- Transfer students once accepted need to be aware that only the King's and LCCC credits obtained while dually enrolled in both institutions will be used for calculation of G.P.A. for progression, retention in the program, and graduation with honors. A minimum of 60 credits taken while dually enrolled are necessary to graduate with honors.
- Once the student has progressed to LCCC a G.P.A. of 2.0 must be maintained for the remainder of the 1-2-1 Dual Degrees in Nursing.
- Readmission: If a student fails a nursing course they have until the next time the course is offered to achieve an LCCC G.P.A. of 2.75.
- Students who fail one nursing course will have the opportunity to repeat the course one time only, any further failure of nursing courses will result in dismissal.

Achievement of a grade of at least a ("C") is required in all pre-requisites (BIO 135 & 136, BIO 251, MTH 126, PSYCH 217) and all nursing courses. Students who fail BIO 135 (A&P 1), however, obtain a G.P.A. of 2.75 during the first semester, may take A&P 1 in the spring and if successful BIO 136 (A&P 2) in the summer at LCCC. If successful, the student may progress to LCCC in year 2. Students who do not achieve a grade of ("C") or better in MTH 126 or BIO 251 prior to NUR 240 must successfully grade replace to graduate from LCCC.

- Refer to the LCCC nursing handbook for any additional policies related to progression and retention.

Any student who is experiencing extenuating circumstances that may affect their progression in the program after the drop date must make an appointment with their advisor to determine whether an "I" should be taken at the time of the event. A student may withdraw later for medical reasons, supported by a written excuse from a physician, or for other serious circumstances, approved by the vice president of academic affairs in consultation with the course advisor.

**Tuition and Fees:** Please consult our website at: **http://www.kings.edu/admissions/financial_aid/tuition_and_fees** and the 1-2-1 Dual Degree in Nursing Student Handbook.

Students who are enrolled in the 1-2-1 Dual Degrees may take the following courses in the RN to BS in Nursing program prior to admission with special permission from the chairperson to remain full time. Courses include: NSG 304 Introduction to Evidence-Based Practice; NSG 306 Informatics for Healthcare Professionals; NSG 308 Global Health and Ethical Decision Making; and NSG 450 Diversity, Equity & Inclusion

## Nursing: 1-2-1 Dual Degrees in Nursing

### Partnership with Luzerne County Community College (LCCC)

**Suggested Sequence** A suggested course sequence of degree requirements is listed below. Refer to the college catalog for course titles, descriptions, and prerequisites. Always consult your Academic Advisor when planning and scheduling your classes.

**NOTE:** Courses in **Bold and *Italics*** are courses taken with Luzerne County Community College (LCCC)

| Fall Year 1 | CR | Spring Year 1 | CR |
|---|---|---|---|
| ***BIO 135 Anatomy & Physiology I at LCCC*** *(satisfies Scientific Endeavor Core at King's)* | 4 | ***BIO 136 Anatomy &Physiology II at LCCC*** *(satisfies Science in Context Core at King's)* | 4 |
| ***ENG 101 English Composition at LCCC*** *(satisfies ENGL 110 Academic Writing at King's)* | 3 | *BIO 251 General Microbiology at LCCC* | 4 |
| CSEM 100 College Seminar | 3 | ENGL 141-149 Literature | 3 |
| NSG 100/300 Issues and Trends in Professional Nursing | 3 | COMM 101 Oral Communications | 3 |
| HIST 101-149 History | 3 | THEO 150-159 Theology & Wisdom | 3 |
| HCE 101 Holy Cross Experience | 1 | | |
| | 17 | | 17 |
| **Summer Year 1** | | | |
| ***NUR 100 Intro to Nursing Profession at LCCC*** | | | 1 |
| ***HPE (LCCC course)*** | | | 1 |
| **Fall Year 2** | | **Spring Year 2** | |
| ***NUR 110 Nursing Concepts I*** | 9 | ***NUR 120 Nursing Concepts II*** | 9 |
| ***PSYCH 103 General Psychology*** *(satisfies Hum Behav & Soc Inst Core at King's)* | 3 | ***PSY 217 Developmental Psychology*** | 3 |
| THEO 160-169 Theology & the Good Life | 3 | MATH 126 Introduction to Statistics | 3 |
| | 15 | | 15 |
| **Fall Year 3** | | **Spring Year 3** | |
| ***NUR 230 Nursing Concepts II at LCCC*** | 9 | ***NUR 240 Nursing Concepts IV at LCCC*** | 9 |
| ***NUR 220 Pharmacology/ Pathophysiology*** | 3 | ***NUR 250 Contemp. Concepts in Nursing*** | 1 |
| PHIL 101 Introduction to Philosophy | 3 | ***SOC 217 The Family*** *(satisfies Global Connections at King's)* | 3 |
| | | PHIL 170-189 Philosophical Investigations | 3 |
| | 15 | | 16 |
| **Fall Year 4** | | **Spring Year 4** | |
| NSG 304 Introduction to Evidenced Based Practice | 3 | NSG 306 Informatics for Healthcare Professionals | 3 |
| NSG 400 Community Health | 3 | NSG 308 Global Health and Ethical Decision Making | 3 |
| NSG 410 Community Health (Clinical) | 2 | NSG 405 Baccalaureate Capstone | 3 |
| NSG 450 Diversity, Equity & Inclusion | 3 | NSG 500 Advanced Physical Assessment | 3 |
| ARTS 100-149 The Arts | 3 | | |
| | 14 | | 12 |
| | | TOTAL CREDITS | 123 |

## General Information:

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. Beyond the requirements of the Core Curriculum and of a student's chosen major program, the balances of the credit hours required for graduation are "free electives."

## Course Descriptions

### NSG 100/300 – ISSUES AND TRENDS IN PROFESSIONAL NURSING (3 CREDITS)

This course focuses on concepts basic to the development of professional nursing practice. It examines current issues and trends in professional nursing practice. Emphasis is placed on critical thinking, nursing theories, public policy, quality and safety, staffing, and the re-socialization of the professional nursing role. Theoretical and applied concepts for professional practice, the changing health care system, an introduction to healthcare finance, and professional practice strategies used with patients and families across the lifespan are explored.

### NSG 304 – INTRODUCTION TO EVIDENCE-BASED PRACTICE (3 CREDITS)

This introductory course is designed to prepare students to become consumers of research who critically evaluate and base patient care on evidence. Emphasis is placed on the components of quantitative and qualitative research processes, as well as the competencies necessary to read, evaluate, and interpret research findings for practice. Building on critical thinking skills, this course expands students' knowledge by helping them develop a PICOT question and apply principles of evidence-based healthcare to address problems in professional practice. Prerequisite: Statistics

### NSG 306 – INFORMATICS FOR HEALTHCARE PROFESSIONALS (3 CREDITS)

This course provides a comprehensive overview of the field of healthcare informatics. This course will examine computer technology and selected computer applications, including applications for safe and effective patient care. An overview of the variety of technologies that facilitate clinical care, including patient monitoring systems, medication administration systems, and other technologies to support patient care will be discussed. The use of informatics in professional practice, education, research, and administration will be explored, along with the impact of informatics on quality improvement, safety and healthcare delivery systems.

### NSG 308 – GLOBAL HEALTH AND ETHICAL DECISION MAKING (3 CREDITS)

This course provides students with the opportunity to develop the knowledge and understanding of global health issues in nursing. This course is to provide students an opportunity to become more culturally competent and assist them in understanding how culture impacts the health of a person, family and community. The course also provides an opportunity to give humanitarian service that promotes self-empowerment of individuals and exposes students to global health and health disparity issues. Current trends and issues in health care will provide a framework for analyzing the legal, ethical and public policy aspects of health care systems globally.

### NSG 400 – COMMUNITY HEALTH (3 CREDITS)

This course explores the professional community/public health nurse's role in exploring alterations in the health of individuals, families, aggregates, communities, and populations. Principles of leadership and management are applied to models for health management and population-focused practice. The achievement of the Triple Aim is explored through the delivery of primary care services. Basic concepts of epidemiology are presented and are applied to community health problems and national initiatives, including disaster-preparedness, health policy, and culturally-competent care to diverse populations. Prerequisites: RN Status – co-req NSG 410

### NSG 410 – COMMUNITY HEALTH CLINICAL (2 CREDITS)

This course provides students, under the supervision of a designated preceptor in a community/public health practice setting, the ability to apply theoretical, scientific, interdisciplinary, and humanistic principles as they work with aggregates in the community to implement interventions aimed at achieving positive health outcomes. Nursing care delivery systems in the community that promote health and prevent illness in population groups and families will be explored. Health promotion and management in primary care will be the focus for the clinical component. Prerequisites: RN Status – co-req NSG 400

### NSG 450 – DIVERSITY, EQUITY & INCLUSION (3 CREDITS)

This course examines the critical roles of diversity, equity, and inclusion (DEI) within the nursing profession. Students will explore the impact of social determinants of health, cultural competence, and health disparities on patient outcomes. Through a combination of theoretical frameworks and practical applications, the course will prepare nursing students to deliver culturally sensitive care, advocate for equitable healthcare policies, and foster inclusive environments within healthcare settings.

### NSG 405 – BACCALAUREATE CAPSTONE (LEADERSHIP/MANAGEMENT) (3 CREDITS)

This capstone course is focused on facilitating the transition from the role of student to the role of the professional nurse in the contemporary health care environment. Students are introduced to leadership and management concepts as they apply to professional practice in the inter-disciplinary healthcare setting. The role of the nurse related to ethical and social justice issues in the world will be explored. Prerequisites: RN Status

### NSG 413 – COOPERATIVE EDUCATION IN NURSING (1-4 CREDITS)

This is a variable elective credit course which allows the working Registered Nurse the opportunity to combine academic study with work experience to further explore leadership/management concepts. Credits for prior learning are dependent on number of hours to be completed, and assignments are adjusted accordingly. Prerequisites: Employment as a Registered Nurse.

### NSG 500 – ADVANCED PHYSICAL ASSESSMENT ACROSS THE LIFESPAN (3 CREDITS)

This course focuses on concepts integral to the development of advanced professional nursing practice. Culturally-competent techniques used by nurses in the ongoing assessment of the health status of patients and families are examined. Emphasis is placed on utilizing interviewing skills, obtaining health histories, and physical assessment techniques used across the lifespan with varies health care professionals. The development of genograms and the implications of genomics on pharmacological therapy will be explored. Prerequisites: RN Status

## Accelerated Bachelor of Science in Nursing Hybrid (ABSN-H) Program Admission Requirements:

For program admission, students must demonstrate and provide evidence (official transcripts) of successful completion of degree and prerequisite courses. Completed and planned science courses with labs must be taken in person. Non-science courses may be taken virtually (online) or hybrid if desired. Only completed bachelor's and graduate degrees and credits from accredited colleges and universities are accepted.

### Minimum Application Requirements

1. 16 of the 31 prerequisite course credit hours completed (all 31 credit hours of prerequisite courses to be earned by the end of July). King's College Registrar's Office will review courses and programs in which these credit hours were completed/earned as part of the application process.
2. 2 of the 4 prerequisite science courses completed (8 credit hours)
3. 2.5 (C+) or higher earned grade in each science course (1 repeated science course allowed one time)
4. 2.5 (C+) or higher earned grade in non-science courses.
5. Bachelor's degree with a minimum cumulative GPA of 3.0 (B) *Applicants who were previously enrolled in a nursing program at another institution must submit a letter of good standing.
6. Health and Immunization, Flu Vaccination, Annual Physical, Criminal Background Check, Fingerprinting, Child Abuse Clearance, Urine Drug Screen, and active CPR/BLS for Healthcare Professionals with the American Heart Association.
7. Interview with the Department of Nursing to identify an applicant's ability to flourish in an accelerated-paced program.

### Prerequisite Course Information

A student must complete 46 hours of required courses before starting the program; however, a student only needs 25 of the 46 hours of prerequisite courses completed (including 2 of the 4 science courses) to apply. A student must complete all prerequisite courses by the end of July to be eligible for the start of the August program. Students are responsible for arranging final transcripts sent electronically to King's College graduate admissions. Transcripts will be reviewed by the Director of Graduate Admissions and the Registrar's Office at King's College for course transfer approval.

### Prerequisite Science Courses (16 credit hours)

Anatomy & Physiology I with lab (4)
Anatomy & Physiology II with lab (4)
Chemistry with lab (4)
Microbiology with lab (4)

### Prerequisite Non-Science Courses (15 credit hours)

Normal Nutrition* (3)
Statistics (3)
Theology** (3)
Introduction to Psychology (3)
Developmental Psychology*** (3)

** Normal Nutrition course instructed by a registered dietician*
*** Theology course required to satisfy core course requirement at King's College*
**** Human development across the lifespan*

### TOEFL/IELTS

Students whose first/native language is not English must take the TOEFL, regardless of US education or years of residence. The Department of Nursing requires applicants to attain a minimum score of 560 on the paper-based test, 220 on the computer-based test, 83 on the internet-based test (IBT), or an IELTS score of 6.0.

**Please note: the TOEFL and IELTS scores required by the Department of Nursing are higher than the minimum required by King's College.*

## Health Screening and Clearance Requirements for Clinical Experiences

**Health Insurance –** All students are required to have health insurance and provide proof of insurance. **This is an annual requirement.**

**Physical Health Examination –** Students must complete a yearly physical examination form. **This is an annual requirement (Download form from Moodle course site).**

**TB Screening –** All students must submit results for the 2-STEP PPD rather than a single-step yearly PPD or a yearly negative QuantiFERON Gold blood test after that. All students must have their PPDs completed before the start of the clinical. If positive for PPD or QuantiFERON Gold, submit a clear chest X-ray report and TB Questionnaire on the Castle Branch site. **This is an annual requirement.**

**CPR Credentialing –** All nursing students must provide proof of current CPR credentialing. **The acceptable CPR course is BLS for Healthcare Providers from the American Heart Association (2-year renewable).** The student must sign the card, or an ecard may be submitted.

**Urine for Drug Screen** – A urine test for drug screening must be submitted before starting clinical.

- Students must follow directions posted in Moodle when completing the Urine for Drug Screen.
- If the student has a positive urine drug screen result, the student will not be permitted to attend clinical and will be referred to the State Nurse Assistance Program.

**Measles and Mumps –** one of the following is required:

- Documentation of two doses of live vaccine or
- Positive antibody titers for both components
- Provider's verification of disease with date
- Medically documented history of the disease (physician verification and date required)
- If the titer is negative or equivocal, your Health Care Providers plan must be submitted

**Rubella –** one of the following is required:

- Documentation of one dose of rubella vaccine on or after the first birthday or
- Positive antibody titer
- If the titer is negative or equivocal, your Health Care Providers plan must be submitted

**Varicella** – one of the following is required:

- Documentation of 2 doses of the vaccine at least 28 days apart or
- Positive antibody titer
- Lab confirmation of diagnoses
- Healthcare provider verification of a history of disease for varicella or shingles, which includes the date of the disease
- If the titer is negative or equivocal, your Health Care Providers plan must be submitted

**Hepatitis B –** one of the following is required:

- Documentation of 3 vaccines or
- Positive antibody titer or
- Signed declination waiver

**Influenza –** one of the following is required:

- This is an annual requirement and is due by October 15th
- Documentation of a flu shot administered during the current flu season

**COVID-19 –** Students must submit a photocopy of the front and back of their vaccination card, and booster doses if had.

**Tdap (Tetanus, Diphtheria, acellular Pertussis) –** Proof of Tdap vaccination is required within the past ten years.

**FBI and Criminal Background Checks –** Students in the Department of Nursing must obtain a PA-Fingerprint DHS Applicant Funded-Live Scan and FBI Criminal History Report. Each student is also obligated to obtain an updated FBI Criminal History Report at any time between their initial program background check if circumstances change that can potentially change a student's FBI Criminal History Report; failure to obtain such interim report under these circumstances shall be grounds for dismissal. Suppose any DHS or Dept of Aging FBI report includes evidence of a criminal conviction (including summary offense or charge resolved through an alternative intervention program such as the Pennsylvania Accelerated Rehabilitative Disposition Program). The Chair and Dean of Health Sciences will read the student's report in that case. The student will be suspended immediately pending a review of their Criminal History Report, and its impact on their ability to complete clinical training and become licensed may be in jeopardy. Suppose the FBI Criminal History Report reveals a felony conviction. In that case, the student will be immediately dismissed from the Department of Nursing. In the event the FBI Criminal History Report reveals a misdemeanor conviction, summary offense, or charge resolved through an alternative intervention program such as the

Pennsylvania Accelerated Rehabilitative Disposition Program, the student shall be permitted to continue with studies provided the criminal record does not prevent the student from obtaining suitable clinical placements as required by the Department of Nursing. For this purpose, the student will assume full responsibility for obtaining permission from the assigned, contracted clinical agency (and may be required by a clinical placement agency to release a copy of the Criminal History Report in connection with efforts to secure a clinical placement). The student will also be referred to the State Nurse Assistance Program.

**Child Abuse History Clearance –** All students are required to submit a Child Abuse History Clearance. This clearance must be completed before the start of clinical. As explained in Moodle, students must follow the State Child Abuse Clearance procedure for obtaining consent. Suppose the student has a positive Child Abuse History Clearance. In that case, the student will not be permitted to attend clinical and will be referred to the appropriate State Designated Program.

**Student Progression/Grading –** Criteria for students to progress in the program:

- Earn a 2.5 (C+) or higher in all nursing courses.
- A nursing student who earns less than a 2.5 (C+) in a nursing course will be unsuccessful in that course.
- Students are permitted, when unsuccessful in a course, to repeat it once to progress in the program.
- Students are required to maintain a cumulative Grade Point Average (GPA) of 2.5 (C+) or higher.
- Students who do not achieve the minimum cumulative GPA of 2.5 (C+) or higher will be placed on academic probation for the next term to increase their GPA.
- Failure to achieve a cumulative GPA of 2.5 (C+) or higher after a probationary term will result in program dismissal.
- Students will be provided only one term of probation throughout the nursing program.

