

2004-2005

Academic Catalog

The King's College
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Accreditation

The King's College, founded in 1938, has been providing quality undergraduate education for over 60 years. The King's College is institutionally accredited by the New York State Board of Regents and the Commissioner of Education, a nationally recognized accrediting agency, located at 89 Washington Avenue, Albany, New York, 12234, (518) 474-3852.

The course offerings and requirements of The King's College (TKC) are reviewed regularly and revised. The catalog is not a contract; it merely represents the offerings and requirements in effect at the time of publication. Therefore, The King's College reserves the right to change, without notice, any statements in this publication concerning, but not limited to, rules, policies, tuition, fees, professors, curricula, and courses.

The curricula and graduation requirements for a particular program which are published in this catalog when a student matriculates remain in force for a student throughout his or her course of study at The King's College (up to a limit of ten years). Petitions to extend this time limit should be directed to the Registrar. However, students are responsible to meet all other requirements of The King's College as and when they are implemented. In particular, students are advised to be aware of current policies regarding attendance, punctuality, academic probation, suspension, and dismissal.

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The King's College

Academic Calendar

Fall 2004 – Spring 2005

FALL 2004	Resident Assistants (RA) Training	August 23 - 27, 2004
	Student Leader Move-in & Student Leader Training	August 23 - 27, 2004
	Fall New Student Move-in	August 28, 2004
	Peer Advisor Training	August 28 - 29, 2004
	New Student Orientation	August 30 – September 3, 2004
	Returning Student Move-in	September 5, 2004
	Fall 2004 Semester Begins	September 7, 2004
	Last Day to Add or Drop Classes*	September 15, 2004
	Student Development Fall Retreat	September 24 - 26, 2004
	Last Day to Drop Classes **	October 19, 2004
	First Day to Withdraw from Classes	October 20, 2004
	Fall Lectureship	October 12 - 13, 2004
	Homecoming	October 15 - 17, 2004
	Midterms	October 18 - 30, 2004
	Thanksgiving Holidays – School Closed	November 25 - 27, 2004
	Last Day of Classes	December 11, 2004
	Final Examinations	December 13 - 18, 2004
	Last Day of Fall Semester	December 18, 2004
SPRING 2005	J-Term Classes	January 3 - 14, 2005
	Dr. Martin Luther King Holiday	January 17, 2005
	Spring 2005 Semester Begins	January 18, 2005
	Last Day to Add or Drop Classes*	January 26, 2005
	Midterms	February 28 – March 12, 2005
	Last Day to Drop Classes **	March 1, 2005
	First Day to Withdraw from Classes	March 2, 2005
	Spring Break	March 13 - 19, 2005
	Spring Lectureship	March 22 - 24, 2005
	Good Friday	March 25, 2005
	Last Day of Classes	April 30, 2005
	Reading Day(s)	May 2 - 3, 2005
	Final Examinations	May 4 - 10, 2005
	Last Day of Spring Semester	May 10, 2005
	Commencement	May 14, 2005
SUMMER 2005	Summer Sessions A & AB Begins	May 23, 2005
	Session A - Last Day to Add or Drop Classes*	May 25, 2005
	Memorial Day Holiday	May 30, 2005
	Session AB - Last Day to Add or Drop Classes*	May 31, 2005
	Session A - Midterms	June 6 - 11, 2005
	Session A - Last Day to Drop Classes **	June 8, 2005
	Session A - First Day to Withdraw from Classes	June 9, 2005
	Session AB - Last Day to Drop Classes **	June 27, 2005
	Session AB – Midterms	June 27 – July 2, 2005
	Session AB - First Day to Withdraw from Classes	June 28, 2005
	Session A – Final Examinations	June 30 – July 2, 2005
	Last Day of Summer Session A	July 2, 2005
	Independence Day Holiday	July 4, 2005
	Summer Session B Begins	July 5, 2005
	Session B - Last Day to Add or Drop Classes*	July 7, 2005
	Session B - Last Day to Drop Classes **	July 20, 2005
	Session B - First Day to Withdraw from Classes	July 21, 2005
	Session B - Midterms	July 25 - 30, 2005
	Session AB – Final Examinations	August 8 - 13, 2005
	Session B – Final Examinations	August 11 - 13, 2005
	Last Day of Summer Sessions B & AB	August 13, 2005

* Last day to drop a class with no transcript notation. ** Last day to drop a class with transcript notation of "W" only.

Welcome from the President

September 2004

Dear Student,

Thank you for your interest in The King's College of New York City.

As you peruse the catalogue, you will observe that King's is a liberal arts college in the classical and Christian tradition. The College is known for its leadership and worldview development program, exceptional professors, state of the art facilities, international student body, and dynamic spiritual life.

Situated in the heart of what some call "the capital city of the world," the mission of THE KING'S COLLEGE is to prepare you for leadership in one of the world's strategic national institutions: business, media, the courts, government, education or the arts, as well as the church.

Through our *Common Core*, we will do our part to equip and challenge you to think well, write and speak persuasively and to understand power and money. The world is in need of more leaders who combine knowledge of universal principles and a mastery of detailed knowledge with courage and character. In short, our desire is to help you to "aim higher and be better."

The 2004-2005 edition of our academic catalog provides you with a full overview of the courses and degree programs that characterize our dynamic leadership institution. You will find that the key to understanding who we are is not just the content but the entire King's Experience.

We look forward to the opportunity to help you prepare for and fulfill your God given purpose in life.

Sincerely yours,

J. Stanley Oakes Jr.
President

ABOUT THE KING'S COLLEGE

OUR MISSION

Through its commitment to the truths of Christianity and a Biblical worldview, The King's College seeks to prepare students for careers in which they will help to shape and eventually to lead strategic public and private institutions: to improve government, commerce, law, the media, civil society, education, the arts and the church.

A BRIEF HISTORY OF THE KING'S COLLEGE

In 1938, Percy B. Crawford founded The King's College. Like the founders of Harvard, Dartmouth, Yale, and most of the first and best colleges, Crawford was a follower of Jesus Christ and a man of rare vision. In the yearbook published for the first graduating class in 1942, his students and colleagues quoted one of the works of Tennyson¹ to describe him:

*The fire of God fills him.
One never saw his like.
There lives no greater leader.*

Associates frequently employed powerful adjectives to describe him: "Dynamic, visionary, energetic, he inspires his hearers with enthusiasm for the things of God; his weekly chapel messages to the student have been a means of renewed desire for greater service and consecration."

Beginning in a storefront Presbyterian church in Philadelphia, Dr. Crawford rigged a diving board to extend over the adjacent Washington Square and, standing precariously, preached a powerful Christian gospel to all who would listen. Later he developed a radio program that eventually became a coast to coast broadcast. Then came a singing group that served as a warm-up act for his preaching; then camps; then a book of the month club; a bookstore; fishing clubs; and a magazine.

In 1949, he initiated YOUTH ON THE MARCH, the first nationwide television broadcast of any kind, for which he was honored by CNN on the 50th anniversary of its broadcast. Dr. Crawford wanted students to experience a muscular kind of Christianity exemplified by vigorous sports programs, scientific inquiry, and artistic expression. For him, Sunday was a day that informed and empowered Monday through Friday.

In 1955, Dr. Crawford moved King's to Briarcliff Manor, New York, and his friend Billy Graham served on the Board of Trustees for several years. When Dr. Crawford died tragically of a heart attack in 1960, Dr. Robert Cook, the host of a popular radio broadcast, was inaugurated as the college's second president. Years after Dr. Cook's death, his radio program is well known through the Northeast.

In 1985, Dr. Friedhelm Radandt, a former professor at the University of Chicago and President of Northwestern College in Iowa, was inaugurated as the third president of The King's College. Thereafter, in 1997, Dr. Radandt led the merger of The King's College with Campus Crusade for Christ, a worldwide organization of more than 26,000 staff in 191 countries with annual revenues of more than \$500 million. In 1999, The King's College and Campus Crusade for Christ merged with The Northeastern Institute of Biblical Studies. Dr. Radandt moved the campus to state-of-the-art city facilities in the New York City. Under Dr. Radandt's leadership, The King's College implemented a vision for equipping leaders from the city and the world to influence America's strategic national institutions.

On January 1, 2003, the Board of Trustees of The King's College selected J. Stanley Oakes, Jr. to be the fourth president of the College. President Oakes was selected as president after nearly 20 years of work with college and university professors. He developed a network of more than 14,000 professors from 950 universities hosting hundreds of lectures and debates on scores of campuses, on topics as diverse as *Artificial Intelligence and the Human Mind* and the *Scientific Evidence for the Existence of God*. President Oakes brings a wealth of experience in the world of competitive ideas.

¹Tennyson, Lord Alfred, *Idylls of the King (Lancelot and Elaine)*, published 1859, London, England.

OUR PHILOSOPHY OF EDUCATION

What Difference Does It Make That A College Is Secular?

More than 98% of college bound students attend secular universities, not Christian colleges. If it does not make any difference that a college is secular, then who cares what kind of college Christian students attend. But if it does make a significant difference, what is that difference?

Of primary importance is the reality that secularism is profoundly irreconcilable with Christianity. Many academics in the university would have students believe that “secular” means “neutral.” In reality, it means, “no God allowed.” Of course, this does not mean that all “god talk” has been eliminated from colleges. It is acceptable to speak about god as long as he is impotent or irrelevant. Feminists have free reign to discuss god because they are searching for new female deities—ancient fertility goddesses, the witch goddess Diana, or Mother Earth—to replace male ones. This is acceptable to secularists because it proves that any god will do. Secularists also tolerate it when minorities speak about god, excusing it as an irrational cultural impulse.

Even if secularism simply meant that no religion, denomination, or sect would be given preferential treatment, it still does not mean that secularism is neutral or a level playing field. The worldview presented in the classroom is secular, and religious worldviews are often excluded or, even worse, they are criticized and ridiculed without any opportunity for a thoughtful debate. When a secular professor teaches her students, she presents a secular worldview without thinking about whether her approach is evenhanded. Secular professors, many of whom are men and women of good will, are actually surprised to discover that another view, held by credentialed people of faith, even exists. They dismiss Christianity as “religious,” which to them implicitly means “anti-scientific or mythical.”

Following the secularist’s logic, if the Bible is full of myths and superstition, then the accounts of Adam and Eve and creation are mythical and anti-scientific. Human beings are just animals, moderately high on the evolutionary scale but not intrinsically more valuable than any other species. News reports periodically illustrate this viewpoint. The secularist will devote an extraordinary amount of time and money to save beached pilot whales, while working feverishly to keep Congress from banning partial birth abortion. Some activists even call humans a virus or a pest that needs to be “managed” like the mosquito population. They argue that people are a plague on the earth, endangering the ecosystem by building homes and businesses.

Another implication of the secularist argument is that, because evil did not come into the world through human choice in the Garden of Eden but through accidents of nature or ownership of private property, there is no universal right and wrong, and there is no such thing as sin. Instead, people must choose their own moral standards. Unfortunately, these choices have led to the degradation of morality in American life. It only takes a step of logic from our current immoral state to conclude that Jesus cannot be the son of God. Some professors assert that Jesus, who never married and performed tricks, was probably just a homosexual magician. Furthermore, he did not need to die for the sins of the world, because there is no heaven or hell. Christianity is a delusion, and Christians are dupes. Truth be told, believers are suckers.

A Comprehensive Biblical Worldview

Many authors compare the biblical worldview, or any worldview, to the lenses in a pair of glasses. This metaphor implies that just like lenses affect clarity of vision, a worldview and the set of assumptions on which it is built affect human perception and interpretation of the world. The lens metaphor is helpful because it correctly suggests that deeply held beliefs and assumptions about the world influence personal conclusions about such areas as public policy, morality, social justice and the economy.

If human babies are merely animals and the growth in the human population is unsustainable, then abortion is reasonable, even necessary. If children are creations of God with eternal souls, then every one of them is sacred. If making a profit is immoral, then any profitable business is corrupt; and any nation that promotes capitalism is getting rich at the expense of the exploited, or so the arguments go. On the other hand, if job creation grants dignity to employees through real work and provides them with the best opportunity for a successful future, then businesses that create jobs are commendable, even virtuous. Same facts; different worldviews.

Although the lens metaphor is useful, it can also be misleading. It can lead to the belief that worldview change is as simple as changing glasses: off with the secular, on with the. It incorrectly implies that there is little thought or work

required to construct a worldview. In truth getting started is relatively easy, but developing a comprehensive biblical worldview requires hard work and education. The other problem with the lens metaphor is that there is no one to adjudicate between the lenses. Who decides whose eyeglasses clarify and focus, and whose blur, diffuse, or even blind? Whose worldview is correct? We need another metaphor.

The biblical worldview emanates from the Bible. Almost all secular universities have concluded that a worldview based on the Bible is too limiting. In one sense, they are correct. They are correct that the Bible short-circuits the search for truth by giving the answers in advance. It uniquely answers a few critically important questions that, of necessity, call for revelation: "Is there a God, and is he knowable?" "Are human beings the creations of God or accidents of nature?" "Is there a universal standard of right and a wrong?" "What is the human condition?" "Does God have a plan?" "Does this world matter?"

Sometimes, however, limitations can be necessary and useful. Spanning Black Canyon, the Hoover Dam put limits on the mighty Colorado River. These "limits" are put in place to produce 2,074,000 kilowatts of power. Open the floodgates, and the power of a wild and untamed waterway is harnessed. In the same way, men and women can draw on the awesome power and mind of God by means of the floodgates of a carefully constructed and thoughtful biblical worldview.

The biblical worldview, therefore, is more aptly likened to a system of global positioning satellites. Made possible with sophisticated engineering, they map all that they survey, and, by employing them, people can always determine exactly where they are. The biblical worldview ennobles men and women, describing them as far more than specks in the universe. Instead, they are created for a purpose. The biblical worldview can also be compared to night vision goggles, which enable the wearer to see danger amidst the darkness. Or, in the same way that the Rosetta Stone enabled the French scholar, Jean Francois Champollion, to decipher an unknown and ancient language, the biblical worldview makes it possible to decode what God wants to say to man. Each of these metaphors highlights the fact that time, labor, invention, training, and drive are needed to create the biblical worldview and to use it to solve problems and understand the world. Secular intellectuals recognize that years of study and billions of dollars are needed to understand and apply their worldview. Christians are shortsighted to conclude that theirs requires any less.

One final and particularly robust metaphor for the biblical worldview likens it to a nuclear power plant that manages nuclear fission to heat and light the cities of the world. It requires considerable education and ingenuity just to design and construct the power plant. While these plants are impressive, they are not built to be admired. All of this sophisticated technology is necessary to tap the enormous amount of energy that is contained in a very small amount of enriched uranium, while producing relatively few pollutants.

Similarly, a worldview is constructed to pull a grand array of discoveries and innovations out of the human brain, but, like any means of generating energy, many worldviews produce pollution. That is, when implemented, their ideas result in incomprehensible human suffering: starvation, slavery, disease, poverty, corruption, and death. These unintended negative side effects are the direct consequences of the flaws inherent in their basic assumptions. While the secular university has devoted considerable time to developing its worldview, albeit one that has produced immeasurable social, political, and economic hardship, Christians have also developed a comprehensive worldview, but it is a power plant that reduces pollutants, a worldview that does not generate misery but rather hope.

It is important to give credit where credit is due. In many fields, the secular and biblical worldviews are similar or even identical. Unless science and reason are rejected, a well-constructed bridge or airplane is the same no matter what your worldview is. In other words, there are no such things as Christian bridges, computers or space stations. On the other hand, the chasm is wide and deep between worldviews when it comes to improving people and governments, creating vigorous economies, and fashioning a just society. Furthermore, the secular worldview is powerful in its own right. The mind of man was created by God, and he gave it vast potential. It is not surprising that humans can accomplish, discover, invent, and design great things by using their minds. Then again, the mind is flawed. It is plagued by what the renowned philosopher Bernard Longergan in his book *INSIGHT* called *scotosis*, which means the darkening of the intellect due to The Fall.

Universal Principles

This catalogue is not original. All colleges and universities declare that their mission is to educate leaders. And everyone recognizes that these leaders need to be statesmen and not just politicians. Everyone would choose Winston Churchill over Neville Chamberlain, leaders over party apparatchiks. But what is a statesman? And how does a statesman differ from a politician?

A person schooled in the best of the Great Books understands that a statesman, by definition, is a leader who embraces universal principles— ideas that are true for all people, in all times, and in all cultures—and has the courage and wisdom to implement them, without deferring to the whims of public opinion. The person who lacks knowledge of and commitment to these principles, is just another politician, governing by polls and public consensus.

Most professors at secular universities doubt that universal principles even exist; in fact, they have zero tolerance for them. According to the vast majority of such professors, the idea that universal principles actually exist is patently dangerous and can only produce intolerance and conflict. Of course, this does not prevent them from asserting their own principles. This means that if a student chooses to attend an elite university, he will have an excellent opportunity to become a successful politician. But if his goal is to prepare for statesmanship, he will have to look elsewhere.

The intentional focus of The King's College is on equipping students with the universal principles and discernment needed to become leaders of courage and character, to become statesmen and not just politicians. Since the Bible is a dense mass of universal principles, at The King's College the Bible will compete head to head with the principles contained in the Great Books. Moreover, students must also acquire sufficient detailed knowledge along with skills in writing, speaking, and understanding money and power so as to evaluate and challenge the generally accepted ideas of the current generation. In summary, The King's College is an environment where students will learn to lead with courage and character.

One more consideration. If a college provides education in the Great Books alone, students will encounter first principles but not necessarily the truths found in the Bible about God and idols, truth and goodness, heaven and hell, right and wrong, rights and responsibilities, and loving one's enemies. If God wrote the rulebook for this universe, and life is meaningless without it, then it is foolish for professors to ignore what the Bible says about this world. On the other hand, if you study the Bible solely within the confines of church and family, you run the risk of living in a spiritual ghetto where, at best, the gospel affects one's heart, home, and family but has little to do with government, business, education, the media, the arts, the courts, or society at large. Today, there are too many such ghettos.

Of course, it is not enough to just master universal principles. Leaders who only grasp universal principles are idealists. And as Hippolyte Taine has said, "Nothing is easier than the perfecting of the imaginary." There is another necessary component of leadership, which St. Paul describes as "discernment." The ancients called it prudence—the ability to apply the "knowledge of the good" to the real world. The result was statesmanship. Jesus said it is "the willingness to observe whatever he commanded." His commands are the fixed principles and "to observe" them is to build life on a foundation of rock and not sand, resulting in a life well lived and a society well formed.

Majoring in the Majors

The vision for The King's College is highly focused. The program concentrates on a relatively few number of majors, called the leadership or ruling disciplines. The limited focus allows for high quality. Furthermore, each of the King's majors corresponds to one of America's centers of cultural influence. This concentration and correlation is one of the things that makes us different.

The mission of King's is to prepare outstanding students for leadership in America's strategic national institutions: the schools, business, government, the media, the courts, the arts and the church. Graduates will then be commissioned as ambassadors of Jesus Christ to lead and serve the world. In a nutshell, this is what King's is all about.

King's is not the place to study physical therapy, as useful as that is. There are also better places to study engineering. But King's is the place to learn to lead, to understand and excel within the centers of power and influence and to have the opportunity to make a difference.

Most colleges and universities offer an educational smorgasbord with literally hundreds of majors. There is considerable pressure to select one as soon as possible. In reality, however, there is way too much emphasis placed on choosing a major, as if the simple act of selecting a major guarantees that education takes place and that students will be able to get a job and succeed in life. Honesty, hard work, excellent skills, good ideas and passion undoubtedly go much further.