## Curriculum Plan by Semester/Term (48 credit hours)

| Semester 1 - Term 1 (8 weeks) | CR | Semester 1 - Term 2 (7 weeks) | CR |
|---|---|---|---|
| NSG310 +Medication Dosage Calculation and Scholarly Writing in Nursing | 2 | NSG325 *Adult Nursing Care I | 5 |
| NSG315 *The Profession and Practice of Nursing | 4 | NSG330 *Psychiatric and Mental Health Nursing | 3 |
| NSG320 +Health Assessment for Nursing | 2 | NSG335 +Pharmacology I | 1 |
| | | | |
| **Semester 2 - Term 3 8 weeks** | | **Semester 2 - Term 4 7 weeks** | |
| NSG340 *Adult Nursing Care II | 5 | NSG355 *Adult Nursing Care III | 5 |
| NSG345 *Maternal & Newborn Nursing Care | 3 | NSG360 *Pediatric Nursing Care | 3 |
| NSG350 +Pharmacology II | 1 | NSG365 +Pharmacology III | 1 |
| | | | |
| **Semester 3 - Term 5 7 weeks** | | **Semester 3 - Term 6 8 weeks** | |
| NSG415 *Nursing Care of Community Populations | 2 | NSG430 *Nursing Leadership & Management | 3 |
| NSG420 *Adult Nursing Care IV | 2 | NSG435 +Nursing Research | 2 |
| NSG425 +Contemporary Transitions and Trends in Nursing | 2 | NSG440 +Preparation for Nursing Practice | 2 |

** Hybrid, online and on-campus with clinical*

*+Remote (online) (synchronous & asynchronous teaching and learning)*

# Course Descriptions

## NSG 310 – MEDICATION DOSAGE CALCULATION AND SCHOLARLY WRITING IN NURSING

This course has two components. The first is medication dosage calculation, with students learning proportion, formula, and dimensional analysis methods of medication dosage delivery for nurses. Oral, parenteral, reconstitution of medications and intravenous rates are included. The second is scholarly writing in nursing, with students learning to search for and utilize evidence-based literature to complete academic writing assignments using APA 7th Ed. Format. This course prepares students to accurately read a medication order and calculate the correct dosages for patients in the clinical practice setting. Students will also learn how to write and format discussion forums and other writing assignments using scholarly peer-reviewed published works in nursing.

## NSG 315 – THE PROFESSION AND PRACTICE OF NURSING

This course introduces students to the art and science of the profession and the practice of nursing. Students will learn the four paradigms of nursing, the four spheres of care, and the steps of the nursing process. Additional topics are nursing theories and the fundamentals of communication, critical thinking and clinical judgment, nursing informatics, documentation, electronic health records and reporting, ethical and legal considerations, health literacy and patient education, health and wellness, genetics and genomics, ethnicity and culture, stress management and sleep, community health, human body systems, spirituality, and hospice with the end of life. Students will learn about evidence-based practice and how to communicate and provide equitable and inclusive compassionate care to individuals, families, and communities. QSEN quality and safety competencies explained assist students in recognizing the need for individualized patient-centered care and teamwork and collaboration within the healthcare team. In preparation for the clinical practice setting, students will learn by demonstration, practice, and assessment, which are principal experiential learner competencies.

## NSG 320 – HEALTH ASSESSMENT FOR NURSING

This course will prepare students to gain the knowledge and experiential learner competencies necessary to gather and perform general and focused health assessments and a comprehensive adult health history. Interview techniques, normal findings, and differentiating abnormal findings are introduced. Students will be prepared to recognize, without bias, and respect the diversity of others in health assessments, including but not limited to a person's race, ethnicity, gender identity, sexual orientation, age, social class, physical ability or disability, religion, and ethical value systems. Students can practice assessment skills weekly during open Nursing Lab days.

## NSG 325 – ADULT NURSING CARE I

This is the first course in a three-part series focusing on the nursing care of adults with common acute and chronic disease processes. Emphasis is on general medical and surgical conditions diagnosed in the adult population. The pathology and nursing care of adults having alterations to fluid, electrolyte, and acid-base balance, diabetes, and respiratory, perioperative, cardiovascular, gastrointestinal, and urinary systems are

included. This course is the first of four adult health courses in the program and builds on the foundations of the nursing metaparadigm, the four spheres of care, and the nursing process. Students will apply knowledge from the nursing profession and practice in caring for common disease processes with adults in an acute care setting. Theories of nursing care are applied to foster understanding of the care and adaptive responses of adults.

### NSG 330 – PSYCHIATRIC AND MENTAL HEALTH NURSING

In this course, students will learn communication practices to care for persons, families, and communities with common adaptations to psychiatric and mental health wellness. Mental health nursing, also called psychiatric-mental health nursing, advocates for people, families, and communities with mental health problems, psychiatric disorders, and co-occurring psychiatric and substance use disorders. Nursing and psychiatric theories and evidence-based literature are introduced, specifically those that support mental health interventions carried out by nurses in inpatient, outpatient, and community care centers.

### NSG 335 – PHARMACOLOGY I

Students will learn the principles of pharmacology, specific drug classifications, and nursing roles and responsibilities in medication administration. Emphasis is placed on pharmacotherapeutics, pharmacokinetics, and pharmacodynamics. This course aligns with medications commonly prescribed and administered by nurses in adult health and psychiatric and mental health nursing.

### NSG 340 – ADULT NURSING CARE II

This is the second course in a three-part series that focuses on the continued nursing care of adults with common acute and chronic disease processes. Emphasis is on general medical and surgical conditions diagnosed in the adult population. The pathology and nursing care of adults with kidney alterations, liver, biliary tract, pancreas, cancer, stroke, perioperative, endocrine, dementia and delirium, and nervous, spinal cord, and musculoskeletal systems are included. This course is the first of four adult health courses in the program and builds on the foundations of the nursing metaparadigm, the four spheres of care, and the nursing process. Students will apply knowledge from the nursing profession and practice in caring for common disease processes with adults in an acute care setting. Theories of nursing care are applied to foster understanding of the care and adaptive responses of adults.

### NSG 345 – MATERNAL AND NEWBORN NURSING

In this course, students will learn about maternal and newborn nursing care using a family-centered approach. Perinatal nursing includes the care provided through the childbearing continuum: health promotion, family planning, pregnancy, labor, birth, and postpartum. Newborn nursing includes the care of the infant during their transition from intrauterine to extrauterine life, the first 28 days of life. Health promotion behaviors and unexpected health challenges during the maternal and newborn times will be presented. The social, physiological, psychological, and cultural influences on the expecting family are explained using a systems-based conceptualization.

### NSG 350 – PHARMACOLOGY II

Students will learn the principles of pharmacology, specific drug classifications, and the nurse's role and responsibilities in medication administration. Emphasis is placed on pharmacotherapeutics, pharmacokinetics, and pharmacodynamics. This course aligns with drugs commonly prescribed and administered by nurses in adult health nursing and maternal and newborn nursing.

### NSG 355 – ADULT NURSING CARE III

This is the third course in a three-part series focusing on the nursing care of adults with common acute and chronic disease processes. Emphasis is on general medical and surgical conditions diagnosed in the adult population. The pathology and nursing care of adults having alterations to the hematologic system, respiratory failure, coronary artery disease, heart failure, dysrhythmias, heart and vascular disorders, burns, multiple organ dysfunction syndrome, and emergency and disaster nursing. This course is the first of four adult health courses in the program and builds on the foundations of the nursing metaparadigm, the four spheres of care, and the nursing process. Students will apply knowledge from the nursing profession and practice in caring for common disease processes with adults in an acute care setting. Theories of nursing care are applied to foster understanding of the care and adaptive responses of adults.

### NSG 360 – PEDIATRIC NURSING CARE

In this course, students will learn pediatric nursing care using a family-centered approach, including expected and delayed growth and development of the infant, toddler, preschooler, school-aged child, and adolescent. Learning about the hospitalization of children during times of illness and disease provides and prepares students to care for diverse children and their families. Pediatric nursing theories and evidence-based literature are introduced, specifically those that support pediatric interventions carried out by nurses in inpatient, outpatient, and community care centers.

### NSG 365 – PHARMACOLOGY III

Students will learn the principles of pharmacology, specific drug classifications, and the nurse's role and responsibilities in medication administration. Emphasis is placed on pharmacotherapeutics, pharmacokinetics, and pharmacodynamics. This course coincides with drugs commonly prescribed and administered by nurses in adult health nursing and pediatric nursing.

### NSG 415 – NURSING CARE OF COMMUNITY POPULATIONS

In this course, students will learn about population-focused nursing practice in communities emphasizing health promotion and disease prevention across the lifespan. A professional community/public health nurse assists individuals, families, communities, and populations in achieving optimal health. Primary, secondary, and tertiary healthcare levels are used to identify health determinants. Targeted populations are explained: those impacted by evidence-based preventive initiatives and clinical preventive guidelines. Students will learn and participate in advocating for vulnerable and disenfranchised community populations. The King's College Shoval Center is linked with this course, with students participating in community service events.

### NSG 420 – ADULT NURSING CARE IV

In this course, students will continue to develop their knowledge and skills to provide skilled nursing care to adults, specifically older adults. Prominence is placed on common health changes and challenges experienced by adults in their advanced age. The concepts of health promotion and health maintenance are integrated throughout this course. With King's College Department of Nursing having a mutually beneficial partnership with the Pennsylvania Nursing Home Collaborative, students will gain experience and knowledge during established rotations in the nursing home that will implement the Age Friendly 4Ms Quality Improvement Framework. The four (4) Ms (Matters, Medication, Mentation, and Mobility) will be used as a framework when learning leadership and management nursing, specifically for older adults in a nursing home system.

### NSG 425 – CONTEMPORARY TRANSITIONS AND TRENDS IN NURSING

This course will examine current issues and trends in today's nursing practice and profession to prepare students' transition from nursing education to nursing practice. Current and future healthcare and marketplace consumer demands, socioeconomic, ethical, legal, and political influences, and evolving technology/informatics are presented. Other topics include the importance of accountability, responsibility, and critical and clinical decision-making for nurses in the 21st century. Ways to search for first employment in nursing, resume writing, and associated skills when interviewing will prepare future nurse graduates.

### NSG 430 – NURSING LEADERSHIP AND MANAGEMENT

This course will provide students with the fundamentals of leadership principles for future nursing leaders managing complex healthcare delivery environments. It will also present methods for self-assessment and self-reflection of one's leadership skills, knowledge, and attitudes that foster and promote nursing leadership in diverse healthcare delivery settings. Students will learn strategies for best practices in a nursing leadership role in varied patient care settings.

### NSG 435 – NURSING RESEARCH

In this course, students will advance their knowledge of nursing research and understand its relevance to ever-changing, evidence-based nursing practice. Emphasis is placed on the components of the quantitative, qualitative, and mixed-methods research processes and the competencies necessary to perform a research study. Students will learn how to read, evaluate/critique, and interpret research findings for practice. Building on critical thinking and clinical judgment skills, this course will allow the discovery of nursing or practice problems, possible interventions for a solution, compare current interventions, and identify outcomes using nursing research. Near the end of the course, students will present their findings.

## NSG 440 PREPARATION FOR NURSING PRACTICE

This course prepares and assesses pre-licensure baccalaureate nursing students' readiness for entry-level professional nursing practice and tests the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). This exam aims to determine if it's safe for new graduates to begin practice and be licensed as Registered Nurses. Review of content and practicing standard and alternate style questions are included. Nursing assessment resources used in this course will determine students' preparation and readiness to test and practice nursing. These resources include UWorld LCC., faculty reviews of program content, and Elsevier products.

# Philosophy

*Dr. Regan Reitsma, 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:*

| | |
|---|---|
| PHIL 101 | Introduction to Philosophy (3) |
| | AND |
| PHIL 170 | Introduction to Logic (3) |
| | AND |
| PHIL 173 | Ethics and the Good Life (3) |
| | OR |
| HONORS 280 | Philosophy I (3) |
| | AND |
| HONORS 281 | Philosophy II (3) |
| | AND |
| PHIL 170 | 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)

PHIL 101 Introduction to Philosophy (3)

*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)

Nine (9) additional philosophy credits from PHIL 102-199

**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.

# Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Read philosophical texts with understanding, insight, and critical rigor.
- Write a soundly researched, well-argued, and well-written philosophical paper.
- Formulate and defend thoughtful and rationally defensible philosophical views, both orally and in writing.

# Course Descriptions

## PHIL 101 – INTRODUCTION TO PHILOSOPHY (3 credits)

Philosophy is the attempt to answer, through rational reflection, the deepest and most fundamental questions of human existence. What is the meaning of life? How can people achieve true happiness and fulfillment? Does God exist? What do we mean by God? Why should we be moral? How should we decide what is right? Are people really free? Do humans have souls, or are we just physically complex organisms? What is a soul? Is there life after death? What can we know and how can we know it? This course invites students to critically reflect on these and other perennial issues through contemporary and historical texts.

## PHIL 170 – 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 both formal and informal logic.

### PHIL 171 – 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.

### PHIL 172 – 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.

### PHIL 173 – ETHICS AND THE GOOD LIFE (3 credits)
This course explores fundamental questions about the moral life and its relation to meaning and human fulfillment. Those questions include: How do we determine which actions are morally right? What kind of person should we become? If we do choose to commit to living a moral life, is this likely to inhibit or to enhance our well-being? This course will examine answers given by historically influential thinkers and consider how their answers apply to contemporary moral issues.

### PHIL 174 – BIOETHICS (3 credits)
It has been proposed that bioethics is what angels – disembodied and immortal – would not have. More precisely, bioethics concerns issues and problems that arise in virtue of the bodily nature we human beings have: issues and problems around conception and birth, health and sickness, aging, dying, and the research we conduct and the technologies we have developed to ameliorate and enhance the human condition. Like bioethics itself, this course is concerned with moral theory as well as practice. Possible topics include the appropriate "ends" of heath care, the provision of health care, and the many controversies over different healthcare practices and procedures.

### PHIL 175 – SOCIAL AND POLITICAL PHILOSOPHY (3 credits)
Social institutions, like marriage and the family among countless others, and political institutions, like departments of motor vehicles and police departments and the many other apparatuses of the state, profoundly shape our lives in ways both subtle and pronounced. But with what justifications? How should our common life be organized? What does justice demand? This course investigates such topics as the common good, the proper role of government, the relationship of citizen and state, human rights, right relations among states, marginalization and oppression, and social and economic justice.

### PHIL 176 – EASTERN PHILOSOPHY (3 credits)
This course is a survey of Eastern philosophy. The topics addressed may include: ethics, death, reality, self, and knowledge. The schools of Eastern philosophy studied may 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.

### PHIL 177 – DEATH AND THE MEANING OF LIFE (3 credits)

Any person who is conscious of death has wondered: How should we think about death? How is death connected with the human quest for meaning? And will I continue to live in some way after I die? These questions have occupied humankind from earliest times and perhaps penetrate the issue of self more deeply than any other. This course will examine a number of issues that arise once we begin to reflect on our mortality. What does it mean to say that a person has died? Are we, in some sense, immortal? Would an immortal life actually be desirable? Is death an evil, something to be feared? Is there some objective, overarching meaning to life? Or is it the case, as nihilists claim, that human existence is "absurd" and has no meaning at all?

### PHIL 178 – MYTHOLOGY, TRAGEDY, PHILOSOPHY (3 credits)

We often mark the beginning of the western philosophical tradition with thinkers like Socrates, Plato, and Aristotle. Loving wisdom, however, extends much further back than these famous men and this tradition is rich in stories that form the foundation of what we typically think of today as philosophy. In this course we will examine this tradition and pay particular attention to myth and tragedy, with an eye to how the Socrates of Plato's dialogues emerges against their background. We will be particularly interested in how these different texts engender ways of knowing and discerning the truth about the relationship between chaos and order, different types of justice, the importance of family, the sacred and the profane, self-knowledge, and what, ultimately, wisdom really is and what it is to love it.

### PHIL 181 – FEMINIST PHILOSOPHY (3 credits)

This course provides a broad survey of the problems, theories, and critical tools developed by feminist thinkers from a philosophical perspective and is organized around two questions: what does philosophy have to contribute to feminism and what does feminism have to contribute to philosophy? With respect to the first question, possible topics may include the relationship between sex and gender, nature and culture, the materiality of bodies and the social processes of normalization, as well as forms of structural injustice and oppression at the intersection of sex, gender, sexuality, race, and class. With respect to the second question, possible areas of inquiry may include Feminist Ethics, Feminist Epistemology, Feminist Aesthetics, and Feminist Theories of Agency.

### PHIL 182 – PHILOSOPHY, SCIENCE, AND RELIGION (3 credits)

Are religion and science opposed to one another? Does science show that religious beliefs are unwarranted or irrational? Was the universe created? Does the universe have a purpose? Is life ultimately reducible to chemistry? Do recent developments in physics provide support for traditional religious beliefs? Are there inherent limits to what science can tell us about the nature of reality?

### PHIL 183 – THE CREATIVE VISION OF ALFRED HITCHCOCK (3 credits)

This course explores fundamental questions of human existence through the films of Alfred Hitchcock. The films we will consider include Shadow of a Doubt, Rope, Rear Window, Vertigo, The Birds, and North by Northwest. Among the topics we will consider are the nature of good and evil, the meaning of life, the nature of love, and appearance and reality.

**PHIL 184 – SCIENTIFIC, PSEUDOSCIENTIFIC, AND MEDICAL REASONING** (3 credits)
This course will begin with the basis of scientific reasoning: abduction or "inference to the best explanation." We will learn why scientific reasoning is needed and works, why scientific experiments are designed the way they are, and why science is our most reliable guide to knowledge of the human body and the physical world. Throughout the semester, numerous reasoning methods and scientific skills will be developed, many of which are relevant to the health sciences. In the end, the student will also be able to recognize pseudoscience, understand the limits of scientific reasoning, and appreciate its value for living the good life.

**PHIL 351 – ANCIENT AND MEDIEVAL PHILOSOPHY** (3 credits)
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 credits)
An historical survey of the key thinkers in the Western philosophical tradition from Descartes, the founder of modern philosophy, to Nietzsche.

**PHIL 353 – PLATO AND NEOPLATONISM** (3 credits)
In this course we will read three Platonic dialogues guided by the tenets of Neoplatonism, the rigorous and systematic exposition of Plato's thinking initiated by Plotinus in the third century. Specifically, we will be interested in the Neoplatonic thesis that philosophy is a kind of spiritual exercise, the aim of which is self-knowledge. Following the commentaries of Neoplatonic masters like Proclus, Olympiodorus, and Damascius, we will articulate the way in which our conception of ourselves profoundly impacts what we can know and we will take seriously the thesis that loving wisdom requires self-transformation and commitment to living the contemplative life.

**PHIL 361 – EXISTENTIALISM** (3 credits)
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 credits)
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 372 – PHILOSOPHY OF ART AND AESTHETICS** (3 credits)
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? Does beauty differ 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 373 – CONTEMPORARY CONTINENTAL PHILOSOPHY** (3 credits)
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 376 – EASTERN PHILOSOPHY** (3 credits)
This course is a survey of Eastern philosophy. The topics addressed may include: ethics, death, reality, self, and knowledge. The schools of Eastern philosophy studied may 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. *Cross-listed as PHIL 176.*

**PHIL 383 – ETHICS AND THE GOOD LIFE** (3 credits)
This course explores fundamental questions about the moral life and its relation to meaning and human fulfillment. Those questions include: How do we determine which actions are morally right? What kind of person should we become? If we do choose to commit to living a moral life, is this likely to inhibit or to enhance our well-being? This course will examine answers given by historically influential thinkers and consider how their answers apply to contemporary moral issues. *Cross-listed as PHIL 173.*

**PHIL 385 – EASTERN PHILOSOPHY** (3 credits)
This course is a topical survey of Eastern philosophy. The topics addressed include: ethics, death, reality, self, and knowledge. The schools of Eastern philosophy studied include Hinduism, Buddhism, Taoism, and Confucianism. In studying Eastern philosophy students will be exposed to, and learn appreciation, for, different perspectives on traditional philosophical issues. Students will develop and refine the ability to offer criticism of philosophical positions and will develop the ability to form their own educated views on philosophical issues. *Cross-listed as Core 285.*

**PHIL 390 – 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. *Cross-listed as PHIL 172.*

**PHIL 391 – BIOETHICS** (3 credits)
It has been proposed that bioethics is what angels – disembodied and immortal – would not have. More precisely, bioethics concerns issues and problems that arise in virtue of the bodily nature we human beings have: issues and problems around conception and birth, health and sickness, aging, dying, and the research we conduct and the technologies we have developed to ameliorate and enhance the human condition. Like bioethics itself, this course is concerned with moral theory as well as practice. Possible topics include the appropriate "ends" of heath care, the provision of health care, and the many controversies over different healthcare practices and procedures. *Cross-listed as PHIL 174.*

**PHIL 392 – SOCIAL AND POLITICAL PHILOSOPHY** (3 credits)
Social institutions, like marriage and the family among countless others, and political institutions, like departments of motor vehicles and police departments and the many other apparatuses of the state, profoundly shape our lives in ways both subtle and pronounced. But with what justifications? How should our common life be organized? What does justice demand? This course investigates such topics as the common good, the proper role of government, the relationship of citizen and state, human rights, right relations among states, marginalization and oppression, and social and economic justice. *Cross-listed as PHIL 175.*

**PHIL 470 – ETHICS AND VALUES SEMINAR** (3 credits)
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 credits)
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 473 – METAPHYSICS** (3 credits)
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 credits)
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 credits)
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 credits)
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 credits)

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 credits)

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 credits)

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.*

# Physics

*Dr. Kristi Concannon, Program Director, Professor of Physics*
*Dr. Julie Belanger, 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 Physics Program 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 Physics Program Director.*

# Education Requirements

**MAJOR REQUIREMENTS** (18 COURSES – 62 CREDITS)

| | |
|---|---|
| PHYS 113/L | Physics for Scientists and Engineers I (4) |
| PHYS 114/L | Physics for Scientists and Engineers II (4) |
| PHYS 231/L | Modern Physics (4) |
| PHYS 330 | Classical Mechanics (3) |
| PHYS 350 | Thermodynamics and Statistical Mechanics (3) |
| PHYS 371 | Electricity & Magnetism I (3) |
| PHYS 440 | Quantum Mechanics (3) |
| PHYS 490 | Senior Seminar (3) |
| CHEM 113/L | General Chemistry I (4) |
| CHEM 114/L | 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 | Mathematical Methods for the Physical Sciences (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 at the 400-level may be substituted for one of these courses.

**SECONDARY SCHOOL CERTIFICATION IN PHYSICS** (59 CREDITS)

| | |
|---|---|
| PHYS 113/L | Physics for Scientists and Engineers I (4) |
| PHYS 114/L | Physics for Scientists and Engineers II (4) |
| PHYS 231/L | Modern Physics (4) |
| PHYS 330 | Classical Mechanics (3) |
| PHYS 350 | Thermodynamics and Statistical Mechanics (3) |
| PHYS 371 | Electricity & Magnetism I (3) |
| PHYS 440 | Quantum Mechanics (3) |
| PHYS 490 | Senior Seminar (3) |
| CHEM 113/L | General Chemistry I (4) |
| CHEM 114/L | 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 | Mathematical Methods for the Physical Sciences (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** (8 COURSES – 29 CREDITS)

| | |
|---|---|
| PHYS 113/L | Physics for Scientists and Engineers I (4) |
| PHYS 114/L | Physics for Scientists and Engineers II (4) |
| PHYS 231/L | Modern Physics (4) |
| MATH 129 | Analytic Geometry and Calculus I (4) |
| MATH 130 | Analytic Geometry and Calculus II (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. Some engineering courses may satisfy PHYS Electives with permission of the Physics Program Director. Students pursuing the minor are required to satisfy all necessary physics and mathematics prerequisites.

# Learning Outcomes

The successful completion of this program will enable graduates to:

- Demonstrate operational knowledge of the four fundamental areas of physics: classical mechanics, thermodynamics, electrostatics and quantum mechanics.
- Demonstrate mastery of quantitative skills.
- Articulate contemporary ideas in physics.
- Communicate effectively, in both written and oral form, results of physics research to members of the scientific community.

# Course Descriptions

### PHYS 100 – PHYSICAL SCIENCE FOR ELEMENTARY EDUCATION MAJORS (3 credits)

A conceptual introduction to 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/L – APPLIED BIOPHYSICS (4 credits)

Introductory physics designed specifically for exercise science and occupational therapy majors and relevant to the experiences and activities of the practicing 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 and 1 problem hour. Co-requisite: PHYS 108L, 3 laboratory hours. Students who withdraw from PHYS 108 will automatically be removed from PHYS 108L unless permission to remain in the lab is granted by the program director.

### PHYS 111/L – PHYSICS FOR THE LIFE SCIENCES I (4 credits)

The first semester of a two-semester sequence focusing on mechanics. The course provides an algebra-based introduction to the laws of motion of Galileo and Newton, the fundamentals of energy conservation and oscillatory motion, appropriate for students considering a career in the life sciences. Students are expected to be proficient in algebra and trigonometry. 3 lecture hours, 1 problem hour. Co-requisite: PHYS 111L, 3 laboratory hours. Students who withdraw from PHYS 111 will automatically be removed from PHYS 111L unless permission to remain in the lab is granted by the program director.

### PHYS 112/L – PHYSICS FOR THE LIFE SCIENCES II (4 credits)

The second semester of a two-semester sequence focusing on waves, light and electromagnetism. The course provides an algebra-based introduction to the properties of

waves, geometric and wave optics, electric fields, basic electric circuits, and magnetism, appropriate for students considering a career in the life sciences. Students are expected to be proficient in algebra and trigonometry. 3 lecture hours and 1 problem hour. Prerequisite: PHYS 111 or permission of the instructor. Co-requisite: PHYS 112L, 3 laboratory hours. Students who withdraw from PHYS 112 will automatically be removed from PHYS 112L unless permission to remain in the lab is granted by the program director.

**PHYS 113/L – PHYSICS FOR SCIENTISTS AND ENGINEERS I** (4 credits)
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. 3 lecture hours and 1 problem hour. Co-requisite: MATH 129 or permission of the instructor; Co-requisite: PHYS 113L, 3 laboratory hours. Students who withdraw from PHYS 113 will automatically be removed from PHYS 113L unless permission to remain in the lab is granted by the program director.

**PHYS 114/L – PHYSICS FOR SCIENTISTS AND ENGINEERS II** (4 credits)
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. 3 lecture hours and1 problem hour. Prerequisite: PHYS 113; Prequisite: MATH 129, or permission of the instructor; Co-requisite: PHYS 114L, 3 laboratory hours. Students who withdraw from PHYS 114 will automatically be removed from PHYS 114L unless permission to remain in the lab is granted by the program director.

**PHYS 196, 197 – EARLY RESEARCH EXPERIENCE IN PHYSICS** (0-2 credits)
Independent research into a problem of current interest under the supervision of a Physics faculty member. A written report is required. Freshmen physics majors may begin research if they earn at least a B- in PHYS 113 and PHYS 113L. Permission of the faculty member and the program director is required.

**PHYS 231/L – MODERN PHYSICS** (4 credits)
An introduction to modern physics. Topics include special relativity, quantum physics, wave-particle duality, and atomic and nuclear physics. 3 lecture-recitation hours. Prerequisites: MATH 130 and PHYS 114 or permission of the instructor. Co-requisite: PHYS 231L, 3 laboratory hours. Students who withdraw from PHYS 231 will automatically be removed from PHYS 231L unless permission to remain in the lab is granted by the program director.

**PHYS 233/L – ELECTRONICS I** (4 credits)
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. 3 lecture-recitation hours. Prerequisite: PHYS 114 and MATH 130 or permission of instructor. Co-requisite: PHYS 233L, 3 laboratory hours. Students who withdraw from PHYS 233 will automatically be removed from PHYS 233L unless permission to remain in the lab is granted by the program director.

**PHYS 234/L – ELECTRONICS II** (4 credits)
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 transistors. The design of both digital and analog circuitry will be discussed, and the applications and limitations of these circuits and devices will be addressed. 3 lecture-

recitation hours. Prerequisite: PHYS 233 or permission of instructor. Co-requisite: PHYS 234L, 3 laboratory hours. *Students who withdraw from PHYS 234 will automatically be removed from PHYS 234L unless permission to remain in the lab is granted by the program director.*

**PHYS 241 – STATICS** (3 credits)
A study of the basic principles of mechanics applicable to rigid bodies in equilibrium and an application of these principles to the solution of a variety of practical and more complicated problems. Topics will include equivalent systems of forces, friction, centroids, analysis of structures, and moments of inertia. 3 lecture-recitation hours. Prerequisite: MATH 129 and PHYS 113 or permission of the instructor.

**PHYS 242 – MECHANICS OF SOLIDS** (3 credits)
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. 3 lecture-recitation hours. Prerequisite: MATH 130 and PHYS 241 or permission of the instructor.

**PHYS 250 – INTRODUCTION TO RELATIVITY** (3 credits)
A study of the formalism of Special Relativity and its application to processes that involve near-luminal speeds and large transfers of energy. The main predictions of special relativity will be derived, the apparent paradoxes it creates will be resolved, and applications to particle collisions and electromagnetism will be investigated. During some semesters this course will also develop the geometrical approach necessary to describe motion within strong gravitational fields and introduce General Relativity. Prerequisites: PHYS 114; Co-requisite: MATH 231 or permission of the instructor.

**PHYS 260 – INTRODUCTION TO NUMERICAL TECHNIQUES IN PHYSICS** (4 credits)
An application of calculus, vector analysis, differential equations and complex numbers to realistic physical systems using both analytic and numerical computational methods. Three lecture and two computational laboratory hours per week. Prerequisites: PHYS 114 and MATH 238 or permission of the instructor.

**PHYS 285 – FUNDAMENTAL ASTROPHYSICS** (3 credits)
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. 3 lecture-recitation hours. Prerequisite: PHYS 231 and MATH 130 or permission of the instructor.

**PHYS 290 – SPECIAL TOPICS** (3 credits)
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 program director is required.*

**PHYS 296, 297 – PHYSICS RESEARCH I, II** (0-2 credits)
Independent research into a problem of current interest under the supervision of a Chemistry or Physics faculty member. A written report is required. Sophomore or junior, or senior physics majors may participate if they have a 2.50 G.P.A. in their physics courses. Pre-requisite: PHYS 196. *Permission of the faculty member and program director is required.*

**PHYS 320 – ADVANCED LABORATORY IN PHYSICS** (2 credits)
Experiments in classical and modern physics. Prerequisite: PHYS 231 or permission of instructor. 6 laboratory hours per week.

**PHYS 330 – CLASSICAL MECHANICS** (3 credits)
A study of the principles of Newtonian, Lagrangian, and Hamiltonian mechanics of particles with applications to vibrations, rotations, orbital motion, and collisions. 3 lecture-recitation hours. Prerequisite: PHYS 114, MATH 231 and a "C" or higher in all required MATH courses or permission of the instructor. Co-requisite: MATH 238 or permission of the instructor.

**PHYS 340 – OPTICS** (4 credits)
A study of geometrical and physical optics: theory of lens systems, aberrations, apertures, interference, diffraction, polarization. 3 lecture-recitation hours and 3 laboratory hours. Prerequisite: MATH 237 and PHYS 114 or permission of the instructor.

**PHYS 350 – THERMODYNAMICS AND STATISTICAL MECHANICS** (3 credits)
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. 3 lecture-recitation hours. Prerequisites: CHEM 114, MATH 231 and a "C" or higher in all required MATH courses or permission of instructor.

**PHYS 360 – FLUID DYNAMICS** (3 credits)
An introduction to the study of fluid mechanics including pressure, buoyancy, hydrostatic, ideal and viscous fluid flow, and object lift and drag. 3 lecture-recitation hours. Co-requisite: MATH 238 or permission of the instructor.

**PHYS 371 – ELECTRICITY AND MAGNETISM I** (3 credits)
A study of electrostatics, electrical and magnetic properties of matter, Maxwell's equations, boundary-value problems, wave propagation and the steady-state magnetic field. 3 lecture-recitation hours. Prerequisite: PHYS 114, MATH 231 and a "C" or higher in all required MATH courses or permission of the instructor.

**PHYS 372 – ELECTRICITY AND MAGNETISM II** (3 credits)
A study of electromagnetic wave propagation in media, wave guides, dipole radiation, electrodynamics of charged particles, special theory of relativity, and special topics. 3 lecture-recitation hours. Prerequisite: PHYS 371 or permission of the instructor.

**PHYS 390 – SPECIAL TOPICS** (3 credits)
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 program director is required.*

**PHYS 396, 397 – PHYSICS RESEARCH III, IV** (0-2 credits)
Independent research into a problem of current interest under the supervision of a Chemistry or Physics faculty member. A written report is required. Junior or senior physics majors may participate if they have a 2.500 G.P.A in their physics courses. Prerequisite PHYS 296. *Permission of the faculty member and program director is required.*

**PHYS 410 – SOLID STATE PHYSICS** (3 credits)
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). 3 lecture-recitation hours. Prerequisite: PHYS 231 or permission of instructor.

**PHYS 420 – PARTICLE PHYSICS (3 credits)**
An introduction to subatomic physics. Topics include particle dynamics and kinematics focusing on collisions and decays, a review of special relativity and 4-vector notation, natural unit notation, nuclear physics with emphasis on models of the nucleus, and standard model physics focusing on elementary constituents, elementary interactions and Feynman diagrams as a description of the subatomic world. Prerequisite: PHYS 231 or permission of the instructor.

**PHYS 430 – DYNAMICAL SYSTEMS AND CHAOS (3 credits)**
A study of the analytical and computational methods used to model and predict the time evolution of complex systems and the non-linearity and chaotic behavior that typically results. The course will focus on examples from mechanics, including non-linear oscillators, coupled oscillators, the 3-body problem, and dissipative and driven systems. Prerequisite: PHYS 330 or permission of the instructor.

**PHYS 440 – QUANTUM MECHANICS (3 credits)**
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. 3 lecture-recitation hours. Prerequisites: PHYS 330, MATH 237 and a "C" or higher in all required MATH courses or permission of the instructor.

**PHYS 450 – ATOMIC AND NUCLEAR PHYSICS (3 credits)**
A study of atomic spectra, electronic structure of atoms, X-rays, scattering, nuclear models, and elementary particles. 3 lecture-recitation hours. Prerequisites: PHYS 231 and MATH 238 or permission of instructor.

**PHYS 485 – COSMOLOGY AND ADVANCED ASTROPHYSICS (3 credits)**
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. 3 lecture-recitation hours. Prerequisites: MATH 238 and PHYS 231 or permission of the instructor.

**PHYS 490 – SENIOR SEMINAR (3 credits)**
An overview of physics careers, societal issues related to the field of physics and an introduction to contemporary research fields in physics. A major course component is the reading and synthesis of current physics literature. The student must prepare a research paper, an oral seminar and a poster presentation to be presented to the department faculty and students. The course should be taken by students in their final spring semester.

**PHYS 496, 497 – SENIOR RESEARCH I, II (2-3 CREDITS)**
A significant 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 upon completion of the course and the student is expected to present his/her work at the spring research symposium. A combined total of 6 laboratory and library hours per week is required. Pre-requisite: PHYS 296. *Open only to senior science majors. Permission of the faculty member and program director is required.*

# Physics – Business

*Dr. Kristi Concannon, Physics Program Director*

The Bachelor of Science in Physics – Business program combines the traditional Physics major with 10 foundational business courses. This interdisciplinary curriculum provides students with an understanding of the principles and applications of physics and provides students with the knowledge to make them competent in a business environment.

Employers in science and technology based industries are continually faced with the challenge of identifying and hiring personnel who have a strong background in science and mathematics and who also possess knowledge of business processes and practices. The Physics-Business program is an attractive and differentiated degree for Physics majors, particularly those who wish to pursue immediate employment in the business sector after graduating from King's College.

Students with skills in both physics and business can find jobs in the private sector including jobs related to engineering or computer 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 MBA programs, medical school, or law school. Students with a degree in Physics-Business will be attractive candidates for positions in technical sales, technical marketing, customer service, project management, technology management, supply chain management, and manufacturing support and management.

Since this is an interdisciplinary program, the business portion has more credits than a traditional minor and fewer credits than a double major. The eight foundational business courses cover the pre-requisite business content required of most MBA programs. There are two business electives included so students can specialize in a particular area of business which is compatible with their career goals.