Consequently, selecting a major is much less important than other more crucial considerations. Learning to write well and speak persuasively ought to be primary no matter what major is chosen. Understanding money and the benefits of wealth creation as well as the power and the proper limits of government are also vital. These skills and insights open up a world of opportunities well beyond the narrow confines of a major. Even so, these is no substitute for a comprehensive biblical worldview, knowledge of universal principles, and mature spiritual disciplines if you are to know what to do when you gain entry to the corridors of power.

THE STETSON LEADERSHIP CENTER

Charlie and Bebe Stetson established the leadership center at The King's College. Bebe grew up in New York City and attended Bryn Mawr College, and Charlie grew up in a prominent banking family and graduated from Yale (class of '42). After graduation, Charlie could have secured a safe assignment during World War II. Instead, he joined the navy and served on a PT boat, vessels that were considered expendable.

After his military service, he met and married Bebe and spent his life working on Wall Street. After retirement, Charlie and Bebe were busier than ever. They played tennis into their eighties; traveled the world; helped to establish Outward Bound in South Africa; supported Prison Fellowship; and they were among the first to believe in the mission of The King's College. Charlie also wrote *Men Without Equal In Their Times* and was working on other book projects until his death in August of 2002. He died of a heart attack while out on a 10 mile hike.

Charlie and Bebe serve as examples to the entire King's College community.

THE SEVEN IDEALS FOR STUDENTS

Making A Better World

You need to understand that all colleges and universities, including Christian colleges, teach theories on how to make a better world and not just how to make a better living. And you will soon realize that the secular view and the Christian view are diametrically opposed to each other.

Machiavelli, a secular intellectual who wrote in the 15th century, said that Christianity offers a wonderful prescription for a better world but only if everyone is an angel. Since people are not angels and heaven is doubtful, in this world we need a more realistic solution, effectual leadership or what is now called real politick.

The rejection of angels is actually the rejection of the idea that there are universal goods or ideals to which all people should aspire. In fact, most intellectuals in the universities reject the notion that there are higher ideals to which people ought to strive. Most believe that they lead to intolerance and conflict so they have zero tolerance for them. On the other hand, we at The King's College along with those who follow in the Classical and Christian traditions believe that seeking these ideals leads to noble actions and purpose in life as well as happiness and fulfillment and success.

Having rejected human ideals, secular intellectuals are content to identify what they think are the causes of societal dysfunction, especially those that provoke conflict, and address them. Secular professors see themselves as doctors, whose responsibility it is to remedy society's ills. After diagnosing society's diseases, they prescribe a treatment and work hand in hand with government policy makers, who, like pharmacists, distribute the drugs. In point of fact, the secular answer to this question serves as the mold for the social sciences, especially in the arenas of economics and politics.

One way to understand the implications of the secular solution is to consider a historical case, which documents the implementation of secularism. In the early twentieth century, Russia's intellectual elite adopted secular ideas, and a Marxist regime was installed, ending a thousand years of Christianity. Their plans were conceived in economic idealism (Not believing in human ideals, they instituted economic ideals.), yet, when implemented, they

degenerated into barbaric totalitarianism. Grandiose promises of plenty for each yielded grinding poverty for all. Given the fact that these intellectuals embraced a shining moral vision, what went wrong?

After studying the causes of the Russian revolution, Richard Pipes, the Baird Professor of History at Harvard University, blames the European and Russian intelligentsia for designing a regime that unrepentantly killed 30 million innocent people and enslaved hundreds of millions more. In an insightful analysis, Pipes describes the ideology of the intellectual, which, in the end, was responsible for the abject failure of the Soviet experiment. It is, he writes,

An ideology based on the conviction that man is not a unique creature endowed with an immortal soul, but a material compound shaped entirely by his environment: from which premise it follows that by reordering man's social, economic, and political environment in accord with 'rational' precepts, it is possible to turn out a new race of perfectly rational human beings... This belief elevates intellectuals, as bearers of rationality, to the status of social engineer and justifies their ambition to displace the ruling elite.

In *The Russian Revolution*, Pipes also traces the history of the intelligentsia, concluding that the Soviet Union's architects were not alone in their eagerness to conduct social, political, and economic experiments on an unsuspecting populace. Francis Bacon "asserted that the principles of physical science were applicable to human affairs," meaning that people can be studied like guinea pigs or rabbits. John Locke concluded that "it is only by eliminating free will that man could be made the subject of scientific inquiry." Claude Helvetius made the startling conclusion that by controlling man's environment, "it was possible to determine what he thought and how he behaved." A student of Helvetius, Jeremy Bentham declared that morality and lawmaking were in essence the same science. Therefore, man can be made virtuous through laws.

In short, intellectuals think of human beings as laboratory rats for social experimentation. As Eric Hoffer wrote in *The Temper of Our Time*, the "ruling intelligentsia, whether in Europe, Asia or Africa, treats the masses as raw material to be experimented on, processed, and wasted at will." Dr. Frankensteins are afoot in the secular university, looking for candidates to turn into their new men. While it is not solely or always directly responsible for the mischief caused by attempts to reengineer societies and economies, the modern university is the fountainhead of all secular thought, and it educates the world's political and economic leaders, who then implement the ideas they were taught.

What is so seductive about these ideas that they have been able to permeate and animate the core of the modern secular university? The answer is that it is heady business to rewrite the history of the world. Occasionally well-intended but too frequently self-serving, intellectuals continually draft blueprints for remaking the world, assuming (on behalf of all mankind) the mission of solving society's problems. Trafficking in the assumptions of atheism and Darwinian evolution, it is this enterprise in ameliorism—making laws to remake people—that is the moral vision of the intellectual.

Throughout history, secular thinkers have sought to explain the origin of what Christians identify as evil. These explanations guide and ultimately justify their efforts to mold society. Jean-Jacques Rousseau (1712-1778), who proposed one of the earliest secular theories of the origin of evil, attributes its introduction into the world to inequality, primarily economic inequities.

In *Discourses on the Origin and Foundations of Inequality Among Men*, Rousseau argues that there are two kinds of inequality. The first kind, which existed in the primitive, evolutionary world, was benign. In this world, humans were unequal because some were older, stronger, or smarter than others. These benign inequalities became malignant, according to Rousseau, when a 'damn businessman' invented the concept of private property, thereby creating the second kind of inequality. In this new world, the older, smarter, and stronger humans could use their superior position, strength, and intellect to fence off an unequal amount of property for themselves. Taking more than their fair share, Rousseau alleges, they became wealthy at the expense of everyone else. Those who had less or no property began to resent those who had more, and the original sin of envy was born. Over time, envy turned into resentment; resentment became hatred; hatred bred conflict; conflict escalated into war; and war in a nuclear age will end the world as we know it.

Evil (meaning economic inequality), like some mythical creature, bounded forth from the head of private property. Until the moment when private property was created, evil did not exist because there was no envy; humans did not

need to compete because everyone was satisfied with what they had. This audacious and persuasive falsehood pervades the modern university and too much of the world: whenever a person has more than his fair share of material goods, he acquired them unjustly, and this 'robbery' inevitably leads to conflict and war. Merit is a myth; war is the product of unequal distribution of wealth.

Rousseau concludes that people are essentially good but have been spoiled by the invention of private property. Envy, in Rousseau's view, is an economic condition, which means that sin originates from an economic system and not the human heart. The system is evil and not the person. Adam and Eve did not commit the first sin because that is a fairy story. Instead, the businessman is the culprit. By inventing private property, the 'businessman' brought all of the bitter fruits of envy into the world.

Rousseau's view was the forerunner of Marxism-Leninism, a system of governance that subjugated a billion people in the 20th century. Embracing Rousseau's idea that private property is the root of evil, Marxist-Leninists called for the overthrow of democratic capitalism through revolution. Even though the Berlin Wall has fallen and the Soviet Union has collapsed, Rousseau's views are still influential. When scholars accuse America of becoming rich at the expense of developing countries, Rousseau's ideas are at work. The words "oil," "land," "business," "the United States," "the rich," "white males," and "the West" have become synonymous with the exploitation of the poor; they mean that someone has gotten more than their fair share. It also means that the government must step in and make more laws and regulations to enforce greater equality in society.

The American establishment, including the university, is enamored with Rousseau's views on the origins of evil and their fundamental claim that political and economic institutions are to blame for the evil in the world—not people. Unless they are in power, people are victimized by the system. There is no such thing as personal responsibility for those who are not in power, namely women, minorities, the poor, and the third world. This explains why the intellectual offspring of Rousseau and Hobbes constantly call for the overthrow of the West, capitalism, the Catholic Church, men, marriage or any other perceived power structure. It also explains why so many humanities and social science professors teach that only those in power can be evil, only men can be sexist, only whites can be racist, and only America can be imperialistic. It is why women are considered a minority when they outnumber men, and it is why so many feminists consider marriage to be rape and dating to be prostitution.

The equality promised by the Declaration of Independence—equality of opportunity—has been displaced by strident demands for political and economic equality and a campaign to hold the reigns of power in order to enforce this agenda. Rousseau has won. The Bible, even though it is a superior explanation of the causes of evil, is a dark horse. Followers of Christ are vigorously entering the race.

Christianity embodies a spiritual explanation of and solution to the problem of evil. God created the world. Adam and Eve ate from the tree of the knowledge of good and evil and unleashed evil into the world. God sent his son Jesus Christ to pay the penalty for our sins by dying in our place. Becoming Christians, over time, makes us better people. This account is so simple that a child could understand and accept it. Most intellectuals reject it for the same reason. It calls for faith in God and not man. It lays the blame for the evil in the world solely and completely on man. As Alexander Solzenitsyn put it, "The line between good and evil courses through the very heart of man." Every kind of evil, from war to racial hatred, spills out of the heart of man.

The biblical worldview advances the truth that political and economic systems are corrupt because people have a penchant for evil—not the other way around. Most important, no one is immune from evil: not the rich, the poor, ministers, professors, politicians, whites, businessmen, minorities, women, social activists, journalists, Hollywood actors, or good people. Not even the intelligentsia. Consequently, changing the system is not the solution. Overthrowing those in power for someone else cannot solve the problem of human nature. As Edmund Burke confirmed, "There is no safety for honest men but by believing all possible evil of evil men."

The mature believer should be able to see through these issues. According to the Bible, the primary marker of maturity is discernment, not just an extensive knowledge of scripture. In the book of Hebrews, St. Paul contrasts the mature believer with the immature one:

For though by this time you ought to be teachers, you have need again for someone to teach you the elementary principles of the oracles of God, and you have come to need milk and not solid food. For everyone who partakes only of milk is not accustomed to the word of righteousness, for

he is a babe. But solid food is for the mature, who because of practice have their senses trained to discern good and evil.

Developing discernment requires a thorough understanding of the Bible (solid food), as well as practice, and what Paul calls “the training of the senses.” The word training comes from the Greek word from which we get our word “gymnastics” and senses comes from a Greek word that means the “organs of perception.” For too many Christians, education has become, at best, a brain dump or knowledge transfer and, at its worst, propaganda. Instead, it should be an Olympics of the mind, in which the comprehensive biblical worldview competes with the comprehensive secular worldview. Through arduous practice, it will yield both maturity and discernment in believers. In a world of secular propaganda, explosions of information, and moral dilemmas, discernment is in short supply.

The discerning Christian understands the secular competition and confidently teaches that the biblical worldview—the gospel—is a more accurate explanation of the facts and a more powerful way to change world. Permeate America’s strategic national institutions with the universal principles of the Bible and the best of the Great Books, and statesmen will rise to the top. Then focus on changing the hearts of leaders, who will protect the rights and freedoms of all. Share the gospel with people, and the world will change.

The secular universities will continue to prepare students to reach the world with their anti-gospel. Secular professors will continue to teach that evil—poverty, war, injustice, and inequality—is caused by “the system” and that people are its victims. They will experiment on people as if they are animals and recommend various forms of coercion to produce the behavior they cannot achieve through persuasion. Allow this to persist and the world will continue to descend into moral totalitarianism. Intellectuals of faith have a better way.

The **SEVEN IDEALS** of the college to which we hope you will aspire for the rest of your life are as follows:

1) Life Transforming

That you will become the kind of person you were created to be

2) Leadership Building

That you learn to lead from universal principles

3) World Focused

That you will invest your life in people

4) Cause Centered

That you will live for a cause greater than yourself

5) Idea Guided

That you will understand the ideas that have consequences

6) Risk Taking

That you will risk and overcome failure in the pursuit of a significant life

7) Results Oriented

That you will seize your purpose in life and accomplish it within your own generation

OUR CAMPUS AND LOCATION

New York City is the campus of The King’s College. NYC is home to one-third of all cable networks including MTV, FOXNEWS, AOL-Time Warner. It is also the headquarters for *Time*, *Newsweek*, the *New York Times*, as well as 19 of the top 30 advertising agencies, Wall Street, the United Nations and Broadway. The Empire State Building, the Statue of Liberty, Ellis Island, Harlem, the Brooklyn Tabernacle, the Chrysler Building, Greenwich Village, Central Park, Macy’s, Fifth Avenue, Rockefeller Center, the New York Public Library (*Ghostbusters*), Radio City Music Hall are some of the places to visit and enjoy.

Hundreds of movies and scores of television shows have been filmed in NYC, from *King Kong* to *Friends* to *You’ve Got Mail*. There are regular celebrity sightings and model shoots, award shows, and the famous Macy’s Thanksgiving Day Parade which is filmed next door to the dormitory for The King’s College.

The King's College is located in the legendary Empire State Building at the corner of Fifth Avenue and 34th street. It has fully wireless classrooms with video projectors, corporate quality furnishings, and facilities to accommodate laptops for the students and professors.

The dormitories for The King's College are Herald Towers located at 34th Street and Broadway, and the Vogue at 37th Street and 6th Avenue, in close proximity to the classrooms. Both dormitories are, in fact, renovated luxury apartments with 24-hour doormen for security.

Admissions

PHILOSOPHY OF ADMISSIONS

The vision of The King's College is to prepare students for leadership in the world's strategic institutions: business, media, law, government, education, the arts, and the church.

The admissions policies of the College are built on this vision. The student selection process uses a holistic approach to assess student preparedness for success at The King's College.

ENTRANCE PREREQUISITES

Admission to The King's College is not based upon previous academic success alone. However, previous academic success is seen as a key indicator of an applicant's readiness for future academic challenges and success. Thus, the following is an outline of what The King's College requires as a minimum before entrance to the school will be considered.

High School Graduation

The King's College requires the following as proof of meeting minimum education requirements:

High School Diploma, indicating a minimum of sixteen academic units, including four units of standard English courses, three each of mathematics and science and two each from foreign language and social studies. College preparatory curriculum, including at least two years of a modern language, will be given preference. Students who have attained a GED should contact the admissions office directly regarding the feasibility of admission to the college.

Special Instructions for Home schooled Students

The King's College welcomes the applications of home schoolers. Home schooled students must follow the application instructions as outlined below, including the submission of some form of a transcript and a resume of extracurricular activities. The transcript should include the student's course of study, grades if available, and standardized test scores (SAT or ACT). The required letters of recommendation should come from individuals outside the home. Small portfolios are welcomed, but not required. As with all applicants, an interview is required.

We recognize that each home school family is unique. To better understand the student's high school experience, we use a personal interview during which the student should be prepared to elaborate on courses they have studied and activities they have participated in outside the home. Since some home schooled students do not have a traditional transcript, SAT and ACT scores are especially important to determine a student's ability to succeed academically at The King's College.

TRANSFER OF CREDIT

All students desiring to transfer to The King's College will be required to submit an official transcript from each of the colleges or institutions of higher learning he or she has attended since graduating from high school.

Transcripts should indicate courses entered, in progress, or completed. Evidence of good standing should also be indicated on the transcript. It is the applicant's responsibility to request that these transcripts be sent to The King's College Office of Admissions. The College welcomes transfer students from accredited junior colleges.

Credit cannot be accepted on the basis of a P (Pass) or similar grade, unless a letter or numerical grade is also provided or the transcript bears the statement that such a grade is given only if the student is doing C or better work.

Credit will be granted for courses in which a grade of C or higher was made. These courses must be applicable to the degree requirements of The King's College and the credits must have been earned in an accredited institution recognized by the U.S. Department of Education or in other institutions registered with the Department of Education of the State of New York.

For the Associate of Arts degree, the maximum number of credit hours that may be transferred is 30 semester hours. The maximum number of hours that may be transferred for the Bachelor of Science degree is 60 hours. However, for either of these degree programs, the transferred courses may not be equivalent to and able to substitute for particular required courses in The King's College curricula. Instead these courses may transfer as electives only.

Any student with less than 30 semester hours of college level credit will also be required to submit the following:

1. High school transcript
2. ACT or SAT scores (if available)
3. Grade point average

Please refer to the admissions process as outlined in the following pages for a complete description of the steps necessary to be admitted to the King's College.

For further information regarding the transferring in of courses from another institution, please consult the Registrar's Office.

CREDIT BY EXAMINATION

Advanced standing credit may be given for satisfactory grades attained on the following proficiency tests.

Advanced Placement Program (CEEB): Upon recommendation of the high school, credit is granted for scores of 3, 4, or 5. For specific information about a given area of study, please consult the Registrar's Office.

College Level Examination Program (CLEP): Credit granted for general examinations or subject examinations is based on recommendations of the Council on College-Level Examinations.

New York State College Proficiency Examinations: Credit granted for grades of A, B, or C. Official reports of scores must be received from the administering agency.

DSST: Credit granted in as many as 38 three-credit courses, by examination. The King's College is test site # 8151 for DSST.

For further information regarding credit by examination, please consult the Registrar's Office.

Placement and exit examinations to demonstrate English proficiency are provided through the PALS-ESL program.

ADMISSION OF INTERNATIONAL STUDENTS

International students make up an important part of The King's College community. International applicants are welcome and should complete a regular application of admission. Please be aware of several additional requirements that international students will need to complete, which are listed below:

1. TOEFL Score- Any student applying for admission that is a non-native speaker of English and has a VSAT below 400 and/or a TSWE below 30 must have a Test of English as a Foreign Language (TOEFL). The King's College requires a score of at least 550 on the TOEFL to be placed in regular classes. More information concerning testing dates for the TOEFL examination may be found at www.ETS.org. A student not meeting the minimum language proficiency requirements may be required to complete ESL courses before beginning academic work. The King's College offers an excellent program in English as a Second Language – cf. the PALS Program.
2. Freshmen Applicants- International students are responsible for providing accurate and legible high school or secondary school documents including all final degrees, diplomas and certificates along with transcripts that show all the subjects and grades obtained. Students are asked to provide a word-for-word translation of all foreign language documents. The King's College also reserves the right to ask students to send their academic documentation to World Education Services, Inc. for additional evaluation.
3. Transfer Students- International students seeking to transfer credits to The King's College are required to submit all college level documentation to the World Education Services for a course-by-course report. Applications for WES are available through the office of admissions.
4. Obtaining a F-1 Student Visa
All international students who are seeking to study full time at The King's College are required to obtain an F-1 Student Visa prior to entrance. In order to obtain this visa a student must receive a Certificate of Eligibility (I-20) from The King's College. This certificate requires that the ability to pay for tuition (after financial aid), fees and study expenses is clear. In addition, a student must show means for room and board. A notarized Affidavit of Support with official proof of income and bank statements must be provided from any person who is sponsoring a student in any way. Finally, the student is required to make a refundable payment of 50% of the first year's bill. The I-20 will be entered into SEVIS and issued to the student once the requirements have been fulfilled. The application and financial forms needed are available on the website (www.tkc.edu) and through the admissions office. Please note that this process may require several months to complete so allow ample time for completion.