In order to distinguish this degree from the traditional B.S. Physics degree, diplomas and transcripts will reflect the interdisciplinary nature of this program by listing the degree as B.S. in Physics – Business.

*Physics – Business majors wishing to complete major requirements at another institution must complete them at a four-year institution and have permission from the Physics Program Director. To maintain the academic rigor of the program, at least 50% of all science, mathematics and business courses must be taken at King's College.*

## Education Requirements

**MAJOR REQUIREMENTS** (28 COURSES – 92 CREDITS)

**PHYSICS REQUIREMENTS**

| | |
|---|---|
| PHYS 113/L | Physics for Scientists and Engineers I with Lab (4) |
| PHYS 114/L | Physics for Scientists and Engineers II with Lab (4) |
| PHYS 231/L | Modern Physics with Lab (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 (3) |
| CHEM 113/L | General Chemistry I with Lab (4) |
| CHEM 114/L | General Chemistry II with Lab (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 | Mathematical Methods for the Physical Sciences (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.

## BUSINESS REQUIREMENTS

| | |
|---|---|
| MSB 110 | Introduction to Financial Reporting (3) |
| MSB 120 | Introduction to Management Control and Planning (3) |
| MSB 200 | Principles of Management (3) |
| MSB 210 | Principles of Marketing (3) |
| MSB 220 | Financial Management (3) |
| ECON 111 | Introduction to Macroeconomics (3) |
| ECON 112 | Introduction to Microeconomics (3) |
| ECON 221 | Statistics and Predictive Analytics (3) |

*One of the following Business Elective course tracks (6-7 credits):*

### Technology Management Track

| | |
|---|---|
| BUS 363/L | Production/Operations Management with Lab (4) |
| BUS 435 | Global Innovation, Technology and Entrepreneurship (3) |

### Manufacturing and Operations Management Track

| | |
|---|---|
| MKT 385 | Global Supply Chain Management (3) |
| BUS 363/L | Production/Operations Management with Lab (4) |

### Marketing Track

| | |
|---|---|
| MKT 330 | Selling Strategies (3) |
| MKT 390 | International Marketing (3) |

### Entrepreneurship Track

| | |
|---|---|
| BUS 330 | Entrepreneurial Business Management (3) |
| BUS 455 | Global Innovation, Technology and Entrepreneurship (3) |

### Accounting Track

| | |
|---|---|
| ACCT 115/L | Introduction to Financial Accounting II with Lab (4) |
| ACCT 301 | Intermediate Accounting I (3) |

Course descriptions for both the physics and business courses can be found in the respective areas of the College Catalog.

## Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Demonstrate operational knowledge of the four fundamental areas of physics: classical mechanics, thermodynamics, electrostatics and quantum mechanics.
- Demonstrate mastery of quantitative skills.
- Articulate contemporary ideas in physics.
- Communicate effectively, in both written and oral form, results of physics research to members of the scientific community.
- Be professionally knowledgeable in business and business practices.
- Critically analyze technical challenges from both a scientific and business perspective.

# Political Science

*Dr. Beth M. Admiraal, 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. This experience encompasses numerous activities, including classroom learning and discussions, seminar courses, conference presentations, study abroad, and internships.

Each semester finds King's political science majors in local, national and global communities. Some of the most recent programs run by the King's Political Science Department are internships with one of the numerous municipal, county, state, and federal offices located in the area; internships in Washington, D.C. or Harrisburg, PA; study-abroad experiences in Eastern Central Europe and India; and attendance at the National United Nations Conference in NYC. The students who have participated in these programs return enriched in knowledge and with valuable job experience.

The Department of Political Science develops the transferable skills of learning, with an emphasis on critical thinking, effective writing, information literacy, and effective oral communication. 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. Our students have been accepted to some of the finest law schools in the country, including Villanova, Boston University, Dickinson, Catholic, Case Western, Georgetown 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 four subfields of Political Science: American Government, Political Theory, Comparative Politics, and International Relations. In addition, students are introduced to traditional and contemporary methods of social research. Students are also required to take at least three elective courses (9 credits) within the major.

# Education Requirements

**MAJOR REQUIREMENTS** (14 COURSES – 42 CREDITS)

| | |
|---|---|
| **A.** | **REQUIRED CORE COURSE (3)** |
| PS 101 | American Government (3) |
| **B.** | **COMMON REQUIREMENTS (21)** |
| ECON 111 | Introduction to Macroeconomics (3) |
| PS 221 | Probability and Statistics in the Social Sciences (3) |
| PS 231 | American Intergovernmental Relations (3) |
| PS 271 | 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 POLITICS (3)** SELECT ONE |
| PS 255 | Comparative Political Systems (3) |
| PS 258 | Comparative Politics in Latin America (3) |
| **E.** | **PUBLIC POLICY (3)** SELECT ONE |
| PS 332 | Politics of Policy making (3) |
| PS 432 | Environmental Politics and Policy (3) |
| **F.** | **CONSTITUTIONAL LAW (3)** SELECT ONE |
| PS 361 | Constitutional Law I (3) |
| PS 362 | Constitutional Law II (3) |
| **G.** | **POLITICAL SCIENCE ELECTIVES (9)** |

Choose any (9) credits PS electives – 200 level or higher.

**POLITICAL SCIENCE MINOR REQUIREMENTS** (6 COURSES – 18 CREDITS)

| | |
|---|---|
| PS 101 | American Government (3) |
| PS 231 | American Intergovernmental Relations (3) |
| PS 255/258 | Comparative Politics (3) |
| | OR |
| PS 271 | International Relations (3) |

NINE (9) credits 300- or 400-level PS electives

**POLITICAL ECONOMY MINOR REQUIREMENTS** (6 COURSES – 18 CREDITS)

| | |
|---|---|
| ECON 111 | Introduction to Macroeconomics (3) |
| ECON 112 | Introduction to Microeconomics (3) |
| ECON 361 | Environmental and Ecological Economics (3) |
| | OR |
| ECON 373 | Public Economics (3) |
| PS 231 | American Intergovernmental Relations (3) |
| PS 332 | Politics of Policy making (3) |

PS Elective -- 200 level or higher.

### 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 (230s, 330s, 430s) and (360s, 460s)
- Comparative Politics and International Relations (250s, 350s, 450s) and (270s, 370s, 470s)
- Law and the Courts (360s, 460s)
- Political Theory (240s, 340s, 440s)

## Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Define, analyze, and apply concepts and theories fundamental to the subfields of Political Science.
- Identify, analyze, and critique principles of the U.S. Government and Constitution.
- Analyze and advocate for a public policy or political principle.
- Write with clarity, insight, and persuasiveness about a political issue.
- Present orally with clarity, insight, and persuasiveness an overview and defense of a political viewpoint.

## Course Descriptions

### PS 101 – AMERICAN GOVERNMENT (3 CREDITS)

This course examines the fundamental Constitutional principles of American government and the nature of American politics. As an introductory course, it begins with an overview of the subfields of Political Science-political theory, American government, comparative politics, and international relations-and introduces the methods of research in Political Science. Throughout the course, students will be asked to develop thoughtful responses to questions such as: What are the enduring principles of American government? How can a person be a responsible citizen? Is American government ready for the challenges of the 21st Century?

### PS 151 – DEMOCRACY AND HUMAN RIGHTS (3 CREDITS)

This course investigates the origins, meaning, and content of democracy and the role of human rights in a sound, functioning democracy. Questions that will frame debate include: Who should have the right to vote? What are the limits of free speech? Do citizens have a right to healthcare? Students will be introduced to social scientific methods of inquiry as a means to examine global issues systematically and compose thoughtful responses. Global and local case studies will be employed to illuminate the challenges of maintaining freedom and defending rights in a complex world.

### PS 152 – IMMIGRATION (3 CREDITS)

This course examines the historical and contemporary processes of migration and immigration around the world, including the major push-pull causes demonstrated in the history of immigration. The cultural, political, and economic aspects of migration are examined both pre and post immigration. Concepts that will be examined include assimilation, acculturation, nativism, and personal identification. Through readings, discussions, research, and presentations, students will evaluate the driving forces of immigration.

### PS 153 – GLOBAL SECURITY (3 CREDITS)

In an increasingly interdependent world where conflict, peace, and war are recurring themes, thinking about ways to manage and preserve global security poses specific challenges. The international system consists of a variety of actors – states, organizations, and individuals – all of which are deeply interconnected in examining the evolution of approaches to global security. Traditionally, global security has been measured through responses to threats, both external and internal to a nation. This course will focus on observing the evolution of global security from traditional to contemporary approaches. The scope of this course will cover basic concepts and ideas central to global security from the end of the Second World War to the post-9/11 world. We will analyze traditional concepts like balance of power, nuclear deterrence, military strategy, and alliances that were previously central to global security but have now evolved into more distinct, separate categories: political violence and terrorism, civil wars, human security, and environmental security. Learning outcomes of this course will critically assess state and individual responses to external and internal security threats, the interconnectedness between domestic and global security actors, and ways to improve existing theories on global security by developing a more sophisticated approach to solving the problems its study generates.

### PS 154 – NATIONS, IDENTITIES, AND DEMOCRATIZATION (3 CREDITS)

This course explores the history of nation-building across different regions of the world, with particular attention to how ethnic, regional, and national identities have emerged and evolved over time. It examines the ways these identities have shaped and been shaped by the development of democratic institutions. Through a series of case studies, the course encourages students to consider key questions: How do national identities take form? In what ways do they influence democratic systems? And does nationalism ultimately support or undermine the development of democracy?

### PS 221 – PROBABILITY AND STATISTICS IN THE SOCIAL SCIENCES (3 CREDITS)

This course provides an introduction to the methods of statistical analysis for the social sciences. Topics include descriptive and inferential statistical methods, statistical analysis programs, and considerations of the appropriateness of various statistical methods in political inquiry.

### PS 231 – AMERICAN INTERGOVERNMENTAL RELATIONS (3 CREDITS)

An examination of the relationship between the national government and state and local government. The focus of the course is an in-depth analysis of federalism with an overview of state and local government. The analysis includes a study of the

origin, evolution, and current state of American federalism. National, state, and local decision-making will be reviewed. Topics surveyed include the constitutional basis of federalism, grants-in aid, interstate compacts, unfunded mandates, state constitutions, city government, county government, issues of taxation and finance, and other issues of practical governance. A gateway course for the study of American politics in the major.

**PS 232 – PUBLIC ADMINISTRATION (3 CREDITS)**
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. *A gateway course for the Political Economy minor, taught in alternate years.*

**PS 241 – POLITICAL THEORY I (3 CREDITS)**
An examination of the fundamental and enduring issues of politics as articulated by leading political theorists. Among the issues examined will be: the nature and purpose of government, leadership, power, legitimacy, and the relationship of the individual with the state. The course will focus on commentaries written before 1700, i.e., Plato to Locke. *A gateway course for the study of Political Theory in the major, taught in alternate years.*

**PS 242 – POLITICAL THEORY II (3 CREDITS)**
A continuation of Political Theory I with a focus on analyses written since 1700, i.e., from Rousseau to contemporary political theorists. Among other issues, this course will examine individual rights, liberty, equality, revolution, economic justice, and contemporary political and social concerns. *A gateway course for the study of Political Theory in the major, taught in alternate years.*

**PS 255 – COMPARATIVE POLITICAL SYSTEMS (3 CREDITS)**
A comparative analysis of political systems, primarily in the established liberal democracies of Western Europe and the newly democratized countries of the former Soviet Union. Political regime-types, governmental institutions, electoral systems, interest groups and voting are examined on a comparative basis. In addition, problems of transition from command economics to the market system, and from non-democratic political systems to democracy are analyzed. *A gateway course for the study of Comparative Politics in the major, taught in alternate years.*

**PS 258 – COMPARATIVE POLITICS IN LATIN AMERICA (3 CREDITS)**
An examination of critical political, socioeconomic, and cultural issues in Latin America, including an analysis of military regimes, human rights, neo-liberalism, and gender. These issues are examined in an historical comparative framework. *A gateway course for the study of Comparative Politics in the major, taught in alternate years.*

**PS 271 – INTERNATIONAL RELATIONS (3 CREDITS)**
An analysis of key debates and theories in international relations at three major levels: the international political system, the state, and domestic actors. Other topics include democratization, globalization, conflict, peace and security, terrorism. *A gateway course for the study of International Relations in the major.*

### PS 294 – LEADERSHIP FOR THE 21ST CENTURY (1 CREDIT)
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 ongoing leadership opportunities in organizations of which they are members. *Class closed to freshmen. Cross-listed as HRM 294.*

### PS 332 – THE POLITICS OF POLICY MAKING (3 CREDITS)
An analysis of the formation and 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 policy making 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 333 – STATE POLITICS (3 CREDITS)
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 335 – MUNICIPAL ADMINISTRATION (3 CREDITS)
A study of the administration of services of municipal government. Student will examine and analyze the context in which city administrators and other participants in municipal politics work. Contextual opportunities and constraints, such as governmental structure, economic base, community values, political patterns and heritage, are explored.

### PS 341 – AMERICAN POLITICAL THEORY (3 CREDITS)
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 360 – ENVIRONMENTAL LAW (3 CREDITS)
An 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 CREDITS)
A study of 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. Additional topics include 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. *Taught in alternate years.*

### PS 362 – AMERICAN CONSTITUTIONAL LAW II (3 CREDITS)
An evaluation of 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. *Taught in alternate years.*

### PS 372 – INTERNATIONAL LAW (3 CREDITS)
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 CREDITS)
A comparative study of state behavior and state choices in foreign policy. The role of systemic and domestic variables in determining the success or failure of foreign policy objectives will be the primary lens for examining foreign policy issues between states in the international system. National security objectives driven by considerations of power and realpolitik will be outlined.

### PS 374 – THE POLITICS OF THE UNITED NATIONS (3 CREDITS)
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 supranational organizations. The course will incorporate preparation for and attendance at the National Model United Nations Conference in New York City.

### PS 422 – THEORIES AND RESEARCH METHODS IN INTERNATIONAL RELATIONS (3 CREDITS)
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 qualitative and/or quantitative methods in political inquiry to design a research project within the field of international relations.

### PS 431 – WOMEN AND POLITICS (3 CREDITS)
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 – ENVIRONMENTAL POLITICS AND POLICY (3 CREDITS)
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 435 – POLITICAL BEHAVIOR (3 CREDITS)
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 441 – PROBLEMS IN POLITICAL THEORY (3 CREDITS)
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 443 – POLITICS AND THE ARTS (3 CREDITS)
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 455 – RELIGION AND POLITICS IN COMPARATIVE PERSPECTIVE (3 CREDITS)
A comparative investigation of the intersection of two powerful institutions, the Church and the State, and two authoritative forces, religion and politics. Attention will be paid to historical developments, survey data, and constitutional issues, as well as to an analysis of contemporary political mobilization of global religious groups. An onsite field excursion to religious establishments involved in the political process may be included within this course.

### PS 461 – THE U.S. CONGRESS AND THE LEGISLATIVE PROCESS (3 CREDITS)
A study of the U.S. 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 463 – THE AMERICAN PRESIDENCY (3 CREDITS)
An analysis of 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. *May be offered by either the Political Science Department or the History Department.*

### PS 465 – THE JUDICIAL BRANCH: COURTS, LAW AND POLITICS (3 CREDITS)
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 491 – TOPICS IN AMERICAN GOVERNMENT (3 CREDITS)
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 CREDITS)
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 topic in international relations such as arms control, nuclear proliferation, or intergovernmental organizations.

### PS 493 – SENIOR SEMINAR (3 CREDITS)
A culminating experience in the major, designed as an in-depth exploration of an issue or area in one of the fields of political science. Past seminars have focused on the American Presidency, the Supreme Court, the United States Constitution. Research topics will 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 CREDITS)
Research under tutorial supervision. *Registration requires approval of the Department Chairperson.*

### PS 499 – POLITICAL SCIENCE INTERNSHIP (3 CREDITS)
A one-semester, supervised experience in a government agency or the legal system. The internship experience is overseen through a joint effort of the Career Planning and Development Office and the Department of Political Science. *Required of all majors.*

# Psychology

*Dr. Christopher Aults, 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.

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** (13 COURSES – 38 CREDITS)

PSYC 101 counts toward both the major and minor in psychology. PSYC 101 must be taken before choosing more advanced psychology courses.

| | |
|---|---|
| PSYC 101 | Introduction to Psychology (3) |
| PSYC 220 | Statistics for the Behavioral Sciences (3) |
| PSYC 220L | Psychological Statistics Laboratory (1) |
| PSYC 221 | Research Methods (4) |
| PSYC 450 | Senior Seminar (3) |

Select one course from each of the following five fundamental categories (15 credits)

**Learning and Cognition**

| | |
|---|---|
| PSYC 339 | Theories and Applications of Learning (3) |
| PSYC 365 | Cognitive Psychology (3) |

**Biological Foundations of Behavior**

| | |
|---|---|
| PSYC 321 | Brain and Behavior (3) |
| PSYC 342 | Drugs and Behavior (3) |
| PSYC 346 | Psychopharmacology (3) |

**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) |
| Electives | Nine (9) additional elective credits from psychology are required. |

Note that additional courses from the fundamental categories may satisfy elective requirements (i.e. more than one course can be used in a category).

**PSYCHOLOGY B.S. DEGREE**

The same requirements listed for a 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, or Physics.

*NSCI 171 through 179 may be used to satisfy sciences requirement

**MINOR REQUIREMENTS – PSYCHOLOGY** (6 COURSES – 18 CREDITS)

| | |
|---|---|
| PSYC 101 | Introduction to Psychology (3) |

(15) credits of PSYC electives

Specially designed minors are available for students in various disciplines. Consult with the Psychology Department Chair for details.

# Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Demonstrate and apply knowledge of the five fundamental content areas of psychology (Learning and Cognition; Biological Foundations of Behavior; Developmental; Social; and Personality/Psychopathology).
- Apply basic statistical procedures through written work and computations.
- Design and assess professional research in the field of psychology.
- Present professional research in oral and written forms.

# Course Descriptions

### PSYC 101 – INTRODUCTION TO PSYCHOLOGY (3 CREDITS)

A survey of basic topics, concepts, and psychological principles, including biological foundations, child development, learning, memory, motivation, physiological influences, personality dynamics, social functioning, abnormal behavior, and psychotherapy. At the end of this course, it is expected students will (a) understand the research principles that make psychology a scientific discipline; (b) be able to critically evaluate research findings; (c) understand the biological and psychological factors involved in cognitive and emotional development from birth to old age; (d) know the causes and effects of psychological disorders; and (e) appreciate various psychotherapies, among other topics.

### PSYC 220 – STATISTICS FOR THE BEHAVIORAL SCIENCES (3 CREDITS)

Basic statistics in the behavioral sciences, including descriptive statistics, probability, correlation, t-tests, one-way and two-way analysis of variance, and chi-square. Recommended that PSYC 220 be taken in the fall semester of the second year.

### PSYC 220L – PSYCHOLOGICAL STATISTICS LABORATORY (1 CREDIT)

This is a hands-on lab designed to give students an understanding of the computer implementation of basic statistics in the behavioral sciences. Over the course of the semester, students will learn to apply the theories and concepts of statistics using the computer software program SPSS. Recommended that PSYC 220L be taken in the spring semester of the second year. Prerequisites: PSYC 220.

### PSYC 221 – RESEARCH METHODS (4 CREDITS)

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 present their projects similar to those done at professional psychology conferences. Recommended that PSYC 221 be taken in the spring semester of the second or third year and not be taken concurrently with PSYC 450. Prerequisites: PSYC 220.

### PSYC 321 – BRAIN AND BEHAVIOR (3 CREDITS)

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 CREDITS)

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.

### PSYC 339 – THEORIES AND APPLICATIONS OF LEARNING (3 CREDITS)
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 CREDITS)
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 CREDITS)
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. 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.

### PSYC 342 – DRUGS AND BEHAVIOR (3 CREDITS)
Drug abuse is our nation's number one health and social problem. In this course, we will examine the use and abuse of drugs from many perspectives: social, legal, medical, pharmacological and psychological. Beginning with a basic coverage of how the brain controls behavior, we will look at how drugs interact with the brain to have such powerful effects on behavior. Topics will include the medical use of drugs (including over-the-counter and psycho-therapeutic drugs), the illegal abuse of drugs like heroin and cocaine, and the use and abuse of non-drugs like caffeine, nicotine, and alcohol. Cross-listed as NEUR 342.

### PSYC 343 – PSYCHOLOGY OF VIOLENT CRIME (3 CREDITS)
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.

### PSYC 345 – BIOLOGY OF MENTAL ILLNESS (3 CREDITS)
This course is designed to give the student an understanding of the various theories that focus on the biological causes of a number of mental illnesses including: major depression, bipolar disorder, anxiety disorders, and schizophrenia. A major part of the course will be focused on how the current medications work and what we can learn about the possible causes of the illness based on this information. Cross-listed as NEUR 345.

### PSYC 346 – PSYCHOPHARMACOLOGY (3 CREDITS)
This course surveys what is currently known about the neurobiology of psychiatric disorders and the use of psychoactive drugs to treat them. Starting with the basics of the brain/behavior relationship and principles of pharmacology, we will cover the symptoms and treatment of the affective disorders, anxiety disorders, and the schizophrenias, among others. Also included will be the psychological aspects and pharmacotherapy of the neurodegenerative disorders like Parkinson's disease, Huntington's chorea, and Alzheimer's disease. Cross-listed as NEUR 346.

### PSYC 348 – SENSATION AND PERCEPTION (3 CREDITS)
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) and the somatosenses (touch, temperature, and vibration) will also be addressed. We will cover the anatomy and physiology of the various sensory receptors, the neural mechanisms of sensation, sensory representation in the brain, as well as the phenomenological experience of perception. Topics will include the ways in which illusions can fool our senses and what they tell us about how our sensory systems work. Cross-listed as NEUR 348.

### PSYC 349 – EVOLUTIONARY PSYCHOLOGY (3 CREDITS)
An introductory course aimed at exploring the scientific study of human nature. The focus will be on understanding the psychological adaptations that evolved to solve ancestral survival and reproduction problems. Topics such as long-term mating, short-term mating, parenting, kinship, cooperation, aggression, conflict, and child and adolescent development will be explored.

### PSYC 350 – THEORIES OF PERSONALITY (3 CREDITS)
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 CREDITS)
The etiology, diagnosis, and treatment of psychological disorders from both traditional and contemporary viewpoints will be examined. 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 – ADVANCED TOPICS IN PERSONALITY (3 CREDITS)
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.

### PSYC 353 – PSYCHOLOGICAL ASSESSMENT (3 CREDITS)
Fundamentals of test construction, evaluation, and application are covered. 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 355 – DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE (3 CREDITS)
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 AND AGING (3 CREDITS)
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 CREDITS)
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 359 – PSYCHOLOGY OF GENDER (3 CREDITS)
This course examines psychological theories and research related to gender development and gender roles across the lifespan. Students explore biological, social, cultural, and psychological influences on gender, including stereotypes in media and society, changing roles of genders and the impact of gender on identity, relationships, and well-being. Emphasis is placed on thoughtful dialogue, critical reflection, and understanding diverse human experiences within contemporary society.

### PSYC 360 – INDUSTRIAL PSYCHOLOGY (3 CREDITS)
A survey of industrial psychology. Topics include worker attitudes and job satisfaction; employee motivation and work efficiency; advertisement strategies and worker attitudes/behavior; 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 362 – INTRODUCTION TO COUNSELING AND THERAPY (3 CREDITS)
In this class students will explore the major paradigms that drive therapy, learn about therapy techniques from various paradigms, and discuss the ethics related to counseling and therapy. Students are expected to understand multiple therapeutic orientations, analyze the orientations strengths and weaknesses, and apply the theory to a case example. Furthermore, students will learn about the various jobs available related to counseling and therapy. This class is designed for students who are contemplating an occupation in a therapy or counseling related field.

### PSYC 365 – COGNITIVE PSYCHOLOGY (3 CREDITS)
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.

### PSYC 385 – HONORS SEMINAR (3 CREDITS)
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.

### PSYC 391 – TOPICAL SEMINAR (3 CREDITS)
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 CREDITS)
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 CREDITS)
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.

### PSYC 430 – INDEPENDENT RESEARCH (3 CREDITS)
An opportunity for a student to engage in independent research in a specific phase of psychology. Prerequisites: PSYC 220, 221.

### PSYC 450 – SENIOR SEMINAR (3 CREDITS)
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 the spring semester of the senior year.

### PSYC 470 – CLINICAL PSYCHOLOGY PRACTICUM (3 CREDITS)

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. Permission of the instructor is required.

### PSYC 471 – RESEARCH PRACTICUM (3 CREDITS)

This practicum will consist of conducting research. Students will be involved in all steps of the research process including: literature review, study design, IRB submission, data collection, statistical analysis, and professional presentation. Students are expected to present their research at a professional conference or in a professional publication. This class is designed for students planning on attending graduate school. Topics researched in this class vary based on the interests of the students and the instructor. This class may be taken up to 3 times for a total of 9 credits. Permission of the instructor is required.

### PSYC 485 – HONORS THESIS (3 CREDITS)

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.

### PSYC 499 – PSYCHOLOGY INTERNSHIP

This internship experience is coordinated with the Office of Career Planning 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. Sixty (60) completed college credits and a minimum cumulative GPA of 2.25 is required.

# Social Work

*Dr. Christopher Moore, Chairperson*

*Mr. Louis Palmeri, Program Director*

The Social Work program at King's College serves students with an interest in entry-level social work careers working with individuals, families, groups, and communities in need. A broad range of employment opportunities are available to individuals committed to serving others in the social work profession. Social workers can be found in education, public and private social service agencies, industry, healthcare, the justice system and in private practice.

The Social Work program focuses on helping individuals and communities to address social problems by preparing students to serve others in an ethical and holistic approach. The Social Work program builds on a liberal arts education, which emphasizes in-person classroom education, scholarship, service-learning experiences, and experiential education. The major program requires students to integrate theory and hands-on skills though field, practicum, and internship courses. Students can tailor their placements at multiple human services and social change organizations locally, regionally, and nationally.

## Education Requirements

**MAJOR REQUIREMENTS** (15 COURSES – 47 CREDITS)

Social work foundations (34 credits)

| | |
|---|---|
| SOC 101 | Introduction to Sociology (3) |
| PSYC 101 | Introduction to Psychology (3) |
| SW 255 | Principles of Social Work (3) |
| ENGL 222 | Professional Writing for Social Services (3) |
| SOC 251 | Probability and Statistics in Social Science (3) |
| SOC 252/252L | Research Methods in Social & Behavioral Science/Lab (4) |
| SW 350 | Social Welfare Policy (3) |
| SOC 351 | Sociology of Family & Marriage (3) |
| PSYC 355 | Developmental Psychology (3) |
| SW 450 | Counseling Modalities in Justice Settings (3) |
| SW 493 | Senior Capstone (3) |

Social diversity elective (3 credits)

***Choose one course from SOC 341-345***

Practicum (9 credits)

| | |
|---|---|
| SW 420 | Juvenile Diversion (3) |
| SW 497 | Social Work Practicum I (3) |
| SW 498 | Social Work Practicum II (4) |

Six (6) credits of SW electives

**MINOR REQUIREMENTS** (6 COURSES – 18 CREDITS)

SW 255 Principles of Social Work (3)

*Social science foundations* – choose one (3 credits):

SOC 101 Introduction to Sociology (3)
PSYC 101 Introduction to Psychology (3)

*Social work foundations* – choose two (6 credits):

PSYC 355 Developmental Psychology (3)
SOC 225 Social Psychology (3)
SOC 355 Sociology of Mental Health (3)
SW 350 Social Welfare Policy (3)
SW 360 Child Welfare Services (3)
SW 450 Counseling Modalities in Justice Settings (3)

*Social work topics* – choose two (6 credits):

SOC 351 Sociology of the Family (3)
SOC 367 Sociology of Aging (3)
SOC 373 Juvenile Delinquency (3)
*SW 312 Child Abuse (3)*
SW 315 Primary & Secondary Trauma (3)
SW 435 Victimology (3)

# Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Identify the historical, ethical, and conceptual bases of social work policy and practice.
- Recognize social work best practices that enable delivery of timely, effective, and compassionate care.
- Engage, assess, and intervene with diverse constituencies to protect human rights and advance social, economic, and environmental justice.
- Apply critical thinking, information literacy, effective writing, and oral communication skills in social work research and practice.

# Course Descriptions

### SW 255 – PRINCIPLES OF SOCIAL WORK (3 CREDITS)

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. *Cross-listed as SOC 255.*

### SW 312 – CHILD ABUSE

This course covers the history of child abuse. Emphasis is placed on the current problem, nature, and effects of abuse, how child molesters operate, and legal and social responses to the problem. *Prerequisite: SOC 101, PSYC 101, or SW 255. Cross-listed as CJ 312.*

### SW 315 – PRIMARY & SECONDARY TRAUMA IN THE HELPING PROFESSIONS (3 CREDITS)

This curriculum will identify and explore primary and secondary trauma in the helping professions. Students who take this course will be able to identify common terms associated with workplace burnout and traumatic stress and to recognize this stress as an occupational hazard. Through the exploration of personal strengths, healthy cognitive thinking styles, support systems, and mindfulness techniques, strategies to enhance resilience will be explored. This course will also explore how organizations can build a trauma informed culture to minimize the effects of professional trauma and the re-traumatization of employees. Trauma informed coaching principles will be reviewed, as will the role of organizational culture in mitigating or enhancing traumatic stress; staff, supervisor, and administrator responsibilities in managing traumatic stress will be identified and explored. *Prerequisites: SOC 101, PSYC 101, or consent of the instructor.*

### SW 350 – SOCIAL WELFARE POLICY (3 CREDITS)

An examination of social welfare programs in various fields of practice, such as child welfare, mental health, juvenile corrections, income maintenance, and others. The political and economic factors that influence social policy and the provision of social services are studied, as are specific social problems and the services intended to address them. The course emphasizes the legitimate role and responsibility of government in providing efficient and humane ways of meeting human needs. An important part of this course involves service learning through volunteer work at a social work agency. *Prerequisites: SOC 101, PSYC 101, or consent of the instructor. Cross-listed as SOC 355.*

### SW 352 – FAMILY SOCIAL WORK (3 credits)

This course expands upon SOC 351, Sociology of the Family. Part II examines 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. ***Prerequisites: SOC 351 or consent of the instructor.***

### SW 355 – SOCIOLOGY OF MENTAL HEALTH (3 CREDITS)
A survey of mental health issues, 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, the role of community mental health centers. An important part of this course involves service learning through volunteer work at a social work agency. *Prerequisites: SOC 101, PSYC 101, or consent of the instructor. Cross-listed as SOC 355.*

### SW 360 – CHILD WELFARE SERVICES (3 CREDITS)
A survey of the child welfare system, 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. Prerequisites: SOC 101 or consent of the instructor. *Cross-listed as SOC 360.*

### SW 367 – SOCIOLOGY OF AGING (3 CREDITS)
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. *Prerequisites: SOC 101 or consent of the instructor. Cross-listed as SOC 367.*

### SW 420 – JUVENILE DIVERSION I (3 credits)
This interdisciplinary team-taught course will examine issues surrounding juveniles and the juvenile justice system. Part I will encompass an overview of the juvenile diversion programs specifically addressing psychological and sociological developmental issues and how diversion techniques and mentoring may influence positive outcomes. *Prerequisites: SOC 101 or PSYC 101. Cross-listed as SOC 420 and PSYC 420.*

### SW 421 – JUVENILE DIVERSION II (3 credits)
This interdisciplinary team-taught course will examine issues surrounding juveniles and the juvenile justice system. Part II will focus on developing those skills essential to establishing a mentoring relationship with clients. Assessing and evaluating client needs, interviewing skills, and rapport building will be part of the curriculum for this course. Students will also be required to lead a mentoring session during the semester and learn what is necessary to lead and direct a diverse group of mentors and mentees. *Prerequisite: SW 420 and junior/senior standing in the Social Work major.*

### SW 435 – VICTIMOLOGY (3 CREDITS)
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. *Prerequisites: SOC 101, CJ 110, or consent of the instructor. Cross-listed as CJ 435.*

### SW 450 – COUNSELING MODALITIES IN JUSTICE SETTINGS (3 credits)
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. *Prerequisites: SOC 101 or consent of the instructor. Cross-listed as SOC 450.*

### SW 480-489 – SPECIAL TOPICS IN SOCIAL WORK (3 credits)
Offered on demand. An in-depth consideration of current topics in social work not otherwise covered by other course offerings in the department. *Offered as needed according to instructor.*

### SW 497 – SOCIAL WORK PRACTICUM I (3 credits)
A professional practice experience that enables the student to integrate and apply knowledge, values, ethics, and skills gained through the Social Work curriculum. The student provides direct social work services in a community social agency under supervision of a professional social worker. *Prerequisites: must have (1) completed 60 college credits, (2) a minimum overall 2.25 G.P.A., (3) obtained the written approval of the academic advisor, (4) incurred no serious student conduct violations, and (5) successfully completed a pre-screening meeting with the Office of Career Planning.*

### SW 498 – SOCIAL WORK PRACTICUM II (4 credits)
Social Work Practicum II continues the professional practice experience from SW 497 and incorporates a senior capstone project. *Prerequisites: must have (1) completed 60 college credits, (2) a minimum overall 2.25 G.P.A., (3) obtained the written approval of the academic advisor, (4) incurred no serious student conduct violations, (5) SW 497, and (6) successfully completed a pre-screening meeting with the Office of Career Planning.*

## IN ADDITION TO COURSES LISTED ABOVE, THE FOLLOWING COURSES MAY BE COUNTED TOWARD THE SOCIAL WORK ELECTIVE REQUIREMENT:

### SOC 373 – JUVENILE DELINQUENCY (3 CREDITS)
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. Prerequisite: SOC 101 or consent of the instructor.*

### SOC 470 – DEVIANT BEHAVIOR (3 CREDITS)
An analysis of the social creation of deviant behavior as examined through the social processes of rulemaking, 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. Prerequisite: SOC 101 or consent of the instructor.*

# Sociology

*Dr. Christopher D. Moore, Chairperson*

Sociology is the scientific study of human social behavior, from small groups to entire societies. The goal of the discipline is to understand how these diverse social structures work, how they are organized, and how they change over time. Sociologists examine these phenomena with the understanding that social structures powerfully affect and are affected by cultural norms, values, and practices. Sociology includes the study of institutions such as family, work, education, religion, and economies, as well as social issues such as crime, poverty, health, social movements, and social inequalities linked to gender, race, and social class. It is unique among the social sciences by not restricting its focus to a single institution or type of behavior, instead emphasizing the relations among all parts of society.

As both a scientific and humanistic mode of inquiry, Sociology offers students a deeper understanding of their own lives and experiences by providing the means for recognizing and understanding social forces that exist beyond the individual that shape human behaviors and circumstances in formidable ways. Sociology students have ample opportunity to hone both their powers of everyday observation and their critical analysis skills. In the course of their studies, students learn how to use a variety of data-gathering methods (such as survey, participant observation, interviews, and experiments) and develop proficiency testing hypotheses using the qualitative and statistical analysis techniques that are necessary to describe and interpret social data. Further, Sociology students cultivate a *sociological imagination* that allows them to recognize important relationships between seemingly disconnected social phenomena, cultural ideas, patterns of behavior, and institutional arrangements.

A deep understanding of the dynamics of social behavior, and the robust research skills that substantiate such an understanding, are useful in virtually any occupation where people assist other people with serious concerns in their lives. The undergraduate major in Sociology is valuable training for a variety of occupations in fields including social research, public and nonprofit administration, counseling, education, market research, human resources, business, law, and public policy. Sociology is also an excellent major to prepare for graduate and professional degrees in social work, public administration, health care administration, community planning, and law. More generally, Sociology graduates possess the skills and capacities necessary to navigate a contemporary social and economic environment that favors individuals who are both multi-talented and adaptable to rapidly changing circumstances.