The procedure for the admission of international students is the same as that indicated for regular acceptance. However, as a citizen of another country, the international student is responsible for certain immigration requirements before study in the United States can begin.

ADMISSIONS DEADLINES

The King's College is selective. Students who wish to be admitted to The King's College should submit required application materials by the following deadlines:

<u>Program</u>	<u>Completed Application</u>	<u>Decision Communicated to Applicant by:</u>
Early Action Deadline	November 15	December 15
E. A. Matriculation Deadline	January 15	
Regular Admissions Deadline	February 1	March 8
Regular Matriculation Deadline	May 8	

Early Action Program

To encourage good candidates for admission to apply early, The King's College has an Early Action program. New students who complete their application and financial aid application by November 15th will receive an admissions decision and estimated financial aid package by December 15th. For students who then matriculate by January 15, a special, one-time \$1,500 Early Action scholarship is awarded.

Qualified candidates who complete the application after the deadline can be considered for admission provided there is still space in the incoming class.

OUTLINE OF ADMISSIONS PROCESS

1. The potential student must complete the application form. The following attachments must be mailed with the application form to the admissions department:
 - a. A 300-500 word essay as specified in the application.
 - b. A one-page resume as outlined in the application.
 - c. A check or money order for the amount of the application fee (\$30).
2. The applicant must have the following items sent to the admissions department.
 - a. SAT or ACT scores if applying as a freshman or a transfer student with less than 32 credits. If a student is a non-traditional student alternative arrangements may be made in lieu of an appropriate standardized test score.
 - b. Three written references as described in the application. Applicants may use the college-supplied reference forms.
 - c. Transcripts from every high school or college attended.
3. The applicant must complete a brief interview with a King's College representative. The interview can be scheduled by calling the admissions department.
4. Students will be notified by the dates indicated above as to their admissions status at The King's College.

CATEGORIES OF ADMISSIONS ACCEPTANCE

1. Full Acceptance -The student has met all entrance requirements to be fully accepted into The King's College.
2. Provisional Acceptance - The student is accepted into The King's College and is allowed to take academic courses for credit but must meet specific provisions. Typical provisions might include further preparatory work in mathematics or writing, limiting the number of credit hours a student may take at one time, completion of an English as Second Language course and/or maintaining a 2.00 grade point average (GPA) for two semesters. Failure to complete the provisions within the Freshmen year (30 credits) could result in suspension.

READMISSION AFTER VOLUNTARY LEAVE OF ABSENCE

Students that do not enroll in at least one class within a one academic year period will be asked to apply for readmission to the college. Students must complete a brief application explaining their absence, submit transcripts of work done at any other academic institution and verify that they were in good standing with the college when they left.

BEFORE YOU BEGIN

Once you have been accepted at The King's College, there are a number of steps that must be completed before you actually begin taking classes at the College.

1. Placement Examinations - If a student does not have recent SAT or ACT scores, the student may be required to take a King's placement exam to determine the preparedness of the student for the rigors of the academic program at King's.
2. Computer Proficiency Examinations - All entering students will be tested for proficiency in several computer operations, including MS Office software and keyboarding. Students are expected to be able to type a minimal rate of 40 words per minute. Students failing to demonstrate proficiency in keyboarding or the required software programs will be required to register for courses designed to improve the student's skills in these areas. The student's academic progress is hindered by the failure to demonstrate proficiency in these areas.
3. Immunizations - New York State law requires that all full or part-time students born after December 31, 1956, enrolled in college in New York State be immunized for measles, mumps, and rubella. In addition, students must either provide documentation of meningococcal meningitis immunization within the past 10 years or a signed statement acknowledging the risks and a refusal of immunization. For more information please see the student handbook.
4. Matriculation Fee - Once a student has been accepted to The King's College, a non-refundable deposit of \$250 is required to hold his/her place in the entering class. The deposit will be applied to the first semester's tuition.
5. New Student Orientation - New Student Orientation (NSO) is held each year during the week before classes start in the fall semester. Attendance at NSO is required for all new and transfer students to the college. Special orientation briefings will be held for evening students and students entering the college during the spring term. If you are unable to attend the New Student Orientation in its entirety, you must complete it before you start your second semester. Students are responsible for all information communicated during New Student Orientation.

OFFICE OF FINANCIAL SERVICES

The King's College
 Office of Financial Services
 350 Fifth Avenue, Lower Lobby
 New York, NY 10118
 Tel: (212) 659-3608
 Fax: (212) 659-3611
 E-mail: finaid@tkc.edu

TUITION AND FEES 2004-2005

The King's College assesses tuition cost on a per-credit charge basis. For the 2004-2005 academic year, the costs are:

Tuition — For 13-20 credit hours \$8,000 per semester, or for less than 13 credits \$625 per credit hour

Student Activity Fee —

Full-time Students: \$450 per semester for full-time students (Fitness Membership included)

Part-time Students:

Registered for 8-11 credit hours: \$225 per year

Registered for 5 or less credit hours: No fee

Fitness Membership (Optional) \$80 per term

Technology Fee —

\$400 per year for full-time students

\$200 per year for part-time students

Audit Fee — \$80 per credit hour for students carrying 11 credits or less or non-matriculated students or \$15/per credit hour for students not on Academic Probation carrying 12 credits or more on a space available basis with the permission of the professor.

TOTAL COST OF ATTENDING THE KING'S COLLEGE 2004-2005

The costs will vary from student to student based upon the books and materials required for courses, the student's personal lifestyle and the distance the students must travel to and from the campus. Examples are listed below.

DIRECT EXPENSES

For 2 Semesters	6 credits	12 credits	16 credits
Tuition	\$7,500	\$15,000	\$16,000
Student Activity Fee	\$225	\$450	\$450
Technology Fee	<u>\$200</u>	<u>\$400</u>	<u>\$400</u>
Total Direct Expenses	\$7,925	\$15,850	\$16,850

OTHER EXPENSES

Housing	\$7,440 for large apartment
Board and Miscellaneous	\$3,250
Books	\$1,000

OTHER FEES

Drop fee	\$25.00
ID card replacement fee	\$10.00
Late payment fee	\$25.00
Late registration fee	\$25.00
Returned check fee	\$20.00
Graduation Fee	\$50.00

See the Residence Life Handbook for additional housing fees that may apply.

FINANCING OPTIONS

Each semester's tuition and charges are due before the first day of classes. Financial aid from the New York State Tuition Assistance Program (TAP) or sources internal to The King's College will be deducted from any outstanding balance at the time of award. Financial aid from outside sources will not be deducted from an outstanding balance until payment is received by the bursar's office.

The King's Payment Plan is available in the event that the bill cannot be paid in full by the first day of classes. There is a Payment Plan Fee of \$60.00 per semester. The fee is \$30.00 per semester if payments are automatically deducted from a banking account or credit card.

The King's Payment Plan—Option A:

Fall Semester

Spring Semester

1st 20% due by	July 31st	December 31st
2nd 20% due by	August 31st	January 31st
3rd 20% due by	September 30th	February 28th
4th 20% due by	October 31st	March 31st
Remaining Balance due by	November 30th	April 30 th

The King's Payment Plan—Option B:

	Fall Semester	Spring Semester
50% of semester charges	July 31st	December 31st
25% of semester charges	August 31st	January 31st
Remaining Balance due by	September 30th	February 28th

Students may not attend classes if the first two installments of the total tuition balance due are not paid by the first day of classes. A late payment fee of \$25.00 or 1% of the outstanding balance (12% annually), whichever is greater, will be charged monthly until past due installments are paid in full.

Students may not move into housing until payment or payment arrangements have been made. Failure to pay housing charges violates the dormitory agreement and may result in eviction.

There are no installment payment plans available for J-term or summer sessions. All tuition for J-term and summer sessions is due by the first day of class.

WITHDRAWAL AND REFUND POLICY

Students who withdraw from a course will be entitled to a refund of tuition and/or fees in keeping with the schedule below. The following schedule is based upon the date the written drop (withdrawal) request is received by the bursar or registrar:

Fall and Spring Semester

1st and 2nd week:	100% Refund
3rd week:	60% Refund
4th week:	30% Refund
After 4th week:	No Refund

Six Week Summer Sessions

1st week:	70% Refund
2nd week:	30% Refund
After 2nd week:	No Refund

The refund schedule will be prorated for classes shorter than six weeks.

Note: When a semester begins on a day other than Monday, a week will be a seven calendar day period from the day of the week the semester began.

Failure to attend class does not constitute a withdrawal and does not entitle the student to a refund of tuition. Students who are administratively withdrawn for poor attendance will not receive any refunds.

FINANCIAL CLEARANCE

Any outstanding balances, including tuition, fees and interest remaining at the end of a semester will result in final grades being withheld. All balances must be cleared in order to register for the following semester or to receive a transcript. Diplomas will be withheld from graduating students until the balances are cleared.

FINANCIAL AID

The financial aid programs offer assistance to students in the form of scholarships, grants and loans. Scholarships are awarded based on academic abilities, leadership potential, and character. Grants and loans are awarded based on both merit and financial need.

MERIT ELIGIBILITY

Institutional financial aid awards are made on a semester-by-semester basis. Two summer or two part time sessions of the same academic year are considered a semester for the purposes of awarding financial aid. Although the award may be reported to the student in terms of a complete academic year, the award may be reduced or lost at a semester break due to poor academic performance on the part of the student. Once financial aid has been lost, students must go unaided for the next regular semester before they can again become eligible to receive aid.

Any student who has been readmitted to the college after academic suspension is admitted on academic probation and is eligible for only 50% of the aid for which he or she would otherwise be eligible. Full eligibility can be earned only when the student is removed from academic probation.

FINANCIAL AID AWARDS

The King's College Scholarships and Grants

Scholarships and grants are awarded in order to allow promising students the opportunity to focus more fully on academic pursuits. Thus all grants and scholarships are given with the expectation of high standards of academic achievement. All scholarships, awards, and grants given by The King's College have minimum semester grade point average requirements. Some scholarships may have additional special guidelines, and winners may be selected through a competition and/or application process.

Most scholarships, awards, and grants are renewable, provided the stated minimum semester grade point average is maintained and the stated number of credits is successfully completed (passed). At the completion of each semester, the student's semester grade point average and number of credits passed during the previous semester are used to determine eligibility for financial aid for the coming semester. Should the student's semester GPA or number of credits completed drop below the standard for the award he is receiving, he will have the subsequent semester in which to earn a semester GPA of the required level and to complete the required number of credits for that semester. Should this not occur, that source of financial aid will not be awarded for the subsequent semester. After a semester without aid, the student may reapply for financial aid.

The following is a list of available scholarships and grants at The King's College: All references to GPA's are to the GPA of the most recently completed semester.

The Founders' Scholarship of \$10,000 per year is one of the top scholarships at The King's College. The King's College awards up to four renewable scholarships each year for incoming freshmen who embody the combination of leadership and academic skills that the college highly values. The scholarship is awarded through a competitive process that includes essay and presentation components. Student must maintain a minimum 3.0 GPA and successfully complete 12 credits each semester.

The Presidential Scholarship of up to \$7,500 per semester is awarded to incoming freshmen who meet eligibility guidelines listed in the Financial Aid Brochure. Students must maintain a grade point average of 3.5 or above and successfully complete 12 credits each semester in order to maintain scholarship for all four years.

The King's Grant is awarded to matriculated students enrolled at least part-time, based on a combination of financial need and merit. Student must maintain a minimum 2.0 GPA and successfully complete at least 6 credits each semester. Eligibility for The King's Grant is normally limited to 8 terms of full-time or 12 terms of part-time study for undergraduate students.

The King's Choice Award is a \$1,500 one-time award applied over two consecutive semesters. It is a non-renewable, early-decision scholarship that is contingent upon the date of matriculation.

Fox Trust Scholarship of up to \$1,500 per semester is awarded to students who are pursuing a religious vocation. The Board of Trustees will release names of recipients to the news media. Student must maintain a minimum 2.5 GPA and successfully complete 12 credits each semester.

Northeastern Bible College Scholarship of \$1,000 per semester is awarded to students majoring in or planning to major in the majors that were offered at the Northeastern Bible College. Student must maintain a minimum 2.5 GPA and successfully complete 12 credits each semester.

Other Aid

New York State Tuition Assistance Program (TAP) provides grants to full-time matriculated New York State residents if the family meets financial requirements set by New York State Higher Education Services Corporation. A separate application is required to apply. TAP applications are available at the Office of Financial Services. See the TAP satisfactory performance schedule at www.hesc.com.

Veterans Affairs' Education Benefits are available to eligible veterans and dependents from the Department of Veterans Affairs. Benefits are paid directly to the students. Call 1-888-442-4551 or visit the web at www.va.gov/education for information.

Outside Awards may be available to students from a variety of outside sources. These include awards sponsored by secondary schools, civic organizations, parental employers and private companies. The scholarships received from outside sources will not reduce eligibility for any of the above grants and scholarships.

Student Loans - With the goal of ensuring that an education at The King's College is affordable for all students, The King's College offers the **King's GATE Universal Loan**. This loan, named for "Guaranteed Access to Education", is offered in conjunction with Bank of America as Lender and First Marblehead as Program Manager. Its simplicity, affordability and terms make it a highly competitive and widely available private loan; one which can offset needs not met with endowment resources or other forms of financing.

Here are some other highlights of the program:

- Annual Percentage Rates (APR) between 3.87% and 6.71%. By applying with a creditworthy co-signer, lower fees and rates on the lower end of the range may be obtained.
- Repayment begins six months after you leave college.
- Deferrals for graduate school.
- No payments while enrolled at King's.
- You choose the repayment schedule (i.e. 10 year or 20 year).
- No pre-payment penalty.

Student Employment

All students who receive financial aid from The King's College are expected to have a part-time job to help meet the cost of their education. Employment opportunities in New York City are numerous. Because of its ideal location in the heart of midtown Manhattan, The King's College offers close proximity to many work environments, which makes combining employment with furthering one's education possible.

The King's College offers a variety of on-campus employment opportunities. Student work opportunities are posted in the lower lobby and are filled based upon a combination of a student's need and qualifications for the opening. Students on Academic Probation are not allowed to work on campus more than 5 hours a week. Further details concerning guidelines for employment at TKC are outlined in the *Student Employment Handbook*. A copy of this handbook is available on the student web-site at students.tkc.edu.

HOW TO APPLY FOR FINANCIAL AID

The King's College does not participate in federal financial aid programs and therefore students **do not need to file the FAFSA form** in order to receive the King's Grant or the Tuition Assistance Program (TAP) award. Instead, **students need to complete the College Board Profile online** (<http://profileonline.collegboard.com>). The application is also available in the Office of Financial Services.

New York State residents must file a **TAP application** in order to be considered for King's financial aid, unless they have used their entire TAP eligibility. Copies of the student's and parents' previous year **federal income tax returns** (including W-2's and schedules) are also needed to support the information presented in the College Board Profile. Students may be asked to submit other official documents depending on their financial circumstances.

Students must reapply every academic year in order to continue to receive financial aid.

The application form and the required documents are due on the following dates:

New Students

Fall Semester	February 1st
Spring Semester	November 1st

Returning Students

Renewal	May 1st
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Completed applications will be evaluated in-house, and the award amount will be determined on the basis of the submitted documents and the availability of funds. Financial aid is awarded based on financial need and academic abilities, leadership potential, and character. Financial need is determined through the information reported in the College Board Profile and supporting documents. Students will be notified of financial aid awards with their acceptance letter.

STUDENT LIFE

A CODE OF HONOR

Our mission at The King's College is to graduate leaders of character. That mission has remained unchanged for more than 65 years. The core values of honor and respect are at the very foundation of all programs and processes that contribute to successful execution of this mission.

We acknowledge that the Bible imposes higher standards of honesty and integrity on those who are leaders. Therefore all members of The King's community—administrators, staff, faculty and students alike—are bound by the terms of the Honor Code:

The Honor Code:

"A King's student will not lie, cheat, or steal. Any student in the college has the authority and is honor bound to report any other student without regard to class or age for a breach of honor. A King's student commits to these specifics and strives to more fully live out the ideals throughout his or her life."

The Honor Ideal:

The King's Honor Code describes the minimum standard of ethical behavior that all students have contracted to live by, not an abstract ideal to strive toward. Easy to understand and meet, it is the expected baseline behavior for students, not some ultimate state of purity that is hard to attain.

If the Code is the minimum standard for students of King's, what is the ideal that King's students should strive for?

That ideal is the "spirit of the code," an affirmation of the way of life that marks true leaders of character. The spirit of the code goes beyond the mere external adherence to rules. Rather, it is an expression of integrity and virtue springing from deep within and manifested in the actions of the honorable man or woman. Persons who accept the spirit of the code think of the Honor Code as a set of broad and fundamental principles, not as a list of prohibitions. In deciding to take any action, they ask if it is the right thing to do. It is the spirit of the code that gives rise to the specific tenets of the Honor Code itself:

- * The spirit of the code embraces truthfulness in all its aspects. The Honor Code prohibits lying.
- * The spirit of the code calls for complete fairness in human relations. The Honor Code prohibits cheating.
- * The spirit of the code requires respect for the person and property of others. The Honor Code prohibits stealing.
- * The spirit of the code demands a personal commitment to upholding the ethical standards given by Jesus Christ himself in the Golden Rule.

The Honor Code Prohibits Toleration of Violations.

This, then, is the essence of the spirit of the code as it applies to King's. A King's student is truthful, fair, respectful of others' property, and has the courage to maintain ethical standards in the college. This spirit shapes not only The King's College but sets the ethical standards for leadership in the broader world.

The growth of each student as a leader of character is marked by faithful adherence to the minimum standards of the code, combined with a passion to progress beyond the external standards to an internalization of the spirit of the code. That is central to the King's Experience and is expected by all who want to "aim higher and be better."

Three Rules of Thumb

1. Does this action attempt to deceive anyone or allow anyone to be deceived?
2. Does this action gain or allow the gain of a privilege or advantage through unjust or unfair means?
3. Would I be satisfied if I were on the receiving end of this action?

Summary

The ideal for upholding the Honor Code rests with each member of The King's Community. Encourage and challenge one another "to aim higher and be better." Reflect on how this standard should impact your time at TKC and your life after graduation.

II. HOUSING

The King's College leases apartments in the area surrounding the college. Studio, one, and two bedroom apartments are available to TKC students on an as available basis. First priority will be given to returning and full-time students. Housing contracts are for one school year unless otherwise stipulated. For current availability and prices, please contact the Office of Student Development or e-mail Residence1@tkc.edu.

III. NEW STUDENT ORIENTATION

New Student Orientation (NSO) is held each year during the week before classes start in the fall. NSO delivers a first installment of the college's mission in the lives of students. Throughout New Student Orientation, students will connect with their new classmates, TKC faculty, and staff. Important college policies and systems will be explained. Most importantly, students will be inducted into the legacy of The King's College through the New Student Commissioning Ceremony. Attendance at New Student Orientation is required for all new and transfer students to the college. Special orientation briefings will be held for evening students and students entering the college during the spring term. If you are unable to attend the New Student Orientation in its entirety, you must complete it before you start your second semester.

IV. COMMUNITY LIFE

A. Spiritual Development

TKC places a high value on helping students develop their spiritual lives. Students entering TKC are at various places in their spiritual journeys. Regardless of where students are when they enter, it is hoped that they will grow in significant ways in their spiritual lives. To that end, TKC provides a number of opportunities designed for Christian spiritual growth. Small group Bible studies and discipleship groups take place on campus weekly and are designed to help students meet, encourage, and challenge one another. There are also a number of retreats and conferences that students can take advantage of, both in NYC and around the country. Additionally King's students are invited to participate in retreats, conferences, and missions projects in New York City, the United States, and around the world.

B. "The Freshman Experience"

Every incoming freshman, as well as every incoming transfer student, automatically enters into what is known as "The Freshman Experience." The Freshman Experience is a vital and integral part of the first year at TKC. Many aspects of this first year are intentionally synchronized to accomplish maximum impact in the lives of first-year students, introduce them to the life of the college, and lay a foundation for the next years of their collegiate career. Components of The Freshman Experience include:

Membership in a House: Every incoming student is automatically assigned to a 'house.' This house consists of students in two or more rooms in student residential housing, plus a number of commuter students. Upperclassmen are also members of the house and provide leadership to the incoming freshmen. A TKC faculty member serves as an honorary member of the house, acting as a relational link between students and the college administration. Each of these houses is named after a great historic leader and has its own unique values and traditions. Freshmen members of the houses meet in small groups during their first year at TKC and compete in The Freshmen Competition.

Small Groups: Each "house" is broken down into at least two smaller groups, each having a trained upperclassman as a leader. These groups meet weekly during a student's first year at TKC for the purpose of connecting as a team with other students and growing spiritually. A primary focus of these groups is to help incoming TKC students, through the material that is studied in these groups, to foster a deep understanding of and commitment to true *spiritual freedom* – one of the *Three Freedoms* upheld by the college.

The Freshman Competition: Another dimension of The Freshman Experience is The Freshman Competition. Each of the houses mentioned above is also a team, working together to compete against other houses. Elements of the competition include: athletics (e.g. The Great Race through Manhattan during New Student Orientation and a basketball tournament), academics (e.g. highest collective group GPA), a drama competition at the TKC Fall Retreat, a debate, and several other events. The competition operates on a point system, with the highest-scoring team winning significant prizes.

Fall Retreat: This retreat takes place every September, and is the one time that all TKC freshmen are together. The weekend consists of corporate worship, dynamic speakers, a ropes course, 'Capture the Flag', and a lot of fun.

The house structure, small groups, competition, and fall Retreat are all designed to help connect first-year students with other students at TKC, and to create an experience that will lay a foundation in their lives for the years to come. After their first year, many of the first-year students will have the opportunity to provide leadership to incoming freshmen – through the houses, small groups, and competition during the following year. In this way, TKC is characterized by a leadership culture in which older students give leadership to younger students.

All incoming full-time students are expected to be full participants in "The Freshman Experience."

C. Mission Opportunities

In today's increasingly connected world, students must be able to cross cultures if they want to have maximum influence for the Kingdom of God. They must be people with world vision and world awareness if they are going to have maximum world impact. To this end, King's *wants all full-time students to be a part of at least one cross-cultural trip* during their time in college. By taking advantage of such trips, students will be better prepared for Christian leadership in today's world, wherever they live.

As a leadership institution, TKC encourages students, faculty, and staff to initiate and lead mission trips. If a TKC student, staff or faculty member wishes to pursue such a possibility, they should discuss their vision with a staff member in the Office of Student Development. Guidelines for gaining TKC sponsorship of trips can be found in the student handbook.

D. Service and Ministry Opportunities

New York City has incredible opportunities for ministry and service. TKC has created strategic opportunities with key partners to provide avenues for students to have an impact. A listing of current opportunities can be found in the Student Handbook.

E. Fall and Spring Lectureships

Described more fully under "Academic Offerings" these intensive lectureships feature world-class speakers on focused topics that build leadership competencies and highlight issues of national and international importance.

F. National Affairs Briefing

Dr. Charles Malik, the author of the Universal Declaration on Human Rights and the first ambassador from Lebanon to the United Nations, is the inspiration for the National Affairs Briefing. After earning a Ph.D. in philosophy from Harvard University, he had a distinguished career in the academy and in international diplomacy. In four decades of service, he never failed to recognize the power of religious faith for evil as well as good. In one of his earlier works, he actually made the case that a Christian Lebanon could serve as a broker of peace in the Arab-Israeli conflict.

When asked for an analysis of the international affairs, he stated that intellectuals understand the world politically, economically and sociologically, that is, not spiritually. Understand this, he said, and you will be able to judge the ideas that move the world. Malik's thought serves as the original motivation for the annual National Affairs Briefing.

The first *Distinguished Kruse Lecturer* was Marvin Olasky, the editor of *World* magazine who spoke on faith-based initiatives. The second *Kruse Lecturer* was Dr. David Aikman. He served as a senior correspondent as well as the bureau chief for TIME magazine in four of the most important cities of the world: Berlin, Moscow, Beijing and Jerusalem. The third *Kruse Lecturer* for 2003 was Dr. Shelby Steele of the Hoover Foundation whose lecture was titled *A Message For All Americans*.

The lecture for the 2004-05 school year will be presented on September 30 by Ms. Maggie Gallagher, who is the President of the Institute for Marriage and Public Policy as well as a nationally syndicated columnist with the Universal Press and a leading voice in the new marriage movement. She will be speaking on "The Future of Marriage". The event is open to all faculty and students as well as members of the major media, diplomats from the United Nations, and business and community leaders from New York City.

STUDENT SERVICES

THE KING'S BOOKSTORE

King's Gear, a variety of books, and classroom supplies are available for purchase through The King's Bookstore. King's Gear is also available on-line at www.tkc.edu.

ACQUIRING TEXTBOOKS

Required textbooks may be purchased from KG College Bookstore at 8 West 38th Street (between 5th and 6th Avenues). They are open from 9:00 AM to 6:00 PM Monday thru Friday. They have extended and Saturday hours at the beginning of the semesters. For more information call (212) 221-0505 or contact the Advising Center.

FITNESS CLUB MEMBERSHIP

The King's College provides a complimentary membership to Crunch gym for all full-time students. CRUNCH is located at 38th Street and Broadway. You can learn more about the services and opportunities provided through CRUNCH by visiting their website at www.crunch.com. To find register for Crunch or to obtain more information about Crunch please contact the Office of Student Development.

Students who are considered part-time or are involved in the ESL program can enjoy CRUNCH membership benefits for a minimal fee.

Students not using their membership at least once a month may have their membership terminated.

ROOM RESERVATIONS

Students may reserve classroom space in the lower lobby for the following purposes:

- To hold student organization meetings (must be an officially recognized campus organization)
- To hold study groups (when studying requires the group members to interact)
- To hold Bible studies or times of prayer
- Other needs that students may have for room reservations are subject to approval by the Dean of students.

The procedure to reserve classroom space in the lower lobby is as follows:

- The group leader or an executive member of the organization must make a room request by email (preferably a week in advance) to advising@tkc.edu
- The email should contain these specific details:
 - Name of group or organization.
 - The date the room is needed.
 - The number of people expected to attend.
 - The hour and length of time the room is needed.
- The requestor then waits for a response acknowledging the room request and informing the student of room availability.

Be advised that scheduled classes in a room take priority over any meeting. Therefore, if a group or organization's event needs more time in a room where class is about to begin, the group or organization must give the room up to the class. The assignments of classrooms for scheduled classes are made by the Registrar's office.

THE ACADEMIC ADVISING CENTER

The Academic Advising Center provides assistance in course selection, improving academic skills, and career selection. The Center provides tutoring, a writing center, and other resources to help students overcome difficulties in academic work. For more information contact Advising@tkc.edu.

BATTLES LIBRARY

Visitors to the Rosezella Battles Library are impressed with its distinctive lighting and beautiful furniture. This quiet setting is conducive to study and prompts one to return often.

The college's collection is particularly strong in a biblical worldview and the integration of faith and learning. The library also houses hundreds of educational videos and dozens of academic journals. Through its catalog on the student web page, the library provides 24 hour access to virtual study halls, reference desks and reading lounges.

During the academic year, the Battles Library is open Monday through Thursday, 9am to 10pm, Friday 9am to 8pm and Saturday 10am to 6pm. We extend our hours during finals till 11pm, Monday through Saturday. However, during school vacations and the summer months, the library reduces its evening hours (6:30pm Monday through Thursday and at 5pm on Fridays) and remains closed on Saturdays.

The Battles library also offers these helpful services: reference assistance, classroom instruction in academic research methods, group tours of nearby public libraries, access to the Internet, and borrowing privileges from other libraries. (Through the college's participation in a library consortium, you can borrow books from other libraries. This process is known as Inter-Library Loan, and typically takes about a week.)

You have access to literally millions of books, all within walking distance of the college. These books are housed in three New York Public Libraries: the Humanities and Social Science Research Library (5th and 42nd), the Mid Manhattan Branch Library (5th and 41st) and the Science, Business and Industry Library (Madison and 34th).

Students seeking to conduct research at other college libraries, such as the nearby CUNY Graduate School library, must first contact our librarian for assistance by email at library@tkc.edu or by phone at (212) 659-3612. Access is granted on a case by case basis.

TECHNICAL STUDENT SERVICES

College ID's

Incoming freshmen will receive a student ID during orientation. The ID serves the following purposes:

- 1). Acts as a key to allow entry to the college during open hours. The open hours will be posted on the student website and communicated by e-mail
- 2). Is used by the Library when checking out books
- 3). Serves as identification with the Empire State Building to allow you to obtain a building ID

If you should lose your ID, please contact Michael Moeller at mmoeller@tkc.edu as soon as possible. He will deactivate the key so that it will not open any doors. If you find your key, it will be re-activated. If you are unable to find the key, a replacement fee of \$10 will be applied to your student account for a replacement ID.

You will be required to return your student ID to the college upon completion of your studies at The King's College.

Building ID's

All students of the college will be allowed to obtain a tenant ID from the Empire State Building. With this ID, students will be allowed to use the turnstiles located in the Lobby and will not have to go through the security screening station and baggage check. When you receive your Student ID, you will be provided with forms and instructions to obtain your building ID. As with your student ID, if you should happen to lose your building ID, please contact Michael Moeller at mmoeller@tkc.edu as soon as possible so that the card may be de-activated.

You will be required to return your building ID to the college upon completion of your studies at The King's College.

COMPUTER LAB

The computer lab is located in Classroom #3, and contains a number of desktop computers for student and faculty use. All computers contain DVD players and CD/RW drives. A black and white laser printer is also available for student use. No food or drink is allowed in the computer lab. Use of the lab computers requires a valid logon username and password, both of which are provided to all students.

E-MAIL

All students, staff and faculty of The King's College are given an e-mail address in the following form: (first initial of first name)(last name)@tkc.edu

Student e-mail accounts can be accessed while at the college or at home, by using the student web site (<http://students.tkc.edu>). Most communication with faculty members, as well as the passing of important information on events will be accomplished through the use of e-mail.

Students are expected to follow all rules of acceptable behavior with their e-mail account.

"Spamming" and other forms of unsolicited e-mail will not be allowed.

WEB SITES

<http://students.tkc.edu> The student web site provides a host of valuable tools for student use, as well as important information on upcoming events and activities. Students will find links for such things as checking e-mail, ordering textbooks, and signing up for gym memberships.

<http://owa.tkc.edu> A shortcut to check your TKC e-mail account.

COLLEGE POLICIES

I. GENERAL POLICIES

A. INTEGRITY OF SCHOLARSHIP

All members of the King's College community are asked to sign and abide by the "Honor Code." The honor code in the setting of the university community gives special meaning to the integrity of an individual's scholarship. Each student should do all that is possible to avoid even the hint of any violation of academic honesty. If a student is in doubt about any potential course of action, he should ask a faculty member for advice.

Specifically students should not:

1. Submit any work or portions of work that is not their own as if it was their own. This includes excessive rewriting of work by another person or downloading papers from the internet.
2. Fail to note and attribute ideas, summaries, and quotations or paraphrases not one's own to their original source.
3. Collaborate on assignments unless authorized to do so by an instructor.
4. Use unauthorized aids for the completion of exams or homework.
5. Violate conditions set forth by an instructor for work to be done.
6. Fabricate data that has not been validated and submit it as factual.

No infraction of academic integrity will be tolerated. Cheating and plagiarism in any form may be considered sufficient grounds for suspension from the college. Students are required, by the terms of the college's Honor Code, to report any observed infraction of academic integrity to a faculty member.

B. POLICY STATEMENT ON DISCRIMINATION

The King's College admits students of any race, color, nationality and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the college. It does not discriminate on the basis of race, color, nationality or ethnic origin in its educational policies, admissions policies, scholarship programs and other school-administered programs.

C. POLICY STATEMENT ON SEXUALITY AND HARASSMENT

Sexuality and Relationships

Students attending The King's College are welcomed into a community which strives to live by high academic and moral codes. The view of TKC concerning sexuality and relationships combines a desire for high ethical standards with Biblical admonitions to live lives of purity.

While no students are required to sign a statement of faith upon entrance to the college, all students are asked to sign the honor code. All students are also made aware that the positions of the college and the classroom instruction will be consistent with a conservative interpretation of the Bible. Therefore, TKC's high moral standards should surprise no one.

The King's College recognizes sexuality as an important aspect of a person's identity. Sexuality is a gift from God to be enjoyed within the context of a monogamous, heterosexual relationship. TKC promotes a lifestyle based upon biblical teaching that precludes premarital and extramarital intercourse, homosexual practice and other forms of sexual behavior incompatible with biblical admonitions.

Humans are created as image bearers of God and thus have great significance and worth. Pornographic materials reduce humans to mere physical objects to be exploited by others. Thus, The King's College does not permit any type of pornographic material to be used, possessed or distributed on campus. This includes the use of TKC computers and internet access to view pornographic sites. Students in violation of this policy will be referred to the Dean of Students for disciplinary action.

In keeping with biblical principles and a desire for the college to emulate community life, excessive displays of affection on the campus of The King's College are not acceptable.

The King's College reserves the right to determine which sexual practices are incompatible with the mission of the college. Any questions regarding this policy should be directed to the Dean of Students.

Harassment and Sexual Harassment

The King's College is committed to maintaining a work and educational environment in which all individuals treat others with dignity and respect and one which is free from all forms of intimidation, exploitation and harassment. Harassment is defined as any verbal, visual or physical conduct of a nature that denigrates or shows hostility or aversion toward an individual because of his/her race, color, national origin, gender, disability, religion or age, made by someone from or in the work or educational setting. This includes sexual harassment of employees and students in any form.

The King's College prohibits sexual harassment of any member of its community whether such harassment is aimed at students, faculty or other employees and violators will be subject to disciplinary action. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment.

The following also constitute harassment and/or sexual harassment and will be subject to disciplinary action:

1. Submission to or rejection of conduct which is used as the basis of employment or matriculation.
2. The conduct has a negative impact upon the individual's work or academic performance or creates an intimidating, hostile or offensive work or educational environment.
3. The conduct unreasonably interferes with an individual's work or academic performance or otherwise adversely affects employment and educational opportunities.
4. Submission to or rejection of the conduct is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, opportunities, or activities available at or through The King's College.

Examples of Harassment

Among the types of conduct that would violate this policy are the following:

1. Unwanted sexual advances or propositions
2. Offering employment benefits in exchange for sexual favors
3. Making or threatening reprisals after a negative response to sexual advances
4. Visual conduct such as leering, making sexual gestures or other gestures which denigrate a person's race, color, national origin, gender, disability, or age
5. Written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of race, color, gender, national origin, age, religion, or disability, and that is placed on walls, bulletin boards or elsewhere on The King's College premises or circulated on the campus
6. Epithets, slurs, negative stereotyping or threatening, intimidating or hostile acts that relate to race, color, gender, national origin, age, religion, or disability, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations; and
7. Physical conduct such as touching, assaulting, impeding, or blocking movements

Any person who believes that he or she is being harassed or sexually harassed should bring the behavior in question to the attention of a representative of the college with whom the student feels comfortable discussing the matter. The student may also choose to seek a resolution of the problem through discussion with the person directly concerned. The college representative will then contact the Dean of Students if the alleged harasser is a student. If the alleged harasser is an employee of the college, a vendor of the college, or a contractor of the college, the representative will contact the President of the college. Every effort will be made to ensure confidentiality in dealing with the situation, although strict confidentiality cannot be guaranteed.

All alleged incidents of harassment in any form will be taken seriously and will be fully investigated. If it is determined that an intentionally false accusation of harassment has been made, this too will be investigated thoroughly and treated seriously.

Any violation of this policy shall result in disciplinary action including but not limited to, warning, reprimand, probation, suspension, or termination. Retaliation against an individual for bringing a harassment complaint is prohibited by law and will lead to further disciplinary action. Nothing in this policy shall preclude a student from seeking redress through external legal proceedings.

Sexual Assault and Date Rape

Sexual assault and date rape are extreme forms of sexual harassment. The use of threat or force to obtain sexual contact, including sexual intercourse, is illegal and immoral. Sexual assault includes any of the following:

1. Any intentional, non-consensual touching or threat or attempt to touch an intimate body part of another person
2. Unwanted, inappropriate disrobing of another person or purposeful exposure of one's genitals to another
3. Forcing or attempting to force any other person to engage in sexual activity of any kind

By definition, a person who is intoxicated, unconscious, mentally impaired, or threatened is unable to give consent. Sexual assault and date rape are handled under the policies described under sexual harassment.

Sexual Assault Prevention

The King's College will not tolerate any type of sexual offense committed by students, faculty, or staff. Sexual offenses in the State of New York are outlined under Article 130 of the NYS Penal Law. Of particular note is the definition of the term "sexual contact" under this article: "... any touching of the sexual or other intimate parts of a person not married to the actor for the purpose of gratifying sexual desire of either party. It includes the touching of the actor by the victim, as well as the touching of the victim by the actor, whether directly or through clothing." Committing such offenses can result in lengthy terms of imprisonment and civil action.

The King's College is a nonresidential college located in the Empire State Building. As a result of our unique location, the safety of TKC students, staff and faculty, is also of paramount concern to the Empire State Building Security. The Empire State Building maintains an around the clock security force that provides a strong presence in the public areas of the building and periodic monitoring of all hallways. The campus space of The King's College is only accessible to those students and staff who have a TKC security key. The doors are locked at all times. Visitors are only allowed onto the campus after checking in with the receptionist. The campus itself is equipped with security cameras that monitor the remote corners of the space.

Sexual assault incidents are more likely to occur in circumstances involving a remote or little used area of the campus such as a classroom, a back office, or off-campus hallway when a couple is alone. These situations should be avoided. Students and staff are encouraged not to exit the building late in the evening by themselves. Couples wishing to spend time together should do so in public where others are present or nearby.

Counseling and referral services are available to victims of sexual assault and other crimes through the Office of Student Development.

Security Procedure Updates

Security procedure updates are distributed through campus e-mail, posted on the college bulletin boards, and posted on the student web-site. Please check these areas often for important updates.

Romantic Relationship Advisory

The relationship between a faculty member and a student is a sacred trust that should be kept free from any constraint or coercion. Romantic involvement between a faculty member and a student can complicate this relationship. Both faculty members and students should be aware that romantic relationships between a student and a faculty member have historically led to great difficulty on the part of both student and faculty member due to the nature of the relationship.

In keeping with the biblical admonitions to avoid even the appearance of impropriety, faculty and students are encouraged to avoid romantic involvement or the appearance of romantic involvement. Faculty members are prohibited from having romantic relationships with students attending The King's College.

E. EMERGENCY CLOSINGS

In the event of inclement weather or other emergency situations please call The King's College messaging system at (212) 659-7203 for information regarding adjustments or cancellations to the class schedule. All weather-related delays or closures will be posted by 6:00 a.m. on the day in question.

F. SMOKING

No smoking is permitted anywhere within the Empire State Building, The King's College facilities or student residential housing.