## Education Requirements

**MAJOR REQUIREMENTS** (13 COURSES – 40 CREDITS)

| | |
|---|---|
| SOC 101 | Introduction to Sociology (3) |
| SOC 225 | Social Psychology (3) |
| SOC 251 | Probability and Statistics in Social Science (3) |
| SOC 252/252L | Research Methods in Social & Behavioral Science/Lab (4) |
| SOC 425 | Sociological Theory (3) |
| SOC 493 | Senior Seminar (3) |

**or**

| | |
|---|---|
| SOC 494 | Senior Capstone Module (1) - *Must be taken concurrently with an approved upper-level 3-credit major course.* |

Twenty-one (21) credits of SOC electives

**MINOR REQUIREMENTS – SOCIOLOGY** (6 COURSES – 18 CREDITS)
SOC 101 Introduction to Sociology (3)
Fifteen (15) credits SOC electives

**MINOR REQUIREMENTS – SOCIAL WORK** (6 COURSES – 18 CREDITS)
SW 255 Principles of Social Work (3)
*Social science foundations – **choose <u>one</u> (3 credits):***
SOC 101 Introduction to Sociology
PSY 101 Introduction to Psychology
*Social work foundations – choose <u>two</u> (6 credits):*
PSY 355 Developmental Psychology (3)
SW 350 Social Welfare Policy (3)
SOC 355 Sociology of Mental Health (3)
SW 360 Child Welfare Services (3)
SW 450 Counseling Modalities in Justice Settings (3)
*Social work topics – choose <u>two</u> (6 credits):*
*SW 312 Child Abuse (3)*
SW 315 Primary & Secondary Trauma (3)
SOC 351 Sociology of the Family (3)
SOC 367 Sociology of Aging (3)
SOC 373 Juvenile Delinquency (3)
CJ 435 Victimology (3)

# Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Identify the main theoretical and conceptual bases of sociology and apply them toward an effective sociological understanding of current social issues.
- Apply the scientific method as part of the sociological enterprise.
- Apply sociological knowledge to effectively analyze and respond to social problems.
- Apply critical thinking, information literacy, effective writing, and oral communication skills to investigate sociological phenomena.

# Course Descriptions

### SOC 101 – INTRODUCTION TO SOCIOLOGY (3 CREDITS)

The course introduces sociology's basic concepts, theories, research methods, and subfields, covering such topics as culture, socialization, group behavior, deviance and social inequalities. Students will come to understand the many ways that the lives of individuals are shaped by the social world, and how human behaviors and interactions serve to reinforce, reshape, or challenge existing social structures. *This course was previously listed as CORE 157.*

### SOC 197 – GLOBAL SOCIAL PROBLEMS (3 CREDITS)

This course surveys the major social, cultural, economic, political, and historical dynamics of pervasive and emerging social problems in our interconnected local, national, and global society. Potential topics include global 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. *This course was previously listed as SOC 212.*

### SOC 225 – SOCIAL PSYCHOLOGY (3 CREDITS)

This is an introductory course on sociological and psychological theories and research about human social behavior. As such, this course provides a broad but brief survey of various topics in social psychology followed by a detailed focus on a selection of key theoretical perspectives that currently dominate the study of self, identity, and interaction processes. Further discussion will center on current events and the impact of contemporary culture and social structure on the individual, social groups, and society at large. *Cross-listed with PSYC 357. Prerequisite: PSYC 101, SOC 101, or consent of the instructor.*

### SOC 251 – PROBABILITY AND STATISTICS IN SOCIAL SCIENCE (3 CREDITS)

This course introduces the methods of statistical analysis for social and behavioral sciences. The course familiarizes students with statistical analysis programs such as SPSS. Students will learn how to identify the appropriate test for various research designs and understand accepted standards and criteria for adequate sampling, generalization, and causation. *Cross-listed with POL 321.*

### SOC 252/SOC 252L – RESEARCH METHODS IN SOCIAL & BEHAVIORAL SCIENCE (4 CREDITS)

This course covers the procedures and techniques which social scientists use to describe, explain, and predict human behavior. Develops a critical understanding of research conclusions and basic research skills for conducting rigorous social science research. During the course, students complete an original research proposal. This course is offered as a 3-credit seminar paired with a 1-credit lab (4 credits total). *This course was previously listed as SOCS 261/SOCS 261L. Prerequisite: SOC 101 or consent of the instructor.*

### SOC 255 – PRINCIPLES OF SOCIAL WORK (3 CREDITS)

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 310 – CULTURAL ANTHROPOLOGY (3 CREDITS)

A comparative examination of the cultures of the world – past and present – from 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 CREDITS)

This course examines modern demography, also known as population studies, which studies population growth and change under a variety of conditions, including the causes and consequences of changes in birth rates, death rates, and migration patterns. Specific topics include the relationship between population trends and crime rates, economic development, and AIDS; the negative consequences of urban sprawl; issues

of population control, food production, and use of natural resources; and policies and programs designed to address these issues. *Cross-listed as ENST 312.*

### SOC 314 – ENVIRONMENTAL SOCIOLOGY (3 CREDITS)

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. This course 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 CREDITS)

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. Prerequisites: SOC 101, CJ 110, or consent of the instructor.*

### SOC 341 – SOCIAL INEQUALITY (3 CREDITS)

The examination of social inequality is a central theme of sociology. This course examines patterns, processes, and trends in social inequality, including: the structure, meaning, and measures of social class in contemporary society; inequalities in education, health, legal, and other institutional contexts; local and global inequalities; intersecting inequalities of race, class, gender, sexuality, and other forms of social diversity. *This course was previously listed as SOC 430. Prerequisite: SOC 101 or consent of the instructor.*

### SOC 343 – MINORITY GROUP RELATIONS (3 CREDITS)

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. *This course was previously listed as SOC 253. Prerequisite: SOC 101 or consent of the instructor.*

### SOC 345 – GENDER AND SEXUALITY (3 CREDITS)

This course examines gender and sexuality as sociological phenomena. Topics include gender socialization, the construction of social identities other the life course, the enactment of gendered and sexual selves across public (economic / educational / political / religious) spheres, feminist and LGBTQ+ social movements and counter-movements, and contemporary debates involving the legal rights of men, women, and LGBTQ+ individuals. *Cross-listed as WMST 370. Prerequisites: SOC 101, WMST 180, or consent of the instructor.*

### SOC 350 – SOCIAL WELFARE POLICY (3 CREDITS)

An examination of social welfare programs in various fields of practice, such as child welfare, mental health, juvenile corrections, income maintenance, and others. The political and economic factors that influence social policy and the provision of social services are studied, as are specific social problems and the services intended to address them. The course emphasizes the legitimate role and responsibility of government in providing

efficient and humane ways of meeting human needs. An important part of this course involves service learning through volunteer work at a social work agency. *Prerequisite: SOC 101 or consent of the instructor.*

### SOC 351 – SOCIOLOGY OF THE FAMILY (3 CREDITS)

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. Prerequisite: SOC 101, WMST 180, or consent of the instructor.*

### SOC 354 – URBAN SOCIOLOGY (3 CREDITS)

An exploration of the modern city as an environment that both shapes and is shaped by human social behavior. More broadly, this course considers the role of space and place in all aspects of human interaction, from routine everyday behavior to larger arrangements of economic, political, and cultural power at the local, national, and global level. *Prerequisite: SOC 101 or consent of the instructor.*

### SOC 355 – SOCIOLOGY OF MENTAL HEALTH (3 CREDITS)

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. *Prerequisite: SOC 101, PSYC 101, or consent of the instructor.*

### SOC 360 – CHILD WELFARE SERVICES (3 CREDITS)

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. *Prerequisite: SOC 101, PSYC 101, or consent of the instructor.*

### SOC 367 – SOCIOLOGY OF AGING (3 CREDITS)

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. *Prerequisite: SOC 101, PSYC 101, or consent of the instructor.*

### SOC 371 – WORK AND THE CORPORATION (3 CREDITS)

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 about the meaning and value of leisure. *Prerequisite: SOC 101 or consent of the instructor.*

### SOC 372 – RELIGION AND SOCIETY (3 CREDITS)
A study of religion from a sociological perspective into the meanings, sources, variations, and conflicts of religion; comparisons of sociological views of religion to theological, psychological, and anthropological perspectives; the role of religion in American social, political, and economic life. *Prerequisite: SOC 101 or consent of the instructor.*

### SOC 373 – JUVENILE DELINQUENCY (3 CREDITS)
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. Prerequisite: SOC 101 or consent of the instructor.*

### SOC 380 – CURRENT SOCIAL MOVEMENTS (3 CREDITS)
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. *Prerequisite: SOC 101 or consent of the instructor.*

### SOC 403 – URBAN AND COMMUNITY STUDIES (3 CREDITS)
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 as HIST 403.*

### SOC 415 – SOCIOLOGY OF MEDIA AND POPULAR CULTURE (3 CREDITS)
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. Topics considered include: structural features of media and culture industries; the impact of social structures and relations on media content; how culture is used to delineate boundaries between social groups, construct individual and group identities, perpetuate (or subvert) social inequalities, and shape social action; the social, political, and economic impacts of social media. *Prerequisite: SOC 101 or consent of the instructor.*

### SOC 425 – SOCIOLOGICAL THEORY (3 CREDITS)
An overview of the major sociological perspectives with an emphasis on the work of classical theorists such as Marx, Durkheim, Weber, and Simmel. This course is required for Sociology majors and is typically completed in the junior or senior year. *Prerequisite: SOC 252 or consent of the instructor.*

### SOC 450 – COUNSELING MODALITIES IN JUSTICE SETTINGS (3 CREDITS)
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. *Cross-listed as SW 450. Prerequisite: SOC 101, PSYC 101, or consent of the instructor.*

### SOC 470 – DEVIANT BEHAVIOR (3 CREDITS)
An analysis of the social creation of deviant behavior as examined through the social processes of rulemaking, 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. Prerequisite: SOC 101 or consent of the instructor.*

### SOC 489-492/494-496 – SPECIAL TOPICS IN SOCIOLOGY (3 CREDITS)
Offered on demand. An in-depth consideration of current topics in sociology not otherwise covered by other course offerings in the department. *Offered as needed according to instructor.*

### SOC 493 – SENIOR CAPSTONE (3 CREDITS)
For this course, students develop, research, and write a capstone paper that comprehensively explores some sociological issue or phenomenon, and applies the principles and methods of the discipline. *Required of all seniors. Prerequisite: SOC 425 and senior standing.*

### SOC 494 – SENIOR CAPSTONE MODULE (1 CREDIT)
This course is to be taken by students who will be completing the bulk of the Sociology capstone requirements in another concurrently registered 3-credit course, which is either a senior seminar/ capstone course in a student's other major OR an upper-level Sociology elective course at the 300 or 400 level. *This course will satisfy the SOC 493 requirement upon successful completion of both SOC 494 and a concurrently registered 3-credit course in which Sociology capstone requirements are completed. Prerequisite: SOC 425 and senior standing.*

### SOC 497-498 – SUPERVISED INDIVIDUAL STUDY (3 CREDITS)
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. *Prerequisite: consent of the instructor and the Department Chairperson.*

### SOC 499 – SOCIOLOGY INTERNSHIP (3 CREDITS)
A full semester field experience designed to give students 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 fieldwork, supervisory sessions and topical meetings will be arranged. *Prerequisites: must have (1) completed 60 college credits, (1) a minimum overall 2.25 G.P.A., (3) obtained the written approval of the academic advisor, (4) incurred no serious student conduct violations, and (5) successfully completed a pre-screening meeting with the Office of Career Planning.*

# Theatre

*Dave Reynolds, MFA, Chairperson of Theatre and Fine Arts*

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 "Theatre foundational" 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 in Theatre choose between two tracks: Acting/Directing Track or Design/Technical Track. Within the tracks, students can choose a concentration in Acting, Directing, Costume Design, Scenic Design/Technical Direction, and Lighting/Sound Design. The Theatre faculty strives for high degrees of excellence and professionalism in its diverse academic and production offerings. Through a wide variety of theatrical presentations, expert faculty guide students in the study, process, and practical application of: research, analysis, design, casting, rehearsal, staging, public relations and marketing, and business. 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 may receive mainstage experience, which is 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, various studio pieces are included in the Theatre Season. In addition to an annual mainstage Shakespearean production and a large-scale musical, the works of both classic and contemporary playwrights are staged in arena, thrust, open stage, environmental, and proscenium styles, providing students invaluable experience not often found in undergraduate or graduate Theatre programs.

Students majoring in Theatre have considerable flexibility in choosing courses, though selections should be made in consultation with a departmental advisor with a focus on 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 and/or a minor. Theatre majors can elect to complete the Acting/Directing Track *and* the Design/Technical Track with approval of the department chairperson.

The Theatre Minor satisfies the interests of students in curricula too rigid to allow a second major in Theatre. The Theatre Arts Business minor provides Theatre students and students from other disciplines the foundations of business and management specifically designed for the Theatre industry. Additionally, a Minor in Fine Arts is also available.

Upon successful completion of Theatre coursework, students are well prepared to continue their studies in graduate or professional school and/or to apply their skills in a variety of theatrical industries, and in 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, English, mass communications, law, business, marketing, medicine, journalism, criminal justice, or psychology.

Students of all walks of academic life participate in theatre courses and production activity. In this light, Theatre is more than a major academic 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.

# Education Requirements

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 chose as electives any course from the other track.

### MAJOR REQUIREMENTS (14 COURSES – 47 CREDITS)

### FOUNDATIONAL COURSES

| | |
|---|---|
| THEA 230 | Working in 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 every semester for a total of eight (8) credits. (If necessary and with approval of the department chairperson, students may register for more than one (1) THEA 285 course in a given semester in order to graduate on time.) |

### TRACK SPECIFIC COURSES

Students must declare one of the following tracks no later than Spring Semester of their sophomore year. After declaring the track, students will choose a concentration in on of the following: Acting, Directing, Costume Design, Scene Design/Technical Direction, Lighting/Sound Design. 6 required credits will fulfill the specific concentration. Students, with approval of the department chairperson, may elect to complete both tracks, with various concentrations.

### ACTING/DIRECTING TRACK (WITH CONCENTRATION IN EITHER ACTING OR DIRECTING)

*Students in the Acting/Directing Track are required to audition for all productions.*

*Required*

THEA 242 Acting II (3)
THEA 236 Stage Management (3)

### ACTING CONCENTRATION

*Required*

THEA 341 Acting III (3)
THEA 365 Voice and Movement (3)
OR

### DIRECTING CONCENTRATION

*Required*

THEA 471 Directing I (3)
THEA 472 Directing II (3)

*ONE of the following Electives (3 Credits) Offered Alternate Years*

THEA 300 The Production Process (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 474 Dramaturgy (3)
THEA 491 Special Topics (3)
THEA 497 Independent Study (3)

### DESIGN/TECHNICAL TRACK

*Required (9 credits):*

THEA 300 The Production Process
THEA 310 Principles of Design

### COSTUME CONCENTRATION

*Required*

THEA 473 Costume Design (3 )
THEA 475 Costume Construction
OR

### SCENE DESIGN/TECHNICAL DIRECTION CONCENTRATION

*Required*

THEA 320 Theatrical Drafting (3)
THEA 361 Scene Design
OR

### LIGHT/SOUND DESIGN CONCENTRATION

*Required*

THEA 320 Theatrical Drafting (3)
THEA 239 OR THEA 338. Light Design/Sound Design

*One of the following Electives (3 credits): Offered Alternate Years*

| | |
|---|---|
| THEA 239 | Lighting Design (3) |
| THEA 320 | Theatrical Drafting |
| 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 474 | Dramaturgy |
| THEA 475 | Costume Construction |
| THEA 491 | Special Topics (3) |
| THEA 497 | Independent Study (3) |

**THEATRE MINOR REQUIREMENTS** (8 COURSES – 22 CREDITS)

**FOUNDATIONAL COURSES**

Any SIX THEA courses and 4 credits of THEA 285 (22 Credits)

**THEATRE ARTS BUSINESS MINOR REQUIREMENTS** (8 COURSES – 23 CREDITS)

| | |
|---|---|
| MSB 100 | Introduction to Business (1) |
| HRM 210 | Introduction to Human Resources Management (3) |
| MSB 200 | Principles of Management (3) |
| MSB 210 | Principles of Marketing (3) |
| THEA 334 | Technical Direction (3) |
| THEA 381 | History of Theatre I (3) |
| | OR |
| THEA 382 | History of Theatre II (3) |
| THEA 230 | Business of Theatre (3) |
| THEA 285 | Production Practicum (1) Students must take four semesters of this course for a total of four (4) credits. |

# Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Demonstrate the foundational knowledge and skills of theatre, specifically in the areas of performance, character analysis, and theatrical construction.
- Find, analyze and interpret the "canon" of dramatic literature, research, and critical theories relating to social and artistic movements throughout history.
- Demonstrate proficiency in one or more area-specific skills: acting, directing, design, technical theatre, playwriting, dramaturgy or management.
- Demonstrate the ability to function safely and effectively using contemporary construction tools and theatre technology.
- Demonstrate professionalism, collaboration, artistic standards and judgment, and respect for the art form in various theatrical contexts.
- Students will show comprehension of AI as a tool that enhances, rather than replaces, human collaboration and creative expression in theatrical production.

# 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 chose as electives any course from the other track.

### THEA 230 – WORKING IN THEATRE (3 credits)

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 credits)

This course introduces students to the practical side of implementing scenic designs for projects and productions. 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 is gained in creating actual scenery for the stage for plays and projects throughout the semester.

### THEA 236 – STAGE MANAGEMENT (3 credits)

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. Course includes production assignment as stage manager or assistant stage manager for productions throughout the semester.

### THEA 239 – LIGHTING DESIGN (3 credits)

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 electric crew for productions and projects throughout the semester. Pre-requisite: THEA 300 and THEA 310 and THEA 320

### THEA 241 – ACTING I: FUNDAMENTALS (3 credits)

This is the base level acting course which focuses on the acting technique created by modern theatre practitioner Sanford Meisner. The course work will be more focused on in class exercise-work than on intense scene study. Meisner's approach to acting trains actors to get out their heads and into reading and reacting to the behavior generated by their scene partners. This in turn creates a technique based upon authenticity and specificity, allowing an actor to "live truthfully under imaginary circumstances". Following this premise, actors can build each other's' characters, moment by moment, together.