G. ALCOHOL AND CONTROLLED SUBSTANCES

The consumption and/or possession of alcohol on The King's College Campus or with in the student residential housing is prohibited. The unlawful possession, use, or distribution of drugs is prohibited.

H. APPROPRIATE DRESS FOR CLASS

Professional or professional-casual attire is required for class attendance, participation in events and activities at The King's College, and being present on campus for more than 30 minutes. Students dressed inappropriately will be asked to excuse themselves and will be referred to the Dean of Students for consultation and possible disciplinary action. A professional or professional-casual look is characterized by the following items of clothing.

Men: shirts, including polo shirts, with collar, and dress or casual dress pants. Ties, jackets or sweaters when needed or desired.

Women: dresses and skirts of appropriate length, slacks or dress pants.

A professional or professional-casual look necessarily eliminates from the list of acceptable clothing such items as jeans, T-shirts, shorts, unprofessional clothing, non-religious headwear, detracting accessories or haircuts. As a rule, during the school year, men on faculty or staff are expected to wear a shirt, tie and jacket while on campus, while women should wear business attire. Summer wear is business casual.

II. GENERAL DISCIPLINE AND GRIEVANCE PROCEDURES

A. Student Grievance Committee

The student grievance committee fields any complaint brought by a student against another student, staff member, or faculty member (complaints that are academic in nature should be directed to the academic petitions committee). Students wishing to file a complaint should contact the Dean of Students. Complaints should be submitted in writing and should contain the date of the incident, names of those involved, and a short description of what happened. Examples of the types of complaint handled by the grievance committee are harassment, sexual harassment, theft, abuse, failure to follow through on commitments by individuals or the college, and extreme interpersonal conflict. Any complaint brought to the committee that may be criminal in nature will also be referred to local authorities for investigation and possible prosecution. Upon review of issues related to complaints and/or incidents, the Student Grievance Committee will make a recommendation concerning disciplinary action. Examples of possible disciplinary action are expulsion from the college, probation, compensation, apologies, required counseling, or community service.

If students feel that their grievance was not fully heard or dealt with by the Student Grievance Committee, they may appeal to the President of The King's College. Appeals must be submitted in writing to the President's Office within five business days of the Student Grievance Committee's decision.

The Student Grievance Committee is comprised of the Dean of Students (chair), the Academic Dean, a Faculty Representative, and two student representatives. Student representatives are selected by the student government and each member serves on the committee for one year.

B. Student Disciplinary Committee

The Student Disciplinary Committee is charged with the responsibility of upholding the high moral and ethical standards of The King's College. A commitment to high ethical and moral standards is required of all students, staff, and faculty at The King's College. The Student Disciplinary Committee is the judicial body that handles cases regarding academic dishonesty (cheating and plagiarism), ethical issues, behavioral issues, failure to maintain community standards, classroom disciplinary issues, and serious discipline issues occurring in the residence hall. Minor infractions and first offenses are typically handled by designated faculty or college staff.

The Student Disciplinary Committee is comprised of the Dean of Students (co-chair), the Academic Dean (co-chair), a faculty representative, the Director of Residence Life, and two student representatives. Student representatives are selected by the student government and each member serves on the committee for one year.

As mentioned above, minor disciplinary infractions are typically not heard by the Student Disciplinary Committee. The committee generally hears cases that are deemed serious in nature, that involve new precedents for the college. The committee also hears student appeals. When a student case is to be heard by the disciplinary committee, the following process is used:

1. The student is notified in writing of the charges pending against him.
2. The student meets with the Dean of Students to discuss the charges.
 - a. The student will have the chance to respond to the charges at this time.
 - b. The student will have the disciplinary process explained to him and be given the right to appear before the Disciplinary Committee to defend himself.
3. The Disciplinary Committee will meet to discuss the charges against the student and to assign disciplinary action if warranted. The student will be given the chance to defend himself at this time.
4. The student will be notified in writing of the decision of the committee and any related disciplinary action being taken against him.

Appeal Procedures

If you would like to submit an appeal about a disciplinary decision, it must be done within five business days according to the following guidelines:

1. Sanctions must be followed while an appeal is pending.
2. Decisions made by a Resident Assistant will be appealed to the Director of Residence Life. Decisions made by the Director or Residence Life will be appealed to the Disciplinary committee. Decisions made by the disciplinary committee will be appealed to the president. The president's decision is final.
3. Appeals must be in writing and must clearly outline why the disciplinary action is deemed unfair. Appeals should be submitted to the Dean of Student's Office.

Academic Policies

A. ACADEMIC STANDARDS

Academic standards at The King's College are established to develop students who are capable of achieving their personal and professional goals and objectives. The goal of the college is to uphold academic and personal standards that are in keeping with the college's role as a leadership institution. The King's College faculty are committed to teach, model and enforce the academic standards of this college in their teaching, grading and advising of students. Students admitted to TKC are expected to commit themselves to the academic standards of The King's College by giving their academic performance high priority.

In order to allow students to progress in their studies at a pace that is appropriate to their particular circumstances, The King's College offers a fall and spring semester each calendar year. The college offers summer sessions and may offer other flexibly scheduled programs.

Upon matriculation, a student is free to choose whether to take courses during one or more semesters each year. However, to maintain active enrollment status a student is required to take at least one course in a calendar year.

Declaring a Major

Some students come to The King's College knowing exactly what they want to study before they arrive. Others profit from a year of studies before they decide. In some programs, the students begin taking specific classes

related to their major as early as their second semester of study. Most students should declare their major by their third semester at the latest.

To declare a major a student must submit a Declaration of Major form (obtainable from the Advising Center) to the Registrar's office. The request to enter the major will be reviewed by the appropriate Dean who will make the decision to admit students in good academic standing (2.0 cumulative GPA or higher) into the program.

The college is committed to producing leaders of excellence. Therefore, all students must maintain at least a 2.0 cumulative GPA in Freshman and Sophomore classes as well as those course that are a part of the Common Core during the last two years. In order to graduate, students must achieve a minimum 2.7 GPA (B-) in all courses specific to their major beginning with their Junior year. They must also earn a grade of C or higher in all the courses taken in their major beginning with their Junior year.

Students transferring from other colleges will have their transcripts evaluated to ensure that the content meets the expectations of the college. Where it does not, students will be expected to complete requirements before being enrolled in a major. Similarly, students who wish to take classes at other colleges should get approval in advance from the Registrar in order to be sure those classes will be accepted toward their major.

B. AWARDS

ACADEMIC HONORS

Dean's List: A regular student shall be eligible for Dean's List standing if a GPA of 3.5 (on scale of 0—4.0) or above has been achieved in the preceding term and the student has carried at least 15 hours at The King's College.

Graduation Honors: Graduation honors are awarded to students whose final GPA meets the 3.5, or higher, cumulative average and the successful completion of a senior thesis if required. "With honors" shall be indicated on the record and diploma of the graduate.

The Wilberforce Leadership Award

Each spring one graduating student is given the Wilberforce Leadership Award by the Office of Student Development. William Wilberforce served as a Christian in the English Parliament during the late 18th and early 19th centuries. Wilberforce spent over forty years fighting to bring an end to the institution of human trade. One month after his death in 1833 parliament passed a law abolishing slavery in the British Empire. The King's College strives to impart the highest of ideals to its students. Many of these ideals are exemplified in the life of William Wilberforce. These values have been distilled into the Seven Ideals that the college seeks to pass on to all its graduates. They are: *life transformation, world focused, cause centered, leadership building, idea guided, risk taking, and results oriented*. This award is given to the graduate that has most exemplified these ideals during his or her time at The King's College.

C. REGISTRATION AND ENROLLMENT

Special times are set aside each semester for registering students for classes in the upcoming term. Students failing to register during this registration period will be charged a fee of \$25. The registration process is completed electronically with the help of the staff of the advising center. Students may not attend classes until all tuition and fees are paid or the Office of Financial Services has approved a payment plan and received the first scheduled payment. Students are responsible to insure that they accurately complete electronic registration. Penalties incurred because of student errors are the responsibility of the student.

Permitted Academic Load

While 12 hours constitutes full-time status, the normal academic load for a semester at TKC is 16 hours. To register for more than **18** hours, students must obtain special permission from the Academic Dean.

Adding and/or Dropping a Class

During the fall and spring semesters students may add a course to their schedule during the first week of the semester. Students may drop a course during the first week of a regular semester and no notation will appear on their transcript. During the next five weeks of the semester, students may drop a course with the grade of W (withdrawn) recorded on their transcript. After this six week period, students may only withdraw from courses, and will receive a grade of WP (withdrawn passing) or WF (withdrawn failing) based on what they have earned. Please consult withdrawal and refund policies to determine any refund which might be warranted.

During shorter terms these time constraints will be prorated for that term and could be as short as a single class meeting. Students and faculty should consult the calendar for that term to find these deadlines.

Withdrawals are effected by using an add/drop form obtained from the Registrar. Withdrawals will be effective from the date received in the Registrar's office.

Failure to attend classes does not constitute withdrawal. Students who fail to attend classes will be subject to the usual TKC attendance policies.

Auditing Courses

Students may audit classes on a space available basis with the permission of the Registrar and the professor. Auditors receive no credit for the class and must pay the appropriate fee (\$80 per credit hour for students taking 12 or less credits and \$15 per credit hour for students not on Academic Probation taking 12 or more credits). Note: While instructors are not required to grade any assignment submitted by auditors, they may, at their discretion require regular attendance and/or work to be submitted for the privilege of attending the class. Check with the professor for details.

INCOMPLETE GRADES

The grade of "I" is given only to the student who, because of personal illness, or because of death or serious illness in his or her immediate family, is temporarily excused by the Registrar from the final examination (or final major assignment such as a term paper where there is no examination). An "I" cannot be given because other course work has not been turned in or work is late or for any other reason, except by permission of the Academic Dean. It is the responsibility of the student to inform the instructor immediately of any situation that would cause his or her absence from a final examination or inability to submit a final project.

Requests for granting an "I" must be in writing from the faculty member to the Registrar, and must include adequate relevant documentation of the circumstances justifying the incomplete grade. The student who has been granted an "Incomplete" must complete all requirements within the first 6 weeks of the next semester. The final grades will be due when mid-term grades for that next semester are due. If a student fails to complete an exam or other item within the specified six-week period, his or her course grade will be calculated by assigning a zero to that exam or item.

ACADEMIC TRANSCRIPTS

Transcripts of student records are available from the Registrar's Office upon written request of the student. To release transcripts, student accounts must be paid in full. There is a \$5 fee per transcript, which must accompany the request.

D. CLASS ATTENDANCE AND PUNCTUALITY

Students are expected to punctually attend all regularly scheduled sessions of each course. Students who are absent for more than 15 minutes (either by arriving late or leaving early) in a regularly scheduled class are recorded as absent. A student who misses 25% of their class sessions for any reason is administratively withdrawn from the course with an Administrative Withdraw (AW) grade recorded on the transcript (calculated as an F in the GPA). Students who are administratively withdrawn from a class will receive no refund of any fees to which they may otherwise be entitled. An excused absence (illness as indicated by a doctor's note or death in the immediate family) may improve or protect the grade a student earns in class but it does not extend the amount of days they are allowed to be absent. Students should guard their days carefully. Note: In classes that meet only once a week

the maximum number of days a student can be absent for any reason is three. In classes that meet more often, the maximum number of days absent is six.

Academic Honor Code:

As college students, the degree of honesty and integrity employed when creating and preparing work is expected to be of the utmost quality. Dishonest preparation and submission of work assigned—and in particular, plagiarism—will not be tolerated and may lead to failure of the course and dismissal from the institution. In the *MLA Style Manual* (New York: MLA, 1998), Joseph Gibaldi writes that “to plagiarize is to give the impression that you wrote or thought something that you in fact borrowed from someone, and to do so is a violation of professional ethics.”

In addition, it is understood that student participation in this and all courses implies a knowledge of and agreement with the Honor Code.

E. GRADING POLICIES

Unit of Credit

Unit of credit: The unit of credit is the semester hour. Each semester credit hour represents the equivalent of 750 minutes of instruction.

Grading Scale

The following grades and their grade-point equivalents apply:

A	=	4.0	C	=	2.0
A-	=	3.7	C-	=	1.7
B+	=	3.3	D+	=	1.3
B	=	3.0	D	=	1.0
B-	=	2.7	D-	=	0.7
C+	=	2.3	F	=	0.0

AW = Administrative Withdrawal Failing. Computed as F in determining GPA

W = Withdrew from class prior to end of first six weeks. Does not affect GPA.

WP = Withdrew with passing grade after sixth week.

WF = Withdrew with failing grade after sixth week. Computed as F in determining GPA

I = Incomplete grade—This grade becomes an F if not removed within the first six weeks of the next term unless extended by the Office of the Registrar.

AU = Audit

NR = No grade reported

P = Pass. Does not affect the GPA.

NC = Not For Credit

NR = No grade submitted by professor. Does not affect GPA.

A passing grade is considered to be any grade other than an “F” or any “W grades”.

Grade Reports

Grade reports are issued at the end of each term. The report will indicate the cumulative GPA, the grade point average earned for the semester, and any academic status such as probation or suspension. All students will receive a grade report following each term for which they were enrolled in courses.

A warning is issued at mid-term if academic work at that time endangers a student's academic standing for the term. Any student earning a D or lower at the mid-term evaluation (in any course) will be sent a warning.

It is the practice of The King's College to send copies of grades and other reports of students' academic progress to parents of undergraduate students who are listed as dependents on their parent's federal income tax return. Students who are dependent on their parents may write to the Dean of Students and request that information concerning their academic progress not be shared. The Dean of Students will then notify the parents of the request and consequent reports will not be sent to parents.

Grade appeals and/or Grade Corrections

Student complaints concerning a grade must be filed with the Office of the Registrar (in writing) within thirty days of issuance of the grade report. A copy of the complaint must also be sent to the instructor who reported the grade. The instructor must authorize any change in a grade issued for a course.

Grade corrections may be made solely on the basis that there was an error in the computation or recording of the grade. Under no circumstances will a grade be changed later than ten weeks after the end of a semester.

If the student's complaint is based on alleged unfairness by a faculty member, the student may appeal to the Academic Affairs Committee. In extraordinary circumstances and at the discretion of the Academic Dean, an independent faculty committee may be convened to adjudicate academic disputes. The decision of the faculty is final.

F. REPEATING CLASSES

Classes in which a student scored below a C may be repeated one time. Previous grades for the class will remain on a student's transcript. The grade for each class will be entered on the transcript. The **highest of the grades for that course** will be used in computing a student's cumulative grade point average. However, both grades will count toward the term GPA in the semester the course was taken. Courses taken at other institutions will not be used in computation of TKC grade points.

G. ACADEMIC STATUS

A student at TKC is considered to be either "In Acceptable Standing" or "On Probation." Such a determination is made on the basis of the student's GPA for the previous semester. A student is in "Acceptable Standing" if his or her GPA for the previous semester is greater than or equal to 2.0. ***Students should note that being in "Acceptable Standing" at the time of application does not guarantee him or her to entry into any of the baccalaureate degree programs (majors) at TKC.*** Students should refer to the academic requirements for entry into the programs of interest to them.

Student Classification – at the end of any given semester

Classification	Hours Passed (Including Transfer Hours)
Freshman	0-30
Sophomore	31-60
Junior	61-90
Senior	> 91

Any student whose Semester GPA is less than 2.0 will be placed on academic probation. Notification of this change of status is sent by the Registrar to the student and to **the Advising Center** on a date no later than the first day of the term following the term in which the probation was earned.

Students placed on Probation are subject to the following constraints during their period of Probation:

Registration	Full-time students may not carry more than 12 hours per semester. Part-time students may not carry more than 6 hours per semester.
Employment with TKC	Students may not be employed by TKC in any capacity for more than 5 hours per week.
Co-curricular Activities with	Students may not hold leadership positions in any TKC student organization, government, or publication.

TKC	Students may not participate in mission trips, sports teams, worship teams, or other groups that publicly represent The King's College. Students are encouraged to continue to attend TKC discipleship groups, student-led worship meetings, lectures, and on campus seminars.
Intervention & Monitoring	Students must meet with <u>the Advising Center</u> within 1 week of the beginning of the probationary semester to draw up a plan & schedule for study. The student will commit to this plan by signing an agreement with a <u>staff member of the Advising Center</u> .

Students who fail to follow the restrictions of their probation will be placed on Academic Suspension. The Advising Center is responsible to notify the Academic Dean of any students who fail to follow the conditions of their probation.

Removal from Probation

Students on Probation must successfully complete 12 consecutive credits with a GPA of 2.0 or higher in order to remove themselves from Probation. These 12 credits must be completed before the next two regular (spring and fall) semesters elapse. A student on Probation may take some of these courses during a summer or J-term, and doing this does not diminish the time allowed for completion of the full 12 credits. This policy applies both to full-time and part-time students.

Academic Suspension

Suspension from The King's College for academic reasons is for a period of at least one regular (spring or fall) semester. Students who are suspended retain none of the privileges or security clearances of TKC students.

Academic suspension will occur in any of the following situations:

1. A student on Probation who does not complete 12 consecutive credits with a GPA of 2.0 or higher within two regular semesters from being placed on probation
2. Any student who fails to pass 32 credits after attempting 48 credits or to pass 64 credits after attempting 80 credits (including transfer credits)
3. Any student on probation who fails to follow the restrictions of his or her probation.

At the end of each college term, the Registrar is to notify the Academic Dean of students whose academic performance meets the criteria for suspension. The Academic Dean will then bring these cases to the Academic Affairs Committee for their review and recommendation.

Readmission After Academic Suspension

In order to be readmitted to TKC after academic suspension, a student must petition the Office of the Registrar for reinstatement. The petition will be considered by the Academic Affairs Committee. Reinstatement may be granted at the discretion of the Committee. If the student is reinstated, he or she will be placed on probation. Should the student again meet the criteria for Academic Suspension, he or she will be dismissed from The King's College. Dismissal is considered final.

H. STUDY AT OTHER INSTITUTIONS

Students matriculating at The King's College may attend on a pre-approved basis, another institution and have such credits acknowledged on their transcript at TKC. Approval needs to be obtained in advance using the form available from the Registrars office or the Advising Center. Acceptance of credit will be on a transfer basis with grades and grade points not recorded on the student's TKC record.

I. STUDENT RESPONSIBILITY

Students may confer with the Advising Center Staff to discuss graduation requirements, curriculum choice and order of study. However, it will always be the responsibility of the student to fulfill graduation requirements and promptly submit required forms to the Registrar's office.

J. EXCEPTIONS TO OFFICIAL POLICY

Exceptions to regulations concerning requirements for graduation are not valid unless they are approved by the Academic Affairs Committee or are given in writing, signed by the Registrar and are part of the student's permanent college record. Requests to the Academic Affairs Committee for such exceptions or for other exceptions to academic policies must be submitted on a special petition form available from the Office of the Registrar.

K. STUDENT RECORDS AND PRIVACY

The King's College recognizes and desires to protect the rights to privacy of the student, to protect the student from inappropriate access to their educational data and to protect the right of the student to challenge the contents of his record(s) for inaccurate or misleading information.

L. THE ACADEMIC AFFAIRS COMMITTEE

The Academic Affairs Committee is comprised of a faculty chair appointed by the Academic Dean, faculty representatives, the Registrar, and a representative from the Student Development office. The committee does not set policy but makes recommendations to full faculty meetings and/or to the Academic Dean who may refer the recommendations to the Executive Team or to the President as appropriate.