The course will explore the following Meisner exercises as: The Reality of Doing, Pinch and Ouch, coming to the Door, Doing Fully, Living In the Extreme, Taking It Personally, In Relationship, and Raising the Stakes. In addition, students will learn and establish a working vocabulary of terms used in the professional acting field (of both stage and screen) to utilize throughout in their theatre training and in their professional fields.

### THEA 242 – ACTING II (3 credits)

This is a continuation of the acting skills development begun in Acting I. This course will build upon the Meisner technique by applying those skills to scene work from the works of Ibsen and Chekov; the fathers of the Modern Theatre. After Chekov, we will be exploring the technique of another modern theatre practitioner Uta Hagen. Hagen's approach to acting emphasizes the use of realistic props and sets (furniture, doors, appliances, etc) in order to ground the actor in a realistic environment to find their true authentic voice. Hagen will be explored through such exercise as; The moment Before, The 3 entrances exercise, The Lost Item exercise, Endowment, Conditioning Force, and Telephone Conversations. We will then explore the technique of practical aesthetics in order to break down a scene and script using a four-step scene score analysis system (Literal action, essential action, As if, and tactics/obstacles) in order to maintain the objective-driven acting principles laid out in Acting I. These scene scores will be both presented in class orally and written and applied to various contemporary scenes in class. Pre-requisites: THEA 241 & THEA 365

### THEA 285 – PRODUCTION PRACTICUM (1 credit)

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 and educational needs, as well as the technical needs of each production. *Course is restricted to Theatre major students. Students from other disciplines require Instructor's permission. Graded Pass/Fail.*

### THEA 300 – THE PRODUCTION PROCESS (3 credits)

In this course, students will study the various aspects of management in the theatre. Production professionals are routinely called on to make creative decisions through an efficient and organized framework. Through readings, lectures, group projects, and hands-on work students will be introduced to the collaborative nature of the production process. The course is designed to give Design/Tech students the tools necessary to undertake leadership positions in the production process. The hierarchy and structure of various departments will be explored in depth. Particular attention will be paid to collaborative projects, working in groups, and the nature of collaborative creativity. Pre-Requisite: THEA 233

### THEA 310 – PRINCIPLES OF DESIGN (3 credits)

In this course, students will be introduced to the basic principles of design theory including emphasis, balance, alignment, contrast, repetition, scale, movement, positive and negative space. Students will be introduced to basic drawing and rendering concepts. Various projects will be used to develop the student's creative capacities with specific

emphasis placed on theatrical problem solving. Students will study the work of seminal theatrical designers, read various important theatrical texts, and focus on narrative analysis through the lens of theatrical design. Specific attention will be paid to the role of the design team as part of the overall ensemble. Pre-requisite: THEA 300

**THEA 320 – THEATRICAL DRAFTING** (3 credits)
This course teaches the basics of hand and computer drafting. Students will utilize professional tools and software to learn how theatre technicians translate design to stage. Using Vectorworks, AutoCAD, Sketch-up, and other software, students will learn how the best tools in the industry are used to create effective and efficient performances. Particular attention will be paid to the way these tools empower theatres and design professionals. Students will create draftings of current and past shows, alongside breaking down the work of professionals. Pre-requisite: THEA 233

**THEA 334 – TECHNICAL DIRECTION** (3 credits)
This course introduces 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 credits)
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 credits)
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 credits)
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. Pre-requisite: THEA 300 and THEA 310

**THEA 339 – THEATRE RENDERING TECHNIQUES** (3 credits)
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** (3 credits)
This is a continuation of the acting skills development begun in Acting I and Acting II. Students will apply the techniques learned in previous courses to a variety of scenes from different historical periods ranging from Ancient Greece and Restoration-era England (complemented by French Neoclassicism and Georgian literature) to the commedia dell'arte of the Italian Renaissance, Elizabethan England (some Shakespeare), and major theatrical genres (Absurdism, Expressionism, naturalism, postmodernism, etc...) and playwrights (ex: Noel Coward) of the late 19th and 20th centuries through a variety of exercises and scene work designed to immerse him/her in the performance styles of select historical periods. In addition, lecture material and group discussions will complement assigned readings from the text. Some historical research will also be required of students as will literary analysis of assigned scenes (ex: scene scores, free associative writing, etc) Pre-requisite: THEA 242

**THEA 342 – IMPROVISATIONAL ACTING TECHNIQUES** (3 credits)
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 credits)
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 children's production.

**THEA 344 – PLAYING SHAKESPEARE** (3 credits)
*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 credits)
In play analysis, students will analyze the works of playwrights from varying periods of the theatre in order to acquire the ability to break down 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 credits)

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 play scripts. Our secondary emphasis is using improvisational, non-theatrical, and original material for developing comedy skills. Participation as an actor is mandatory.

### THEA 361 – SCENE DESIGN I (3 credits)

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. Pre-requisite: THEA 300 and THEA 310 and THEA 320

### THEA 365 – VOICE AND MOVEMENT (3 credits)

Voice and Movement is the introductory course in the Voice and Movement Studio. It lays the groundwork for how an actor creates the optimal physical environment in which to speak and move. Specifically, course content focuses on the development of diaphragmatic breath, strategies for reducing tension in the body, centering and alignment exercises, and a vocal conditioning regimen designed to reconnect the actor's speaking voice with his or her impulsive center. Students will focus on a collection of exercises synthesized from the work of Kristin Linklater and Michael Lugering. In these, emphasis is placed on freedom and release rather than control, believing that the actor's focus should be on the integrity of his or her role and the voice and body should be free to follow the actor's intuition and imagination. The resulting work should increase the actor's vocal range and emotional transparency while ensuring healthy vocal production and alignment. Experiential learning is the primary format of this course. Class activities will focus primarily on mastery of the Linklater vocal regimen. Written tests and quizzes will measure competency in the sequencing and aim of warm-up exercises, the physical anatomy of vocal production and philosophy of the approach. Once the full vocal regimen is pieced together, the last part of the semester will focus on vocal conditioning through repetition of the work-out. In this respect, the course is much like an aerobics class or any other physical conditioning class where repetition of the regimen builds strength and responsiveness. Experiential learning is the primary format of this course. Students can expect that most learning will happen on their feet, trying out ideas and concepts in motion. The instructor will introduce key concepts, but the application and relevance of these ideas is tied specifically to the student's own body and kinesthetic discoveries.

### THEA 367 – ADVANCED TECHNICAL PRACTICES (3 credits)

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 credits)
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 credits)
This course 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. *Students are not required to take THEA 381 and THEA 382 sequentially.*

**THEA 439 – THE AMERICAN MUSICAL COMEDY** (3 credits)
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 credits)
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 credits)
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 credits)
Throughout this course Students will explore the process of costume design and production. Historical clothing research, play analysis, budgeting and figure rendering are the primary focus of this in-depth study. The costume design and production process are highlighted through the course, as students gain an understanding of the costume shop personnel and responsibilities. Students will go through their own theoretical design and production process assembling a design book with research, renderings for a mock production. The collaborative nature of design is paid close attention throughout the course. Pre-requisite: THEA 300 and THEA 310

**THEA 474 – DRAMATURGY** (3 credits)
The practice of dramaturgy is about inquiry, analysis, and contextualization. Through readings, lectures, group projects, and hands-on work, students will be introduced to the role of the dramaturg within the theatrical production process. Students will investigate the world that playwrights are seeking to create in their works. Through deep readings, analysis and discussion, students will consider how the play fits in current theatrical and societal contexts and how the play can and should communicate with an audience. Pre-Requisite: THEA 345

### THEA 475 – COSTUME CONSTRUCTION (3 credits)
This course is an introduction to garment construction in application toward theatrical costume making. Students will learn period and modern sewing techniques by hand and machine. Emphasis will be placed on hands-on activities that acquaint students with utilizing differing types of textiles/fabrics, the use of patterns, and shop safety. With this course, students gain practical experience while enriching their problem solving and critical thinking skills.

### THEA 490 – SENIOR CAPSTONE PROJECT (3 credits)
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 me*ntor 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 credits)
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 credits)
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 department chairperson, in conjunction with the student, will choose a member of the theatre faculty as a mentor.*

### THEA 499 – THEATRE INTERNSHIP (3-6 credits)
Independent work-related experiential learning activity based on procedures established by the Center for Experiential Learning. Prerequisite: Junior status or permission of Department Chairperson.

# Theology

*Rev. Daniel J. Issing, C.S.C., Ph.D. Chair*

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 Theology and Wisdom (Systematic-Biblical Theology) and Theology and the Good Life (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. Students majoring in another field also have the option of studying theology as a second major.

# Education Requirements

**MAJOR REQUIREMENTS** (11 COURSES – 33 CREDITS)

**1. BIBLICAL STUDIES** (2 COURSES/6 CREDITS)

| | |
|---|---|
| THEO 151 | Biblical Sources: Old Testament |
| THEO 152 | Biblical Sources: New Testament |

(A student who declares the Theology major after having taken THEO 153 [Biblical Themes] may substitute that course for either THEO 151 or THEO 152 with permission of the Department Chair.)

**2. SYSTEMATIC THEOLOGY** (1 COURSES/3 CREDITS)

| | |
|---|---|
| THEO 150 | Catholic Theological Perspectives |
| THEO 154 | Mystery of God: Belief & Unbelief |
| THEO 155 | The Church |
| THEO 157 | Who is Jesus? |

**3. MORAL THEOLOGY** (1 COURSE/3 CREDITS)

| | |
|---|---|
| THEO 160 | Christian Ethics |
| THEO 164 | Christian Social Ethics |

**4. SEMINARS** (4 COURSES/12 HOURS)

| | |
|---|---|
| THEO 350 | Historical Theology: Early and Medieval |
| THEO 450 | Historical Theology: Modern and Contemporary |

*Plus any two of the following:*

| | |
|---|---|
| THEO 460/461/462 | Seminars in Biblical Studies (Topical) |
| THEO 470/471/472 | Seminars in Moral Theology (Topical) |
| THEO 490/491/492 | Seminars in Systematic Theology (Topical) |

**5. FREE ELECTIVES** (ANY 3 COURSES/9 HOURS)

| | |
|---|---|
| THEO 150 | Catholic Theological Perspectives |
| THEO 154 | Belief and Unbelief |
| THEO 155 | The Church |
| THEO 157 | Who Is Jesus? |
| THEO 158 | Spiritual Practices/Spiritual Quests |
| THEO 159 | Topics in Systematic Theology |
| THEO 163 | Christian Marriage |
| THEO 164 | Christian Social Ethics |
| THEO 165 | Environmental Ethics |
| THEO 168 | Theology and Service |
| THEO 169 | Topics in Moral Theology |
| THEO 270 | Worship |
| THEO 271 | Protestant Christianity |
| THEO 272 | Eastern (Orthodox) Christianity |
| THEO 273 | Jewish Life and Thought |
| THEO 288 | Bioethics |

*A student taking Theology as a second major is exempt from two of the free electives and thus can complete the major with 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: THEO 151, 152, 153, or THEO 460, 461, 462.
   Systematic Theology: THEO 150, 154, 155, 157, 258, 259, or THEO 350, 490, 491, 492.
   Moral Theology: THEO 160, 163, 164, 165, 168, 169, or THEO 470, 471, 472.
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.). Any 2 of the 6 courses in the theology minor should be seminar level (3XX or 4XX) courses

# Learning Outcomes

Successful completion of this program will enable a degree earner to:

- Demonstrate knowledge proficiency in central theological and ethical ideas.
- Critically analyze some of the Catholic intellectual tradition's major texts, themes, concepts, figures, and histories, and moral arguments. Construct and defend an argument on wisdom, faith, or the good life by employing:
  (a) discipline specific research methods &
  (b) effective communication skills (esp, written).

# Course Descriptions

### THEO 150 – CATHOLIC THEOLOGICAL PERSPECTIVES (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.

### THEO 151 – BIBLICAL SOURCES: 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.

### THEO 152 – BIBLICAL SOURCES: NEW TESTAMENT (3 CREDITS)

This course studies the writings of the New Testament with special focus on the Four Gospels, The Acts of the Apostles, and the Pauline Letters. The course also covers the history and methods for interpreting the New Testament, especially in light of the

Second Vatican Council's Dogmatic Constitution on Divine Revelation, *Dei Verbum* (1965). Theological themes, historical framework, geographical setting, text criticism, and literary background will be explored.

### THEO 153 – 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.

### THEO 154 – MYSTERY OF GOD: 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.

### THEO 155 – THE CHURCH (3 CREDITS)

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.

### THEO 157 – 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.

### THEO 158 – SPIRITUAL PRACTICES/SPIRITUAL QUESTS (3 CREDITS)

While some people explore faith primarily in terms of theological concepts, other people explore through spiritual experience and practice. Spiritual searchers and practitioners seek to experience relationship with God and with life itself in ways that can seem to transcend ordinary concepts and perceptions. Such religious experience is often central to the development of faith and moral commitment. Spiritual practice can yield powerful sensations, from ecstasy to fear, and it can also produce significant questions, from how to understand such experience, to how to teach, evaluate, criticize, or change it. Different versions of this course will take different approaches to spirituality, from considering historical forms like the "Mystical Tradition," or thematic topics like the "spirituality of the

body," or "spiritual autobiographies." This course will typically consider some Important examples of Catholic spiritual quests and practices, and some different perspectives, such as those from different cultural contexts or different religious faiths.

### THEO 159 – TOPICS IN SYSTEMATIC THEOLOGY (3 credits)

This course will take up a focused topic in systematic theology. A course could focus on a particular theme in systematic theology, like grace or eschatology, or could focus on a particular type or period of theology, such as medieval mysticism or the ecumenical movement.

### THEO 160 – 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 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.

### THEO 163 – CHRISTIAN MARRIAGE (3 CREDITS)

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

### THEO 164 – 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.

### THEO 165 – ENVIRONMENTAL ETHICS (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.

### THEO 166 – BIOETHICS (3 CREDITS)

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 PHIL 174.

### THEO 167 – WAR AND THE CHRISTIAN TRADITION (3 CREDITS)

This course examines how Christians and the societies where Christians have lived have thought about, participated in, and sought to discipline the prosecution of wars. The meaning of war, the differing ways Christianity has responded to war, and the just war tradition will be studied, especially in the context of modern sociopolitical realities.

### THEO 168 – THEOLOGY AND SERVICE (3 CREDITS)
The call to service is a central Christian teaching. This course explores that call to service, both by studying it, and by enacting it. Students taking this course will be required to perform community service, according to class guidelines, as part of the requirements for this course. Studying the call to service will include exploring some of the theological sources and argument for service, as well as reflecting on issues and communities through service in the local community. Courses might explore the way service can help bridge differences between cultural and religious communities.

### THEO 169 – TOPICS IN MORAL THEOLOGY (3 CREDITS)
This course will take up a focused topic in moral theology. A course could focus on a particular theme in moral theology, like war, forgiveness, or work, or a course could focus on a particular type or period of moral theology, such as virtue ethics. Past course titles have included War in Christian Tradition, Theology of Work and Theology of Service.

### THEO 270 –CHRISTIAN WORSHIP (3 CREDITS)
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 271 – PROTESTANT CHRISTIANITY (3 CREDITS)
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 272 – EASTERN CHRISTIANITY (3 CREDITS)
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 273 – JEWISH THOUGHT AND LIFE (3 CREDITS)
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 288 – BIOETHICS* (3 CREDITS)
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 PHIL 174.*

### THEO 350 – HISTORICAL THEOLOGY: EARLY AND MEDIEVAL (3 CREDITS)

This course will cover important issues and theologians of the early and medieval church, up to about the year 1500. Students will become familiar with the development of the creeds and some of the central Christological and Trinitarian disputes, the early martyrs and the early monastic movement, and the division of the church into East and West. Major theologians like Athanasius, Augustine, Thomas Aquinas, Julian of Norwich, and Catherine of Siena will receive careful attention. Students will be taught good practices of theological research as they work to complete a research paper.

### THEO 450 – HISTORICAL THEOLOGY: MODERN AND CONTEMPORARY (3 CREDITS)

This course will begin with the new theologies of the Protestant Reformation and the Catholic counter-reformation. It will move through the theologies of the 18th and 19th century and their concern to engage the great developments of the Renaissance and the Enlightenment. It will also study some of the new movements in modern theology, such as Catholic Social teaching, ecumenical and interreligious dialogue, and political, liberation, and feminist theologies. Students will be taught good practices of theological research as they work to complete a research paper. THEO 350 is *not* a prerequisite for this course.

### THEO 460/461/462 – SEMINARS IN BIBLICAL STUDIES (3 CREDITS)

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 470/471/472 – SEMINARS IN MORAL THEOLOGY (3 CREDITS)

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 490/491/492 – SEMINARS IN SYSTEMATIC THEOLOGY (3 CREDITS)

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 495 – VOLUNTEER COMMUNITY SERVICE (1 CREDIT)

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 499 – THEOLOGY INTERNSHIP (3-6 CREDITS)

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. Jennifer McClinton-Temple, 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 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 151 Gender and Globalization (3)

Fifteen (15) credits WMST electives

## Course Descriptions

### WMST 100 – MACHO MEN AND UNRULY WOMEN/ EXPLORING IDENTITY IN THE 21ST CENTURY(3 credits)

This section of CSEM explores what it means to be male and female today and also touches on the LGBT+ community as we examine the ways in which history and current society have shaped who we are. The course also investigates the strong female in literature, history and society and explores the attitudes and anxieties about power that smart, assertive women generate. It also examines macho, toxic, patriarchal males and asks, "Are men and women really that different from one another?" Sex, marriage, gender roles, relationships, all of these will be recurring topics for our discussion. Contemporary texts as well as Shakespeare's genderbending Taming of the Shrew will offer ways to share ideas and consider the complexity of understanding one's own identity and how it is formed.

### WMST 131 – GLOBAL WOMEN'S HISTORY (3 credits)

This course examines the impactful roles women played globally since 1900. It is a survey of the influence and power of women in politics, population, culture, economics, kinship and family structure, and knowledge. Cross-listed as HIST 151.