The Academic Affairs Committee deals with issues relating to admissions standards and exceptions, learning outcomes, curriculum, assessment tools, library issues, graduation requirements and candidate approval for graduation, course registration, grading, attendance, required study hall and other academic interventions, probation, suspension, and readmission following suspension. This committee also reviews nominees for academic awards including the Dean's List and the President's List. Other topics that normally come to this committee include permission to make exceptions to add/drop deadlines; permission to take more than the allowed number of credits in a given semester; and any other academic irregularities relating to registration, attendance and grading.

Students, staff, or faculty who wish to bring an issue before this committee should write a petition stating the nature of their concern and forward it to the Academic Dean.

2004/05 Academic Offerings

Technological Proficiency

Our commitment is that our students will graduate with a "fluency" in technology. This fluency will be indicated by abilities such as: proficiency with the Microsoft Office Suite; management of personal schedules using planners or handheld tools; use of the Internet to do research and produce reports; and assessing, procuring, and managing technology resources in areas of personal expertise.

Upon entrance to King's, students will be tested for their proficiency in computer applications. The proficiency test becomes a baseline for students. Students will understand how their performance on this test relates to their readiness for classes at King's and overall preparedness for a career.

Students are encouraged to seek certification for the skills they develop at King's as credentials to improve their job prospects. The college anticipates offering both credit and not-for-credit training (in various formats) to help students meet the TKC proficiency guidelines.

Fall and Spring Lectureship Series

Every year The King's College sponsors a lecture series around a provocative issue in the area of worldview, leadership, or current national debate. The 2002-2003 series focused on the topic of "God, War, and Terrorism," exploring the issues surrounding the war with Iraq from political, social, theological, and ethical perspectives. In the 2003-2004 academic year the topics of "Building a Christian Worldview" and "How to Win Elections" were explored. With the intent to build global understanding and to inform a response based on Christian principles and balanced reasoning, these lectureships contribute to the goals of preparing leaders for involvement in strategic national

institutions. This year's lectures are scheduled for October 12-13, 2004 and March 22-24, 2005 and are required for all matriculating students.

Participation Policy:

Normal classes are set aside for the lectureship series and attendance is taken at all sessions (which may be scheduled throughout the day and evening hours). Students are advised to make the necessary arrangements with work and family in order to be present at these events. Student participation in these non-credit-bearing but required lectures is graded on a pass/fail basis. Full time students who fail to attend at least 75% of the lectures will be required to write a 20-25 page research paper exploring the themes of the lectures given. Part time students must attend for at least the time during which they would normally have been in class. Absences from these sessions earn the same penalty as an absence from a regular class. Satisfactory completion of this requirement each semester is necessary in order to register for the following semester.

The Common Core:

To fulfill its mission, The King's College offers a Common Core which offers courses in politics, philosophy, and economics supported by courses in history and theology and featuring classical works within each field.

The purpose of the Common Core is to provide skills in analytical thinking, important ideas, universal principles, and the practical realities that guide decision-making for graduates who pursue careers in the nation's strategic national institutions.

Unique Character of the Program

The goal of teaching courses in politics, philosophy, economics and theology is to prepare students to deal with the *Defining Questions*. The answers to these questions shape the character of a nation. A comprehensive understanding of the Bible will be foundational to this approach and makes the college's program distinctive.

Politics: In politics these questions include the definition of the family and marriage, of when to go to war, the trade-offs between liberty and equality, the debate over the role of government, the appropriate uses of law and other forms of coercion, and many others.

Philosophy includes studies in ethics, logic, and apologetics and is the foundation for all thinking and argumentation. Without training in logic, most arguments are purely sentimental. Courses in ethics should lead to clarity and clarity in moral choices.

Economics includes instruction in how wealth is created and the causes of poverty. It also deals with the crucial question of demands of social justice.

Theology includes the debate over the existence of God, the nature of truth and morality, the causes of human suffering, the definition of the family and marriage, the nature of evil, the question of salvation, the competitive views on how to make a better world, and the relationship between people and a sovereign God.

The Common Core is distributed throughout the four year programs of the college though most of it is delivered in the first two years of study as is detailed in the table below:

YEAR 1		Credits	Credits	
Courses			Courses	
POL117: Foundations of American Politics	3		ECO117: Fundamentals of Economics	3
ENG101: College Writing I	3		ENG201: College Writing II	3
HIS117/LIT117: American Civilization I	3		HIS117/LIT127: American Civilization II	3
REL157/LIT157: Intro. to Biblical Lit. – New Testament	3		REL167/LIT167: Intro. to Biblical Lit. – Old Testament	3
REL187: Foundations of Judeo Christian Thought	3		MAT117: Mathematical Ideas and Practice	3

TOTAL	15		15
YEAR 2	Credits		Credits
Courses		Courses	
HIS217/LIT217: Western Civilization I	3	HIST227/LIT227: Western Civilization II	3
PHL260: Philosophical Apologetics	3	PHL217: Logic	3
TOTAL	6		6
YEAR 3	Credits		Credits
Courses		Courses	
POL367/PHL367: Plato and Aristotle	3	POL387/PHL387: Enlightenment and Liberal Democracy	3
ECO317: History of Econ Thought (1797-1914)	3	ECO327: History of Econ Thought (1914-1988)	3
TOTAL	6		6
YEAR 4	Credits		Credits
Courses		Courses	
SCI417/PHL417: Science and Theories of Origin	3	ECO477: Stewardship	3
TOTAL	3		3
Fall Total	30	Spring Total	30
		Common Core Total	60

The Associate of Arts in Politics, Philosophy, and Economics

Comprised of most of the courses in the Common Core, students in the AA degree are introduced to the Judeo-Christian worldview including the Old and New Testament, American and Western civilization (history and literature), writing, politics, and economics. Moreover, students can take advantage of multiple elective course offerings to augment the Common Core with languages and the arts or to prepare for a major in a different field. Overall the program is designed to produce well-rounded, ethically-driven, and highly motivated students. The Associate of Arts in Politics, Philosophy, and Economics requires the successful completion of at least 60 hours of approved college-level courses of study as tabulated below:

Year One			
Fall Courses	Credits	Spring Courses	Credits
POL117: Foundations of American Politics	3	ECO117: Fundamentals of Economics	3
ENG101: College Writing I	3	ENG201: College Writing II	3
HIS117: American Civilization I	3	HIS127: American Civilization II	3
REL157: Introduction to Biblical Lit. – New Testament	3	REL167: Introduction to Biblical Lit. – Old Testament	3
REL187: Foundations of Judeo-Christian Thought	3	MAT117: Mathematical Ideas & Practice	3
Fall Total	15	Spring Total	15
Year Two			
YEAR 2 Courses	Credits	Courses	Credits
PHL260: Philosophical Apologetics	3	PHL217: Logic	3
HIS217/LIT217: Western Civilization I	3	HIS227/LIT227: Western Civilization II	3
Liberal Arts Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Fall Total	15	Spring Total	15
		Total for AA Degree	60

While completing this course of study, the following requirements must be met:

- 1) No fewer than 30 of the semester hours of course work must be earned at The King's College, and these 30 hours of credit must include at least 24 semester hours which apply to this degree.
- 2) The successful candidate for this degree must have a cumulative GPA of 2.00 in all work completed at The King's College. However, in order to demonstrate a satisfactory level of performance in the use of English and math, the successful candidate for the AA Degree must obtain a grade of C or higher specifically in the following three courses:
 ENG-101 College Writing I
 ENG-201 College Writing II
 MAT-117 Mathematical Ideas and Practice or one other three-credit math course for which MAT-117 is a prerequisite.
- 3) The successful candidate must satisfactorily complete all the requirements for at least two Lectureships (fall and spring).
- 4) The successful candidate for the AA degree must obtain approval for graduation from the Office of the Registrar and upon vote of the faculty.

While the Associate of Arts in Politics, Philosophy, and Economics program may be started at the beginning of any semester, students should be aware that not all courses will be offered each semester.

Placement examinations assessing skill levels in English writing, math, and foreign language will be required for all incoming students. These examinations will be administered as part of the admissions process before a student begins classes at TKC. Placement in the initial math course will be based on the student's performance in high school math courses, and the quantitative sections of the SAT and/or ACT.

The School of Arts and Education

The King's College School of Arts and Education is a distinctive undergraduate program designed to prepare teachers and educational leaders for careers in both government operated and independent school settings. The King's College program is committed to *content driven teacher training* within the context of the Christian tradition.

The program provides instruction in philosophy, pedagogy, classroom management, assessment, and educational leadership within the context of a larger literature including great texts and significant primary sources that have helped to shape and define our civilization. In addition to immersion in this general survey of knowledge, each student must demonstrate special competency in an area of concentration.

By requiring both a liberal education in the humanities and a concentration in a specific area of human inquiry *in addition* to the essential pedagogical training common to better schools of education, we insure that graduates of the program are not only able to teach—they are able to teach *something*.

The Education faculty uniformly expects that those who would teach others be able to read with comprehension, write with clarity and speak with plainness and power. Through small classes, frequent tutorials and a strong program of student advisement, students are helped to meet those expectations.

Departmental graduation requirements include two semesters of practicum, and the maintenance of a cumulative grade point average of not less than 2.7 for the classes specific to the major beginning with the Junior year. Students who fail to maintain a 2.7 cumulative grade point average may be dropped from the program.

Program Objectives

1. To provide a broad knowledge of the field of Education including curriculum planning and development, administration and supervision, guidance and counseling, and educational leadership
2. To help students understand the history of American education and its relationship to other fields of academic study
3. To equip students to understand the various elements involved in the teaching of children including motivation, methods, classroom grouping, classroom management, discipline, individualized instruction, evaluation and counseling

4. To develop competence in teaching skill subjects (reading, writing, public elocution, language, computers, mathematics) and unit study subjects (science, history & civic responsibility, health and safety)
5. To cultivate the students ability to develop a child's natural capacity for moral reasoning
6. To develop the ability as professionals to communicate effectively with parents, with school personnel and with others concerned with educational matters
7. To assist students in their understanding of teaching as a vocation and to guide them into the type of government operated or independent school that best answers their own sense of calling
8. To provide the foundation necessary for graduate work in the professional areas of interest
9. To convey to each teacher both the content and the methodologies particular to a Classical and Christian education
10. To encourage the professional habits of the lifelong learner, reinforce the importance of personal integrity, and instill in each graduate the necessity of matching precept with example.

The Bachelor of Science in Childhood Education

The Bachelor of Science in Childhood Education offers courses and programs that enable students to meet the challenges of teaching in both government supported and independent schools. The King's College program provides intentional preparation for teachers who are called to serve in underperforming schools and districts--especially in the urban areas. It ensures that every graduating student understands technology and its application as a means of enhancing classroom effectiveness. Every graduating student will have knowledge and competency to teach a content area. Every graduating student is grounded in pedagogy.

The program has two major components; an AA program that places great emphasis on the great ideas and books that have shaped the formation of western civilization in the Common Core and secondly, a Baccalaureate program that provides both pedagogical as well as knowledge content in an area of concentration. Students would be prepared to meet the requirement for licensure after their Baccalaureate degree.

The Common Core is at the heart of The King's College AA degree curriculum. Students will not proceed to their major in education without this preparation being in place. Included in this program will be 100 clock-hours of observation—generally during the sophomore year—in a school under the supervision of an experienced teacher. In this way, students are assisted in clarifying their career calling.

Upon graduation, students will have completed at least 68 hours of work in pedagogy core, and 32 hours in the area of their concentration (content core) in addition to their general education requirements. The content core presently concentrates on the subjects of English and Technology giving students specialization in two vital domains of knowledge that insures marketability and breadth.

Because of the diversity and volume of skills needed, use will be made of block (intensive 2 week) courses as well as January Terms during which the best professionals with current experience will instruct the students. The following curriculum outline details the classes that make up the Bachelor of Science in Childhood Education:

Year One			
Fall Courses	Credit	Spring Courses	Credit
ENG101: College Writing I	3	BIS150: Intro to Biblical Literature – New Testament	3
HIS110: History of Civilization	4	ENG201: College Writing II	3
IDS 110: Self-Discovery & Career Planning	2	BIO111/CHE111/PHY111 Lab Science – BIO/CHE/PHY	4
MAT131: College Algebra	3	SPA112/FRE112 Foreign Language II	3
SPA111/FRE111 Foreign Language I	3	PSY109: Intro to Psychology	2
		PHE210: Health, Wellness & Substance Abuse	2
Total	15	Total	15
Year Two			
Fall Courses	Credit	Spring Courses	Credit
BIS200: Intro to Biblical Literature - Old Testament	3	BIS210: Foundations of Christian Thought	3
ENG210: Fundamentals of Speech	2	ENG215: World Literature	4
IDS250: Arts & Culture	4	IDS290: Career Internship	4
IDS280: Leadership	2	BUS140: Stewardship & Financial Management	2
SOC210: Cultural Anthropology	4	Elective	3
Total	15	Total	16
Year Three			
Fall Courses	Credit	Spring Courses	Credit
BIS360: Philosophical Apologetics	3	BIS379: Church History	2
CSC253 Intro to Computer Concepts I	3	CSC254 Intro to Computer Concepts II	3
EDU322: History & Philosophy of Education	3	EDU325: Child Psychology	3
EDU340: Teaching Elementary Reading	3	EDU350: Introduction to Learning Disabilities	3
ENG325: Survey of English (British) Literature	3	ENG235: Survey of American Literature	3
		EDU324: Principles of Guidance & Counseling	3
Total	15	Total	17
Year Four			
Fall Courses	Credit	Spring Courses	Credit
EDU460: Integrative Seminar I	1	EDU461: Integrative Seminar II	1
EDU480: Student Teaching I	6	EDU481: Student Teaching II	6
CSC351: Computer Applications in Teaching I	2	EDU410: Sociology of Urban Education	3
EDU462: Diag. and Remediation of Reading Disabilities	3	CSC352: Computer Applications in Teaching II	2
ENG410: Renaissance Literature	3	ENG320: Oral Interpretation	3
Total	15	Total	15
J-Term & Block Week			
EDU384: Assessment Methods & Strategies	3		
EDU381: Curriculum Evaluation & Development	3		
EDU385: Preventing School Violence	3		
Total	9	Program Total	134

COURSES REQUIRING FIELD EXPERIENCE

- A. Before entering the education major, all prospective students take part in IDS 290 an intensive 100-clock hours internship in a school. Students will be involved in classroom activities in grades 1-6 under a teacher and supervised by a faculty member. Students keep a journal and write papers appropriate to their experience. They also have several meetings with the faculty supervisor to evaluate their experience.
- B. Students are required to take their internship classes (IDS 290) as well as do their supervised teaching (EDU 480, EDU 481) in different environments and levels so that they become familiar with younger and older children as well as children in high need classroom situations. During EDU 480 and 481 students will meet once a week in a seminar setting to discuss issues specific to their classroom experiences as a means of growth and exchange new knowledge. (EDU 460)

The following chart indicates the courses that make up the Content Core and the Pedagogy Core of the program.
 Note: Some of the courses relate to more than one core.

Content Core (Concentration)

Credit/Number/Name of Course – English and Technology Concentration

3	ENG-101	College Writing I*
3	ENG-201	College Writing II*
2	ENG-210	Fundamentals of Speech*
3	ENG-325	Survey of English (British) Literature
3	ENG-235	Survey of American Literature
3	ENG-320	Oral Interpretation
3	ENG-410	Renaissance Literature
4	ENG-215	World Literature*
3	CSC-253	Introduction to Computer Concepts I
3	CSC-254	Introduction to Computer Concepts II
2	CSC-351	Computer Applications in Teaching I
<u>2</u>	CSC-352	Computer Applications in Teaching II
34	Sub-total Content Core Classes	

Pedagogy Core

Credit/Number/Name of Course

Human Developmental Processes

2	EDU-109	General Psychology
2	PHE-210	Health, Wellness, and Substance Abuse
3	EDU-410	Sociology of Urban Education

Learning Processes

3	EDU-325	Child Psychology
3	EDU-324	Principles of Guidance and Counseling

Learning Disabilities

3	EDU-350	Introduction to Learning Disabilities
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Language Acquisition and Literacy Development

3	EDU-462	Diagnosis and Remediation of Reading Disabilities
3	EDU-340	Teaching Elementary Reading
2	ENG-210	Fundamentals of Speech*
3	ENG-101	College Writing I*
3	ENG-201	College Writing II*

Curriculum Development

3	EDU-381	Curriculum Evaluation and Development
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Uses of Technology

3	CSC-253	Introduction to Computer Concepts I+
3	CSC-254	Introduction to Computer Concepts II+
2	CSC-351	Computer Applications in Teaching I+
<u>2</u>	CSC-352	Computer Applications in Teaching II+

Assessment of Learning

3	EDU-384	Assessment Methods and Strategies
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History, Philosophy, and Role of Education

3	EDU-322	History and Philosophy of Education
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Teaching Skills and Knowledge

3	EDU-340	Teaching Elementary Reading
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Child Abuse and Violence Prevention

3	EDU-385	Preventing School Violence, Child Abuse, and Abduction
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Field Experiences, Student Teaching, and Practica

4	IDS-290	Career Internship*
2	EDU-460	Integrative Seminar
6	EDU-480	Supervised Student Teaching I

* Shared with General Education Requirements
 + Shared with Content Core

School of Business

The business program at The King’s College strives to provide the business community with graduates of integrity who are fully conversant with normative business practices and finance standards and who function well in global and international settings. The program stresses academic rigor to ensure that graduating students develop the competence and technical proficiency necessary to make sound business decisions. Just as importantly, the program conveys a Biblical view on ethics, property and ownership and on the role of business in society. Throughout the business curriculum, professors endeavor to bring teachings and mandates of the Bible to the field of business. Graduates are thus equipped to address the issues of integrity and character that are so critical to a healthy corporate and business environment.

The Bachelor of Science in Business Administration

The program offers three major tracks as part of the Bachelor of Science Degree in Business Administration – finance, management, and marketing. All three tracks share a common business core consisting of ten required three-hour courses. Five additional courses in the area of specialization are required to complete the degree. Most business courses are taken in the junior and senior years, giving business majors the opportunity to take full advantage of the liberal arts program in the Common Core.

Several core values and competencies are stressed in all business courses. Because of its critical role in business today, technology is emphasized in all business courses and technology competence is demanded of all business students. In addition, because business tends to be international, global dimensions are addressed throughout the business curriculum. The business program also emphasizes entrepreneurial vision, recognizing that entrepreneurship is the primary means by which wealth is created in our society. The business department expects that graduates of The King’s College business program will secure the knowledge and competency necessary to perform at a high level within the corporate setting, as well as at leading graduate business schools.