### WMST 135FW – WOMEN IN FILM (3 credits)

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 ARTS 135FW.*

### WMST 149 – FAIRYTALES, STORYTELLING, AND CULTURE (3 credits)

Explores variants of fairytales 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 ENGL 149.*

### WMST 151 – GENDER AND GLOBALIZATION (3 credits)

By exploring the definition and realities of globalization through a gendered lens, this course introduces students to the concepts, methods, theories, and research findings associated with various fields in the social sciences. Anthropological, economic, political, psychological, and sociological perspectives on human behavior and relationships in a complex world are combined with insights from geography and women's studies to further enhance our understanding of these realities, on a local as well as a global scale. *Cross-listed as ECON 151.*

### WMST 294 – LEADERSHIP FOR THE 21ST CENTURY (1 credit)

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 342 – WOMEN IN THE CRIMINAL JUSTICE SYSTEM (3 credits)

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 credits)

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 359 – PSYCHOLOGY OF GENDER (3 credits)

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. *Prerequisite: PSYC 101. Cross-listed as PSYC 359.*

### WMST 370 – GENDER AND WORK (3 credits)

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 credits)

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 credits)

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 credits)

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 credits)

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 448 – VICTORIAN CULTURE AND CUSTOMS (3 credits)

When Queen Victoria took the British crown in 1837 one could argue that Britain was already in the throes of a cultural shift; her coronation gives historians a convenient way to trace the chronology. But, what were the features of this cultural shift? Was it a middle-class cultural change or was it aristocratic? Did the shift have positive or

negative consequences for British society? In this class we will investigate and analyze the myths and realities of the Victorian world. We will look at how the Victorians organized their lives, through notions of class, gender, privacy, etc., in an effort to understand the Victorian era better. We will also look at how historians talk about the Victorian periods in Britain and in the United States in an effort to understand the Victorian legacy. Overall, we will investigate the stereotypes of the Victorians: stuffy, snobby, and prude. *Cross-listed as HIST 448.*

### WMST 492 – WOMEN IN MANAGEMENT (3 credits)

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 credits)

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 credits)

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 credits)

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 credits)

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 Education.

*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. 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.*

# 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 student learning outcomes. Through our efforts, we seek to provide useful and accurate answers to the following questions:

- What learning outcomes 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 outcomes?
- How successful are our students in achieving these outcomes?
- How do we apply the information we obtain from evaluating student achievement of learning outcomes to improve student learning?

## Background and History of Assessment at King's College

In Standards for Accreditation and Requirements of Affiliation, the Middle States Commission on Higher Education identifies criteria for effective assessment of student learning. These criteria emphasize that assessment helps improve student learning, enhances quality, and leads to 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 assessment takes the improvement of teaching and learning as its primary goal. King's College's comprehensive assessment program pursues this goal by heightening student awareness of their intellectual development and by encouraging faculty to provide more effective instruction.

King's College has had a strong tradition with respect to assessment of student 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 included competency growth plans, sophomore/junior diagnostic projects, and senior integrated assessments. In short, this model emphasized careful planning towards student progress in developing transferable 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 illustrated how the Core Curriculum and major programs work hand-in-hand in developing these skills throughout students' years at the College.

More recently, King's has streamlined its approach to assessment of student learning, while maintaining the best features of this earlier model, including a focus on planning, reflection on how major programs and the Core Curriculum develop our students, and

capstone assessments in major programs that measure student progress in achieving learning goals. This updated model has been implemented to ensure an efficient and sustainable approach to continuous 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 Student Learning Outcomes**
   Student learning outcomes have been expressed for each major program and the Core Curriculum. Together these outcomes contribute to the achievement of institutional goals for our graduates.

2. **Learning Opportunities**
   One cannot expect to accomplish a goal without acting intentionally towards its achievement. With this in mind, major programs and the Core Curriculum provide opportunities for students that reasonably lead to the achievement of student learning outcomes.

3. **Assessment of Student Achievement of Learning Outcomes**
   Assessments for measuring students' progress in achieving learning outcomes may include exams, papers, presentations, and other assignments. Major programs include a capstone course, seminar, or project which ties together learning outcomes, and they may also include sophomore or junior projects or seminars which assess students' progress in some of the most significant learning outcomes of the program.

4. **Standards and Targets for Student Performance**
   Upon conducting assessment relative to each goal, major programs and Core areas collect and analyze the data. Data reported should be meaningful and useful, and where necessary, rubrics are developed that explain clearly the criteria used to evaluate assessments. For each outcome, targets for student achievement are in place so that it can be determined if the outcome is being met. By reviewing the extent to which these targets are met, faculty gain insights into priorities for continuous improvement.

5. **Improvement of Student Learning**
   Major programs and areas of the Core Curriculum review and analyze data and results, and 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 best practices for evaluating student 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), the Athletic

Training Program (Commission on Accreditation of Athletic Training Education), the Physician Assistant Program (Accreditation Review Committee on Education for the Physician Assistant), and the Chemistry Program (American Chemical Society). 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

Since 2012, the College holds Assurance of Learning Day each May. While departments and areas of the Core Curriculum 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, faculty in departments and Core areas 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 and Program Directors are then responsible for submitting assessment reports to the Office of Academic Affairs no later than July 1 of each year. These reports include:

- 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.

Departments and Core areas complete more extensive reports every four years, which include not only assessment results and actions taken towards the improvement of student learning, but also the full assessment plan, rubrics, and discussion of assessment in the department/program. These quadrennial reports are reviewed by the College's academic leadership, and a rubric is applied to provide departments and programs with constructive feedback on their assessment activities.

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 component and may lead to substantive recommendations for the improvement of student learning.

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Campus Musician, Campus Ministry
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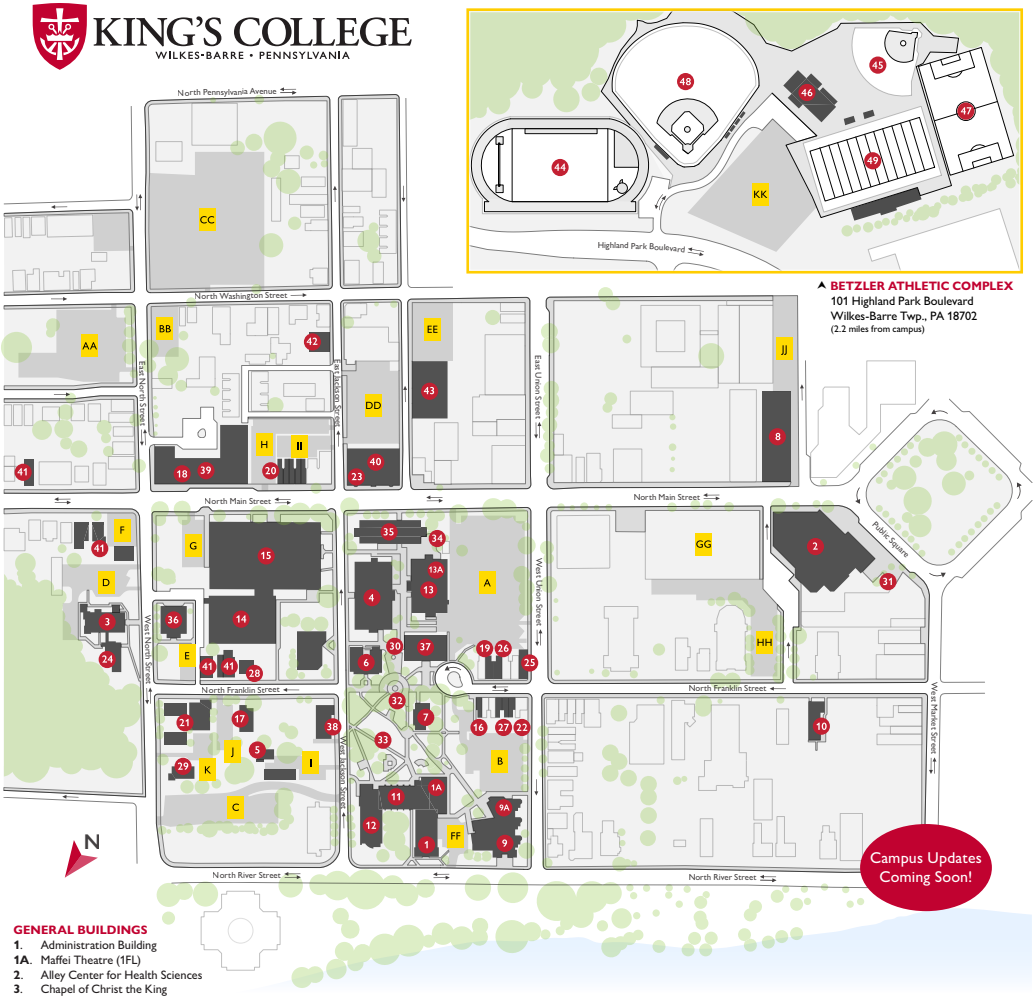
KING'S COLLEGE
WILKES-BARRE • PENNSYLVANIA




**BETZLER ATHLETIC COMPLEX**
101 Highland Park Boulevard
Wilkes-Barre Twp., PA 18702
(2.2 miles from campus)

## GENERAL BUILDINGS

**1.** Administration Building
**1A.** Maffei Theatre (1FL)
**2.** Alley Center for Health Sciences
**3.** Chapel of Christ the King
**4.** Corgan Library
**5.** Environmental Building
**6.** Hafey-Marian Hall
**7.** Hessel Hall – Office of Admission
**8.** Kowalski Center for Advanced Healthcare
**9.** McGowan School of Business
**9A.** Burke Auditorium (1FL)
**10.** Mulligan Center for Engineering
**11.** Mulligan Physical Sciences Center
**12.** Parente Life Sciences Center
**13.** Sheehy-Farmer Campus Center
**13A.** Widmann Gallery (1FL)
**14.** Scandlon Auxiliary Gym
**15.** Scandlon Physical Education Center

## OFFICES AND CENTERS

**16.** Athletic Recruitment Center
**17.** Campus Ministry Center
**11.** Center for Experiential Learning
**18.** Early Learning Center (1FL)
**19.** Hispanic and Latino Excellence Center
**20.** Monarch Outfitters & Books
**21.** Moreau Court
**22.** Office of Alumni Engagement
**23.** Office of Campus Safety and Security
**24.** Office of Graduate/International Admission
**25.** Office of Human Resources
**26.** Office of Student Affairs
**27.** ROTC Office
**28.** Shoval Center for Community Engagement
**29.** Student Health Center (André Hall)
**4.** Student Success Center

## OUTDOOR SPACES

**30.** Holy Cross Court
**31.** Miner's Memorial
**32.** Monarch Court
**33.** O'Connor Park
**34.** Regina Court

## RESIDENCES

**2.** Alley Center
**35.** Esseff Hall
**36.** Flood Hall
**37.** Holy Cross Hall
**38.** Luksic Hall
**39.** O'Hara Hall
**40.** Ryan Hall
**41.** Employee Housing

## DINING

**2.** Chick-fil-A (GFL)
**13.** Connerton's (GFL)
**13.** King's Court (2FL)
**1.** Susquehanna Place (GFL)

## FACILITIES

**42.** Grounds Garage
**43.** Warehouse

## BETZLER ATHLETIC COMPLEX

**44.** Betzler Outdoor Track
**45.** Betzler Softball Field
**46.** John J. Dorish Field House
**47.** Leffler Soccer-Lacrosse Field
**48.** Lipo Baseball Field
**49.** McCarthy Stadium

## PARKING

**A.** Holy Cross Lot *(Guest/Employee)*
**B.** McGowan Lot *(Guest/Employee)*
**C.** Upper Courthouse Lot *(Employee)*
**D.** Church Lot *(Guest)*
**E.** North Franklin St. Lot *(Employee)*
**F.** Flood Lot *(Resident)*
**G.** Scandlon Gym Lot *(Employee)*
**H.** O'Hara Hall Lot *(Employee)*
**I.** West Jackson St. Lot *(Employee)*
**J.** C.S.C. Front Lot *(Employee)*
**K.** C.S.C. Back Lot *(Employee)*
**AA.** North Street Lot *(Commuter)*
**BB.** Miners' Lot *(Commuter)*
**CC.** North Washington St. Lot *(Resident/Commuter)*
**DD.** Ryan Hall Lot *(Resident)*
**EE.** Warehouse Lot *(Employee)*
**FF.** Administration Building Lot *(Executive/Guest)*
**GG.** Alley Center Parkade *(Resident/Commuter)*
**HH.** Alley Center Rear Lot *(Employee)*
**II.** Bookstore Lot *(Employee)*
**JJ.** Kowalski Center Lot
**KK.** McCarthy Stadium Lot

# Correspondence Directory

## Address Inquiries as Follows:

| | |
|---|---|
| Academic Matters | Vice President for Academic Affairs |
| Admissions/Scholarships | Director of Admissions |
| Alumni Matters | Director of Alumni Relations |
| Athletic Programs | Director of Athletics |
| Business Matters | Vice President for Business Affairs |
| Calendar of Events | Director of Student Activities |
| Employment, Off-Campus/Students/Alumni | Director of Career Planning & Placement |
| Employment, On-Campus | Director of Financial Aid |
| Financial Aid/Scholarships/Loans | Director of Financial Aid |
| Graduate Programs | Director of Graduate Admission |
| Housing | Director of Residence Life |
| Part-time Studies | Part-Time Academic Advisor |
| Payment of Fees | Student Account Services Manager |
| Policy and Management | The President |
| Public Relations/News Bureau & Publications/Marketing | Director of Public Relations & Marketing Records |
| Transcripts/Catalog | Registrar |
| Student Organizations and Activities | Associate Vice President for Student Affairs |
| Transfer & Special Student | Director of Admissions |

Visitors are always welcome at King's College. Administrative Offices are generally open from 8:30 a.m. to 4:30 p.m., Monday through Friday.
Wilkes-Barre is conveniently reached by plane, bus, or automobile.

The Administration Building of King's College is located at:
133 North River Street, Wilkes-Barre, Pennsylvania.

POST OFFICE ADDRESS:
King's College, 133 North River Street, Wilkes-Barre, PA 18711-0801
TELEPHONE: (570) 208-5900 or online at http://www.kings.edu

# Academic Calendar

## Fall Semester 2026

| | | |
|---|---|---|
| Thurs | August 20 | Residence halls open First Year resident students |
| | | Orientation begins for all new First Year students |
| Fri | August 21 | Orientation continues |
| Sat | August 22 | Orientation continues |
| | | Residence halls open for returning students |
| | | 1st Accelerated Saturday Session classes begin |
| Sun | August 23 | Final Registration Day for all Day students |
| Mon | August 24 | All Day/Evening classes begin |
| Tues | August 25 | Convocation Mass of the Holy Spirit |
| Mon | August 31 | Last day to Add or Drop a course |
| Mon | September 7 | Labor Day – No classes |
| Fri | September 25 | Last day of refund for Withdrawal from the College |
| Thurs-Fri | October 8-9 | Fall Recess – No Day classes |
| Sat | October 10 | 1st Accelerated Saturday Session final exams |
| Mon | October 12 | All day classes resume |
| Wed | October 14 | Mid-semester grades |
| Sat | October 17 | 2nd Accelerated Saturday Session classes begin |
| Mon | October 19 | Academic Advisement for next semester begins |
| Fri | October 30 | Last day for authorized course Withdrawal (no refund) |
| Mon | November 2 | Registration begins for Spring 2027 |
| Sun | November 21 | Patron's Day (Feast of Christ the King) |
| Tue | November 24 | Follow THURSDAY class schedule |
| | | No Tuesday evening classes |
| | | Thanksgiving Recess begins after last class |
| Wed-Sun | Nov 25-29 | Thanksgiving Recess |
| Mon | November 30 | All classes resume |
| Fri | December 4 | Last day of classes |
| Mon-Fri | December 7-11 | Final Examinations – Day & Evening classes |
| Sat | December 12 | 2nd Accelerated Saturday Session Final Examinations |
| Tues | December 15 | Grades due by 12:00 p.m. [noon] |

## Intersession 2026-2027

| | | |
|---|---|---|
| Mon | December 14 | Classes begin |
| Thurs | December 17 | Last day to Add or Drop a course |
| Mon | January 4 | Last day for authorized course Withdrawal |
| Thurs | January 14 | Last day of classes |

# Academic Calendar

## Spring Semester 2027

| | | |
|---|---|---|
| Wed | January 13 | Faculty Development Day |
| Sat | January 16 | 1st Accelerated Saturday Session classes begin |
| Sun | January 17 | Residence halls open for incoming new students |
| Sun | January 17 | New student Orientation begins |
| | | Final Registration day for all Day students |
| Tues | January 19 | All Day & Evening classes begin |
| Tues | January 26 | Last day to Add or Drop a course |
| Fri | February 19 | Last day of refund for Withdrawal from College |
| Fri | February 26 | Winter Recess begins after last class |
| | | Residence halls close at 6:00 p.m. |
| Mon-Fri | March 1-5 | Winter Recess – No Day or Evening classes |
| Mon | March 8 | All classes resume – Day & Evening |
| Sat | March 6 | 1st Accelerated Saturday Session final exams |
| Wed | March 17 | Mid-semester grades due |
| Sat | March 13 | 2nd Accelerated Saturday Session classes begin |
| Mon | March 22 | Academic Advisement begins for next semester |
| Thurs | March 25 | Follow FRIDAY Class Schedule |
| | | Easter Recess begins after last evening class |
| | | Residence halls close 9:00 p.m. |
| Fri-Mon | March 26-29 | Easter Recess – No classes |
| Tues | March 30 | All Day classes resume |
| Fri | April 2 | Last day for authorized course Withdrawal (no refund) |
| Wed | April 7 | Registration begins for Fall 2027 |
| Tues | May 4 | Day classes follow THURSDAY class schedule |
| | | Last meeting of day of classes |
| Tues | May 4 | Last meeting of evening classes |
| Thurs-Tues | May 6-11 | Final Examinations (Thurs, Fri, Sat, Mon, Tues) |
| | | Residence halls close at 6:00 p.m. |
| Sat | May 8 | 2nd Accelerated Saturday Session final exams |
| Wed | May 12 | Annual Assurance of Learning Day |
| Thurs | May 13 | Commencement rehearsal |
| Thurs | May 13 | Baccalaureate Mass |
| Fri | May 14 | Commencement |
| Tue | May 18 | Grades due by 12:00 p.m. (noon) |

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## KING'S COLLEGE

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