The Curriculum for the Bachelor of Science in Business Management

YEAR 1 Courses	Credit	Courses	Credit
POL117: Foundations of American Politics	3	ECO117: Fundamentals of Economics	3
ENG101: College Writing I	3	ENG201: College Writing II	3
HIS117: American Civilization I	3	HIS127: American Civilization II	3
REL157: Intro. to Biblical Literature - New Testament	3	REL167: Intro. to Biblical Literature - Old Testament	3
REL187: Foundations of Judeo-Christian Thought	3	MAT117: Mathematical Ideas & Practice	3
TOTAL	15		15
YEAR 2 Courses	Credit	Courses	Credit
ECO217: Microeconomics	3	ECO227: Macroeconomics	3
HIS217/LIT217: Western Civilization I	3	HIS227/LIT227: Western Civilization II	3
PHL260: Philosophical Apologetics	3	PHL217: Logic	3
BUS220: Financial Accounting	3	BUS240: Statistics for Business & Econ	3
BUS320: Principles of Management & Organization	3	BUS237: Business Communication & Presentations	3
TOTAL	15		15
YEAR 3 Courses	Credit	Courses	Credit
POL387/PHL387: Enlightenment & Lib Democracy	3	POL367/PHL367: Plato and Aristotle	3
BUS252: Introduction to Marketing	3	BUS357: Quant Analysis & Computer Modeling	3

BUS330: Managerial Finance	3	BUS347: Entrepreneurship & Venture Form	3
ECO317:Hist of Econ Thought I (1797-1914)	3	ECO327:Hist of Econ Thought II (1914-1988)	3
Elective	3	Major Field Elective - BUS376:Investment Manage	3
		or BUS372: Human Resource Management	
		or BUS374: Consumer Behavior	
TOTAL	15		15
YEAR 4 Courses	Credit	Courses	Credit
BUS407: Business Strategy	3	BUS450: Business Ethics	3
BUS417: Legal Studies in Business	3	BUS447: Management of Technologies	3
BUS430: Decision Process & Negotiation	3	BUS457: Senior Project	3
SCI417/PHL417: Science and Theories of Origin	3	ECO477: Stewardship	3
Major Field Elective- BUS424: Market Research	3	Major Field Elective-BUS472: Intl Business	3
or BUS422: Organizational Change		or BUS474: Venture Capital & Funding	
or BUS426: Valuation/Capital Structure			
TOTAL	15		15

THE PROGRAM FOR AMERICAN LANGUAGE STUDIES (PALS)

The Program for American Language Studies is an intensive English program within The King's College. This English as a Second Language (ESL) program is designed to equip students with the English proficiency necessary to enter and succeed in the academic classroom. The curriculum is designed primarily for low intermediate level students and above (institutional TOEFL, 400-550; computer-based TOEFL, 97-213).

The curriculum of PALS-ESL is designed to maximize a student's language acquisition while incorporating thematic units from essential college subjects—e.g., psychology, business, and literature. The program offers instruction in:

- American Culture
- Composition and Vocabulary
- Speaking and Listening
- Reading and Syntax
- Academics and Worldview
- Academic Enrichment

Specifically, students will experience a *task-based curriculum* that is both student-centered and individualized, based on the student's learning style and linguistic background. Learning objectives are designed with the student in mind, and instruction tailored to the individual meets the needs and interests of our students.

Overall, the PALS-ESL program seeks to offer instruction to a *variety of students*: those seeking to matriculate into The King's College; those looking for a study-abroad experience; and those working to develop a Christian worldview and mission-orientation. Additionally, The King's College provides a constant balance between the real language issues of the street and the necessary preparation for the college classroom—i.e., communications and academics.

As students' overall proficiency increases, King's endeavors *to transition students into the college mainstream*. An essential advising role is played by PALS-ESL faculty whereby students at the upper levels of the program are guided into one or two academic classes, alongside their PALS courses. The PALS faculty work closely with students to make this transition effective and rewarding for the student. Student mainstream academic success is our highest achievement.

The faculty of PALS-ESL are the heart of our program. Their professionalism and experience are of the highest caliber, and they are constantly working to guide students through the learning process and the realities of academia. Teaching is viewed as a vocation, not a job. Students receive the highest quality instruction and advisement from our faculty, making their college experience an unforgettable and rewarding one.

Beyond the classroom, students are encouraged to participate in *a variety of extra-curricular activities*. Conversation Partners are provided for students, to help them develop their conversational skills, both for fluency and comfort. Students participate in teams comprised of matriculated TKC students. This is a distinctive feature of our program, which differentiates us from most ESL programs in the U.S. Student teams and activities are an integral part of the educational experience, and participation is strongly encouraged. Indeed, once a week students are taken outside to experience the language of the locale: New York City. From Broadway to Wall Street to Central Park, students experience the restless energy of this cosmopolitan capital. And, language is constantly a part of that experience. Believing that language learning takes place 24/7, we encourage students to move seamlessly from classroom to city streets, using English as their chief medium of communication.

Computer-assisted learning is also available. PALS-ESL provides college advisement for all students, including information on college enrollment, financial aid, and college life in the United States.

Studying in the PALS-ESL program equips students with the language and cultural skills necessary for success in both academic and cross-cultural communications environments, through a variety of fun yet challenging activities and courses of study. ESL students are also encouraged to take advantage of the numerous opportunities available to them for personal enrichment, such as Bible studies, friendships with full-time students at The King's College, and the many cultural treasures of New York City. In short, the PALS-ESL program at The King's College offers a remarkable opportunity for study and personal growth that transforms and enriches the lives of its students with excitement, joy, and a great sense of accomplishment.

COURSE DESCRIPTIONS

The academic departments of The King's College are comprised of the following areas (course groupings and codes are listed below each department):

Biblical Studies (BIS)	Law (LAW)
Biology (BIO)	Literature (LIT)
Business (BUS)	Mathematics (MAT)
Communications (COM)	Philosophy (PHL)
College Preparatory Courses (CPP)	Physical Education, Health, & Recreation (PHE)
Computer Science (CSC)	Physics (PHY)
Economics (ECO)	Politics (POL)
Education (EDU)	Politics, Philosophy, & Economics (PPE)
English (ENG)	Psychology (PSY)
Program for American Language Study (ESL)	Religion (REL)
Government (GOV)	Science (SCI)
History (HIS)	Sociology (SOC)
Interdisciplinary Studies (IDS)	
Languages	
French (FRE)	
Spanish (SPA)	

Please note: The curriculum is arranged alphabetically by academic department. Special programs follow the department sections. The college administration reserves the right to withdraw any course for which there is insufficient demand.

BIBLE (BIS)

BIS 150 Introduction to Biblical Literature - NT

(3)

An introduction to the distinctive genres of New Testament literature, coupled with hermeneutical principles and methodology for each. Emphasis is given to the development of motivation and aptitude for study and interpretation of the New Testament, as well as application to life. Course assignments will center on acquisition of practical skills useful for independent study of the New Testament.

BIS 200 Introduction to Biblical Literature – OT (3)
An introduction to the distinctive genres of Old Testament literature, coupled with hermeneutical principles and methodology for each. Emphasis is given to the development of motivation and aptitude for study and interpretation of the Old Testament, as well as application to life. Course assignments will center on acquisition of practical skills useful for independent study of the Old Testament.

BIS 210 Foundations of Christian Thought (3)
An introduction to theology for liberal arts students which addresses the philosophical and historical basis of Christian biblical theology. Particular attention is given to the doctrine of humanity and salvation.

BIS 260 Cross-Cultural Team Ministry (2)
A performance course designed to maximize a student's ability for effective service and leadership of short-term mission teams in cross-cultural settings. Required pre-field, field and post-field assignments will be utilized to challenge and evaluate student's progress. This course would be for select students who are going on an international trip AND are helping to give leadership to the team in some capacity. The course involves: going through Campus Crusade for Christ's Macedonian Project training for team leaders; a field experience in which students are serving and leading in some capacity; pre-field readings and assignments; and field/post-field journaling.

BIS 360 Philosophical Apologetics (Also PHL 260) (3)
A critical treatment of the problem of method in apologetics and a philosophical analysis of Christianity as a total worldview in comparison with other worldviews. Particular attention will be given to worldviews students are most likely to encounter in the New York context.

BIS 380 Church History (3)
A study of the founding, development and spread of the Christian church from the time of the apostles to the end of the 20th century. Attention will be given to major figures and movements in church history that have engaged their cultures and evangelized successfully.

BIOLOGY (BIO)

BIO 111 Concepts of Biology (4)
Biological principles with emphasis upon understanding general patterns associated with both plants and animals. Included are chemical and cellular basics energy transformations, homeostasis; organ systems, ecological relationships classification, origin of life and bio-ethics.

BIO 310 Science and Theories of Origin (Also SCI 417) (3)
A survey of theories of origin, with attention to naturalist and supernaturalist models. Students will be acquainted with a wide range of literature, including the Bible, other classical accounts and contemporary scientific literature. Issues dealt with include epistemology, cosmology, the chemical origins of life, and biology.

BUSINESS (BUS)

BUS 140 Stewardship and Financial Management (2)
Prerequisite: MAT 117 Mathematical Ideas and Practice or Permission of Instructor
An introduction to the Biblical concept of stewardship and the management of personal finances. After a thorough examination of Scriptural teachings on money and wealth, students are exposed to key areas of finance including time value of money, budgeting, banking, debt and borrowing, investing and financial planning. Students will develop the skills necessary to intelligently manage their financial resources.

BUS 220 Financial Accounting (3)
An introduction to accounting principles and their relationship to basic forms of business entities. Emphasis is on accounting theory, balance sheets and income statements. Ethical issues in accounting practices will be addressed and discussed.

BUS 230 Business Communications (3)
Prerequisite: ENG 201 College Writing II
The development of the student's ability to write and present material within the context of the business community, including specific integration of business writing techniques employed to synchronize and clarify detailed material. Varying types of organizational documentation, as well as their function(s) will be of particular concern for a student in this course (i.e., memoranda, white papers, fax and email as well as corporate case studies, organizational analyses and business forecast reporting).

BUS 237 Business Communications and Presentations (3)
Prerequisite: ENG 201 College Writing II
Development of the students ability to effectively communicate in the workplace through writing and speaking. It is designed as a core curriculum course for business majors and is specifically concerned with organizational efficiency and integrity in writing as well as verbal and nonverbal elements in presentation skills. Both technology and research are integral aspects of the function of this course. Particular emphasis is placed on understanding the importance of communicating similar messages in multiple formats for organizations.

BUS 240 Statistics for Business and Economics (3)
Prerequisite: MAT117 Mathematical Ideas and Practice
An introduction to the discipline of statistics, an intellectual method for gaining knowledge from data. Emphasis is on the elements of statistical thinking. The course engages students in an intuitive study of the distribution of random variables, sampling theory, the estimation and testing of hypotheses and regression and correlation. Applications are taken primarily from the realms of business and economics.

BUS 252 Introduction to Marketing (3)
Prerequisite: BUS220 Financial Accounting

An overview of marketing principles as they relate to business in general which includes demonstrating the role of marketing in the company, exploring the relationship of marketing to other functions and showing how effective marketing creates value for consumers. The course exposes students to basic marketing issues including markets and the marketing environment, consumer markets and buying behavior, marketing research, product life cycle, pricing decisions and advertising, among others.

BUS 255 Investments and Financial Markets (3)

Prerequisite: BUS 330 Managerial Finance; BUS 240 Applied Statistics for Management; ECON 341 Macroeconomics

An introduction to investments and financial markets covering equities, fixed income and derivative securities. Risk and return, market efficiency, security analysis and valuation and approaches to asset allocation and portfolio management are among the topics discussed. Emphasis is placed on the decision-making skills critical to practitioners in the financial marketplace.

BUS 257 Managing Global Enterprises (3)

Prerequisite: BUS 320 Principles of Management and Organization

An examination of the major managerial functions within global enterprises, providing an integrated perspective of the dynamics that characterize the global enterprise. The course will enhance students' abilities to manage across global boundaries as it addresses the special challenges facing global enterprises. The course will identify examples of responsive management and provide insight into effective participation in global markets..

BUS 320 Principles of Management and Organization (3)

An introductory study of individual and group behavior within business organizations, designed to develop students in multiple areas of leadership effectiveness. Students will be introduced to frameworks and models in order to diagnose problems related to human behavior in organizations. Students will then learn how to exercise leadership to solve such problems. Areas of particular interest include motivation, reward systems, group dynamics, organizational culture, job design, organizational structure and design, conflict management, business ethics and others.

BUS 322 Marketing and Consumer Behavior (3)

Prerequisite: BUS 252 Introduction to Marketing

An introduction to the knowledge and skills necessary to perform consumer analyses that can be used for understanding markets and developing effective marketing strategies. Students will be exposed to detailed marketing and consumer behavior issues such as consumer affect and cognition, behavior, consumer decision making, conditioning and learning processes, cultural influences and others.

BUS 325 Investment Analysis and Portfolio Management (3)

Prerequisite: BUS 255 Investments and Financial Markets

An examination of the theory and practice of modern investment analysis and portfolio management. This course includes in-depth study of a range of investment valuation models, the development of Modern Portfolio Theory and strategies for constructing and managing investment portfolios.

BUS 327 Managing Change and Innovation (3)

Prerequisite: BUS 320 Principles of Management and Organization

A survey of the field of change, innovation and the impact of these on the private enterprise system, and change management. Students will be exposed to a wide variety of change issues and innovation types and impacts. Diverse readings range from contemporary sources to Machiavelli.

BUS 330 Managerial Finance (3)

Prerequisites: BUS 220 Financial Accounting and BUS 240 Statistics for Business and Economics

A general survey of the fundamental principles of corporate financial management, covering the essential elements of modern corporate finance theory and practice. This course encompasses tools and models for planning the short-term and long-term financial structure and positioning of a firm, including working capital management, asset investments and capital budgeting, corporate capital structure and mergers and acquisitions, among others.

BUS 337 Entrepreneurial Management (3)

Prerequisite: BUS 320 Principles of Management and Organization

A general survey of the principles of entrepreneurship and the process by which ventures are conceived and developed within the competitive market, presented from the perspective of a Christian worldview. Topics include the tenets of entrepreneurship, developing vision and company mission, entrepreneurial finance, contemporary research in entrepreneurship and others. Student teams will have the opportunity to complete a comprehensive business plan for a product or service idea that they initiate.

BUS 340/ECO 212 Principles of Microeconomics (3)

Prerequisite: MAT117 Mathematical Ideas and Practice

An introduction to microeconomic theory and analysis, focusing on decision making by individuals, households and firms. Key economic principles of scarcity, cost-benefit analysis, comparative advantage, supply and demand, and the role of prices and free markets are introduced. Issues of public policy are frequently discussed to highlight applications of these principles.

BUS 341/ECO 210 Principles of Macroeconomics (3)

Prerequisite: BUS 340 Principles of Microeconomics

An introduction to macroeconomics focusing on aggregate economic relationships and measures such as gross national product, inflation, unemployment and fiscal and monetary policy. Specific economic issues and policy alternatives are discussed and differences among the key schools of economic thought in addressing these issues are highlighted.

BUS 342 Quantitative Marketing Methods (3)

Prerequisites: BUS 252 Introduction to Marketing; BUS 350 Quantitative Methods

A survey of the quantitative management tools required to improve marketing decision making in such areas as strategic marketing, advertising, promotion, pricing and new product development. Students will be exposed to basic issues such as analytical marketing

systems, statistical models, market measurement and forecasting and others, with an emphasis on detailed market, competitor and customer analyses.

BUS 345 Capital Structures (3)

Prerequisite: BUS 330 Managerial Finance

An examination of the ways in which a firm utilizes the capital budgeting and financing decisions to enhance shareholder value. Students will be exposed to basic issues involved in making decisions about a firm's financing arrangements including cost of capital, debt/equity structure, dividend policy and the interactions between investment and financing decisions.

BUS 347 Entrepreneurship and Venture Formation (3)

Prerequisite: BUS 320 Principles of Management and Organization

Introduction to the conceptual framework of entrepreneurial management and development of tools and skills for decision making in developing a new venture. The students will be given a change to design a new venture formation and make its business plan by applying various concepts and tools covered in class.

BUS 350 Quantitative Methods (3)

Prerequisite: BUS 220 Financial Accounting; BUS 240 Applied Statistics for Management; BUS 341 Principles of Macroeconomics

An examination of the core components of applied economic research. In particular, students will be familiarized with multiple regression analysis and with the most basic uses of calculus in contemporary business settings. Areas of specific interest will include performing multiple regression studies, case analysis including data types and variables, derivatives and integrals, as well as differentiated equations and graphic modeling.

BUS 357 Quantitative Analysis and Computer Modeling (3)

Prerequisite: BUS 240 Statistics for Business and Economics

An introduction to quantitative tools for decision making in business. This course offers a solid foundation in both computers and modeling that can be utilized for the students' professional career. Emphasis in this course is placed on understanding the formulation, analysis, and implementation of decision making tools including budgeting, optimization, sensitivity analysis, decision analysis, and simulation. This course will also help students to build their skill and comfort using the computer to solve real world decision problems, especially using Microsoft Excel.

BUS372 Human Resource Management (3)

Prerequisite: BUS 320 Principles of Management and Organization

Students will survey various topics in the field of industrial relations and human resource management arising out of the management of labor. Students will cover the major human issues in the workplace, such as selection, promotion, retention, compensation and rewards, fairness, working conditions, teamwork or conflict, and motivation. The term 'human resource management' refers to the use of labor by firms, government, and not-for-profit organizations, for competitive advantage. Therefore, students will examine the environment that governs work within firms from the perspective of a manager or a supervisor. Students will also consider the implications of continued changes in labor markets in terms of laws, regulations, technology, and labor unions.

BUS 374 Consumer Behavior (3)

Prerequisite: BUS 252 Introduction to Marketing

An advanced course in marketing focusing on the study of human response to products and services and their marketing activities. The course discussion is based on the understanding that consumers are the primary source of revenue for a business and their responses are critical to the success of business. The class topics include the psychological aspect of consumer behavior, the process of consumer judgment and decision making, and related cultural issues.

BUS 376 Investment Management (3)

Prerequisites: BUS 330 Managerial Finance and ECO 227 Macroeconomics

An introduction to investments and financial markets covering equities, fixed income and derivative securities. Risk and return, market efficiency, security analysis and valuation and approaches to asset allocation and portfolio management are among the topics discussed. Emphasis is placed on the decision-making skills critical to practitioners in the financial marketplace.

BUS 407 Business Strategy (3)

*Prerequisites: BUS 252 Introduction to Marketing
BUS 320 Principles of Management and Organization
BUS 330 Managerial Finance*

An advanced business course that attempts to integrate the student's previous coursework in management, marketing, and finance. The students will be exposed to a new strategical perspective of business decision through the class discussions on value creation, competitive advantage, the formation of strategy and its implementation as well as survival strategies. The course will focus heavily on the definitions and fundamental concepts of strategical issues in business to ensure the students have a keen understanding of the operating framework of a business in a free market.

BUS 417 Legal Studies in Business (3)

This course will overview basic concepts of law and legal process in the United States and other legal systems, and introduce the distinctive features of the American legal system and the basic principles of American substantive and procedural law.

The first part of the course will survey the nature of law, the structure of the legal system, criminal law and procedure, torts, and constitutional law. The second part of the course will be devoted to class discussions on the law of contracts. The third part of this course will cover the basic law of business organization including agency, partnerships, and corporations, with an emphasis on the governance of publicly held corporations.

BUS 422 Organizational Change (3)

Prerequisite: BUS 320 Principles of Management and Organization

A survey of the field of change and innovation and their impact on the private enterprise system. The course also covers change management. Students will be exposed to a wide variety of change issues and innovation types and impacts. Diverse readings range from contemporary sources to Machiavelli.

BUS 424 Market Research (3)

Prerequisites: BUS 240 Statistics for Business and Economics and BUS 252 Introduction to Marketing

Development of the student's basic skills to conduct a marketing research project and evaluate its outcome. The students will understand the role of marketing research to formulate marketing problems and find their solutions. They will also gain hand-on experience in using various approaches to the assessment of customer needs and their expected response to new product and service offerings.

BUS 426 Valuation/Capital Structure (3)

Prerequisite: BUS 330 Managerial Finance and ECO 227 Macroeconomics

An examination of the ways in which a firm utilizes the capital budgeting and financing decisions to enhance shareholder value. Students will be exposed to basic issues involved in making decisions about a firm's financing arrangements including cost of capital, debt/equity structure, dividend policy and the interactions between investment and financing decisions. This course includes a study of the basic principles for valuing businesses, their assets, financial instruments and liabilities, along with the financial market contexts in which such valuations occur. The course includes applications of traditional methods of valuation such as replacement cost, discounted cash flow and market comparables, as well as newer valuation tools.

BUS 430 Decision Process and Negotiation (3)

Prerequisite: BUS 252 Introduction to Marketing

This course consists of two parts. The first one introduces major behavioral and economic theories to describe the process of decision making under various circumstances. Multiple studies will be reviewed by combining insights from psychology and economics. The second part is negotiation as the art and tool of creating agreements between two or more parties. Based on the basic concepts and analytical skills needed to produce the optimal decision process, this course will provide a broad array of negotiation skills to implement the selected decision-making effectively.

BUS 432 Global Marketing (3)

Prerequisite: BUS 252 Introduction to Marketing

A study of marketing strategies in international markets, focusing on the external factors that influence the marketing environment in the global economy. In learning the international marketing process, students will be exposed to cultural, economic, legal and political considerations, international and global marketing strategies, operations, products and services, promotional, pricing and distribution strategies and ethical issues.

BUS 435 Corporate Valuation (3)

Prerequisite: BUS 330 Managerial Finance

A study of the basic principles for valuing businesses, their assets, financial instruments, and liabilities, along with the financial market contexts in which such valuations occur. The course will include applications of traditional methods of valuation such as replacement cost, discounted cash flow and market comparables, as well as newer valuation tools.

BUS 437 Operations Management (3)

Prerequisite: BUS 320 Principles of Management and Organization

An examination of the methods and processes by which products and services are designed, developed, produced and delivered, including the development of effective and efficient systems for the flow of materials and information. The fundamental principles underlying state-of-the-art operational practices such as quick response, just-in-time supply, time-based competition and total quality management are explored.

BUS 440 Business Strategy and Market Positioning (3)

Prerequisite: All business major core courses, except BUS 460

The fundamentals of strategic management, beginning with analysis of industry environment and assessment of competitors' strengths and weaknesses and leading up to development of an organization's core competencies and the formulation of strategies to realize and sustain competitive advantage. Numerous case analyses provide opportunities for students to master the skills needed to strategically analyze industries and competitors and to develop sound strategic designs.

BUS 442 Business Marketing (3)

Prerequisite: BUS 252 Introduction to Marketing

An introduction to the concepts of marketing to businesses, emphasizing the importance of building customer relationships and the role of technology. The course integrates materials from all business disciplines as it exposes students to basic issues in business marketing including purchasing and materials management, marketing strategy, business marketing channels, pricing and negotiating for value and others.

BUS 447 Management of Technologies (3)

This course will expose students to the evolution of technology and its impact on various aspects of business and economy. It will examine how industries are transformed by new technologies and how the organizational strategies and managerial actions shape technological evolution. Since innovation in organizations often involves change, this course also focuses on the challenges and pragmatics of managing organizational change.

BUS 450 Business Ethics (3)

Prerequisites: BUS 252 Introduction to Marketing and BUS 320 Principles of Management and Organization

An examination of the ethical and stewardship responsibilities of business leaders by integrating the knowledge students have gained in their liberal arts education, particularly the Bible/theology courses they will have taken, with the foundations and normative practices of business. Students will study the ethical and stewardship dimensions of financial statements and company mission statements. Visiting business leaders will address ethical problems in such areas as employment, meeting performance goals and training employees in ethical and social values.

BUS 457 Senior Project (3)

Prerequisite: Senior Standing

The Senior Project is the culmination of the student's academic work at the college and is required for graduation. Students work extensively with faculty members and make an original research contribution in their chosen topic. Students are expected to spend a semester conducting research and writing on a topic of their choice approved by their thesis advisor.

BUS 460 Integrated Senior Seminar (3)

Prerequisite: All business major core courses, except BUS 440

An examination of the relationship of the Judeo-Christian worldview and the role of capitalism on the national and global business scenes, including a research study on the applicability of the Ten Commandments to business. As the culmination of their Business Major, teams of students develop a worldview thesis applied to specific business issues and cases so that each student formulates and appropriates a biblical worldview that will serve as a firm guide for a leadership position in business.

BUS 467 Business Management Internship (3)

Prerequisite: Management Majors Having Completed Junior Year

A semester long internship with a sponsoring organization in the field of contemporary management. Requiring from 12 to 20 hours per week for a period of at least ten weeks, the internship will enable students to experience the practical, real-world application of the principles, concepts and tools that they have learned in the classroom.

BUS 472 International Business (3)

An examination of the major managerial functions within global enterprises, providing an integrated perspective of the dynamics that characterize the global enterprise. The course will enhance students' abilities to manage across global boundaries as it addresses the special challenges facing global enterprises. Students will identify examples of responsive management and provide insight in how to participate effectively in global markets.

BUS 474 Venture Capital and Funding (3)

Prerequisite: BUS 240 Statistics for Business and Economics and BUS 330 Managerial Finance

This course has been designed as an advanced course in finance with an emphasis on entrepreneurship. It introduces the venture capital industry with an emphasis on the financial and economic tools useful for venture capital investing including leveraged buyout. In this course, students will review the capital budgeting decision of venture capital and evaluate financial issues involved in determining its source of funding. The private equity market will be introduced as a major financing source and various methods in private equity transactions will be examined including their relative strengths and weaknesses.

COMMUNICATIONS (COM)

COM 210 Fundamentals of Speech (Also, English 210) (2)

Prerequisite: English 101 and 201

This course will cover the preparation and delivery of speeches, with emphasis on organization, logical thinking and poise in the integrated use of the body and voice in effective expression. Built on the course content of English 110 and 120, emphasis will be placed on perceptive listening as well as speaking and oral reading.

COM 257 Rhetoric (3)

Prerequisite: ENG 201 College Writing II

This course offers instruction on how to write short persuasive essays such as those suitable for publication as op-ed articles in newspapers or commentary in political magazines. Students are equipped to compete in the marketplace of ideas by honing their skills to write essays that can win a place in the secular media and attract the attention of a mass audience.

COM 281 Techniques of Journalistic Unity (3)

Joint intensive summer institute with World Journalism Institute and The Kings College

COLLEGE PREPARATORY COURSES (CPP)

CPP 080 College Preparatory Writing (NC)

A review of the fundamentals of English grammar and the basics of writing sentences, paragraphs and short themes. This course does not carry academic credit.

CPP 090 College Preparatory Algebra (NC)

The development of the quantitative skills required for success in and beyond college. Topics include: real number system and calculator use for arithmetic; ratio, proportion and percentages; arithmetical word problems; polynomial arithmetic; relations and functions – especially linear, quadratic, exponential, and logarithmic functions; use of functions as models of real problems; production and interpretation of graphs; and the roots of polynomial and rational functions. This course does not carry academic credit.

COMPUTER SCIENCE (CSC)

CSC 253 Introduction to Computer Concepts I (3)

Prerequisite: Successful completion of the King's College AA degree or equivalent

A brief overview of the history and current status of digital technology with the goal of identifying key aspects of the dissemination of technological innovation in the US and world society. Also, an orientation to the importance of digital technology in professional life and identification of trends that impact personal life, government, business, and education. This course will be an initiation to skill acquisition in the use of essential software applications, e.g., Email, Web browsers, word processing, spreadsheets, and databases. Successful students will complete this course with the ability to name and discuss the aspects of technology that are most likely to impact their studies as well

as their professional and personal lives. They will be able to explain and discuss the fundamentals of the dissemination of innovation as they apply to digital technology. They will have mastered a set of meta-skills that allow them to enhance their own competency in the use of computer applications, particularly in the Windows environment.

CSC 254 Introduction to Computer Concepts II (3)

Prerequisite: CSC 251

This course is a continuation of CSC 251. Successful students will acquire a deeper understanding of the dissemination of innovation in the field of digital technology as a driving force in society and the national and world economy and its importance for their education and future careers. Students will manifest their ability to enhance their proficiency in essential applications such as browsers and office-suite software through the use of electronic performance support systems such as wizards and other help resources resident in the software applications.

CSC 351/ EDU 351 Computer Applications in Teaching I (2)

Prerequisite: CSC 252.

Examples used in the course come primarily from K-12 education in New York City schools. Students will derive an understanding of essential principles through the practical investigation of specific digital technologies as they relate to specific learner target populations based on grade level and other learner attributes known to influence learning. The major content of this course centers on: i) orientation to the history and current status of educational technology; ii) overview of learning theory as it applies to educational technology; and iii) problem centered and/or case-study investigation of the application of specific digital technologies for supporting specific learning tasks and objectives. The successful learner will be able to identify and discuss the strengths and weaknesses, advantages and dangers of typical instructional interventions involving specific educational technology applications such as Email or Web browsing in a K-12 setting, calling on specific illustrations from actual interventions in York City schools or other urban school settings.

CSC 352/ EDU 352 Computer Applications in Teaching II (2)

Prerequisite: CSC 351/EDU 352

This is a continuation of CSC/EDU 351 with an added emphasis on the design of instructional interventions involving educational technology. Major content areas include: i) identification of specific learning needs that might be addressed through the use of educational technology applications; ii) design of a proposed project to implement a specific educational technology intervention to address a specific need or set of needs; and iii) development of a draft budget and funding proposal to support such an intervention. The successful student will complete this course with the proven ability to work as part of a team to develop an educational technology plan and seek needed funding to address specific learner needs through specific software applications.

ECONOMICS (ECO)

ECO 117 Fundamentals of Economics (3)

An introduction to economics with an overview of political economy and economic issues. Students will examine the history of economics, beginning with the Greeks, using pertinent newspaper and magazine articles to show the contemporary relevance of the issues. After analyzing the work of leading political economists, students will review current economic issues.

ECO 210/BUS 341 Principles of Macroeconomics (3)

Prerequisite: BUS 340 Principles of Microeconomics

An introduction to macroeconomics focusing on aggregate economic relationships and measures such as gross national product, inflation, unemployment and fiscal and monetary policy. Specific economic issues and policy alternatives are discussed and differences among the key schools of economic thought in addressing these issues are highlighted.

ECO 212/BUS 340 Principles of Microeconomics (3)

Prerequisite: MAT 131 College Algebra

An introduction to microeconomic theory and analysis, focusing on decision making by individuals, households and firms. Key economic principles of scarcity, cost-benefit analysis, comparative advantage, supply and demand and the role of prices and free markets are introduced. Issues of public policy are frequently discussed to highlight applications of these principles.

ECO 217 Microeconomics (3)

Prerequisite: MAT 117 Mathematical Ideas and Practice

An introduction to microeconomic theory and analysis, focusing on decision making by individuals, households and firms. Key economic principles of scarcity, cost-benefit analysis, comparative advantage, supply and demand and the role of prices and free markets are introduced. Issues of public policy are frequently discussed to highlight applications of these principles.

ECO 227 Macroeconomics (3)

Prerequisite: ECO217 Microeconomics

An introduction to macroeconomics focusing on aggregate economic relationships and measures such as gross national product, inflation, unemployment and fiscal and monetary policy. Specific economic issues and policy alternatives are discussed and differences among the key schools of economic thought in addressing these issues are highlighted.

ECO 317 History of Economic Thought I (1797-1914) (3)

Prerequisite: ECO 117 Fundamentals of Economics

Students in this course investigate key economic events and the accompanying developments in economic theory from 1797, when the Bank of England left the gold standard, to 1914, the start of the First World War. With an emphasis on monetary history and policies, students will examine the economic thought of this key period.

ECO 327 History of Economic Thought II (1914-1988) (3)

Prerequisite: ECO 317 History of Economic Thought I (1797-1914)

This course describes key economic events and the accompanying developments in economic theory from the First World War through the stagflation of the 1970s. Students will study Keynesian theory, the Great Depression, and the reconstruction of the world economy after the Second World War.

ECO 417 Public Choice (3)

Prerequisite: ECO 227 Macroeconomics

This course is designed to introduce students to the economic analysis of political science or positive political economy. The class focuses on the role and function of government, and governmental decision-making, with an emphasis on regulation, voting theory and the interaction between public and private interests.

ECO437: Political Economy (3)

Prerequisite: ECO 227 Macroeconomics

This course offers theoretical insights into current macroeconomic issues. Students are introduced to a number of models. Emphasis is placed on the choices facing states in economic management and the limitations markets place on those policies.

ECO 477 Stewardship (3)

Prerequisite: MAT 117 Mathematical Ideas and Practice

An introduction to the Biblical concept of stewardship and the management of our personal finances. After a thorough examination of Scriptural teachings on money and wealth, students are exposed to key areas of finance including the time value of money, budgeting, banking, debt and borrowing, investing and financial planning. Students will develop the skills necessary to intelligently manage their financial resources.

EDUCATION (EDU)

EDU 322 History and Philosophy of Education (3)

A survey of important movements, educators and schools of thought from the Egyptian Period to the present, from a Christian perspective.

EDU 324 Principles of Guidance and Counseling (3)

A survey course of the principles and practices in guidance and counseling. Students will examine guidance and counseling methods with particular reference to the problems and practices in individual and group approaches to guidance in elementary and secondary schools.

EDU 325 Child Psychology (Also, PSY 220) (3)

Prerequisite: PSY 110

Development of the individual from conception through later childhood. Emphasis is placed on the concept of development and on the contribution of such factors as the learning process, the development of the self and the roles of genetics and society in the behavior of the child.

EDU 340 Teaching Elementary Reading (3)

Hands-on, one-on-one, teacher/child tutoring training and experience. Students will evaluate reading skill needs and develop lesson plans based on the Weekly Lesson Plan Prescription. Students will spend the semester working directly with a child under the supervision of a professional teacher. Grades are based on the cooperating teacher's evaluation, the child's progress reports and the student's lesson plans.

EDU 350 Introduction to Learning Disabilities (3)

An interactive approach to understanding a broad range of learning disabilities and approaches to serving the disabled child. The course emphasizes identification of learning disabilities, examination of testing and evaluation tools, development of behavioral objectives, individualized educational programs (IEPs) and teaching strategies, and exploration of the relationship of school and family involvement. Students will participate in classroom observations and test administration.

EDU 380 Teaching Elementary Social Studies (3)

A methods course that examines facets of the social studies curriculum. Students will study methods of teaching history, geography, anthropology, government, and economics. Students will also evaluate personal concepts such as study skills, values, self-esteem, and relationships (ranging from interpersonal to international relationships). Throughout, this course will challenge students to think biblically about the social sciences that they are teaching.

EDU 381 Curriculum Evaluation and Development (3)

This education course explores teaching in the elementary school including the role of the teacher, understanding the elementary child in culture, planning for curriculum development; organizing for instruction and major curricula issues today. Competencies in writing behavioral objectives and lesson plans using educational taxonomy are developed.

EDU 384 Assessment Methods and Strategies (3)

This course is an examination of the different methods and strategies in assessment. It looks at the role of assessment in curriculum design, instructional strategies, and the cultural factors in assessment.

EDU 385 Preventing School Violence, Child Abuse and Abduction (3)

This course is an overview of violence in schools, factors that contribute to school violence, profiles of likely perpetrators and likely victims of school violence. The course also covers strategies for ensuring school safety, the role of parents and community in preventing school violence. Finally it addresses the causes and factors of child abuse, what to do when child abuse is suspected or observed, child abduction prevention and school safety drills.

EDU 410 Sociology of Urban Education (3)

This course prepares students for a lifetime of teaching in the urban environment by providing tools that are peculiar to urban schools. Using texts such as *Trends and issues in Urban Education* and *Multicultural Education: Issues and Perspectives*, students will survey the unique opportunities and challenges posed by urban education. Among topics covered will be poverty and educational achievement, typologies of multicultural education, school reform; parent and community involvement, and bilingual education.

EDU 460 Integrative Seminar Concurrent with: EDU 480,481 (2)

An opportunity for students to evaluate progress in their major field and broaden their knowledge of practical aspects of the teaching profession. Students will reflect on and discuss issues that come up in supervised student teaching, including the role of the teacher, the challenges of students with special needs, schools in high need areas, application of technology in the classroom, etc. The course is divided into two 1-credit courses taken alongside with EDU 480 and 481 in the junior and senior year respectively.

EDU 462 Diagnosis and Remediation of Reading Disabilities (3)

Prerequisite: EDU 340.

Competencies developed in the administration and evaluation of standardized and informal tests, formal reading inventories and phonic surveys. Deficiencies, strengths and learning styles identified. Appropriate methods, materials and approaches prescribed in a practicum situation.

EDU 480 Supervised Student Teaching I (6)

Prerequisites: EDU 110, 340, 324, 325, 322, 332, 250, IDS290

An internship placement in a public school at the primary level (grade 1-3). The student is supervised by a classroom teacher and a college supervisor. The student will demonstrate competency in organization, instructional, educational strategies and the use of technology in the classroom. Seminar meets once a week concurrently with practice teaching. Individual conferences held with students. One of the teaching practices must be in a high need situation. Students must provide their own transportation.

EDU 481 Supervised Student Teaching II (6)

An internship placement in a public school at the primary level (grade 4-6). The student is supervised by a classroom teacher and a college supervisor. The student will demonstrate competency in organization, instructional, educational strategy and the use of technology in the classroom. Students must enroll in EDU 460, Integrative Seminar concurrently with this course. Individual conferences will also be held with students. One of the teaching practices must be in a high need situation. Students must provide their own transportation. Seminar meets once a week concurrently with practice teaching. Individual conferences held with students. One of the teaching practices must be in a high need situation. Students must provide their own transportation.

ENGLISH (ENG)

ENG 101 College Writing I (3)

Students will develop competency in the art of writing, with an emphasis on the personal essay. This course includes: a brief review of grammar and usage, frequent practice in writing compositions and analysis of selected essays as models for writing.

ENG 201 College Writing II (3)

Prerequisite: English 101 with a grade of "C" or higher.

An emphasis on academic writing in order for students to develop competency in the areas of research and analysis. Particular emphasis is placed upon the collection of information through varying sources, the citation of that information and student response to such information in the appropriate academic format.

ENG 210 Fundamentals of Speech (Also COM 210) (2)

Prerequisites: ENG 101 and ENG 201 with grades of "C" or higher.

Built on course content of English 110 and 120, students will gain experience in the preparation and delivery of speeches, stressing organization, logical thinking and poise in the integrated use of the body and voice in effective expression. Emphasis will be placed on perceptive listening as well as speaking and oral reading.

ENG 215 World Literature (4)

Prerequisites: ENG 101 and ENG 201 with grades of "C" or higher.

A survey of literary texts ranging from classical to modern works. Genres range from epic poetry to fiction and drama. Readers will master common genres within the literary realm, focusing on authors who have exercised an enduring influence on their craft. Selected masterpieces of world literature, include Virgil, Dante, Shakespeare, Milton, Achebe, and Baldwin.

ENG 225 Survey of English Literature (3)

Prerequisites: ENG 101 and ENG 201 with grades of "C" or higher.

A study of the development of English literature, focusing on Beowulf, Johnson, Blake, Woolf and recognized contemporary writers. Special attention will be paid to developing the student's analytical skills.

ENG 235 Survey of American Literature (3)

Prerequisites: ENG 101 and ENG 201 with grades of "C" or higher.

A study of the development of American literature, focusing on Edwards, Franklin, Whitman, Twain, Dickenson, Fitzgerald and recognized contemporary writers.

ENG 250 Advanced Composition (2)

Prerequisites: ENG 101 and ENG 201 with grades of "C" or higher.

Intensive practice in expository writing in connection with analysis of literacy selections for form and style, conducted as a seminar in which manuscripts are read and criticized by class members.

ENG 320 Oral Interpretation (3)

Prerequisites: ENG 101 and ENG 201 with grades of "C" or higher.

An introduction to the techniques and types of literature used in the art of Oral Interpretation, with an emphasis on analysis and the use of the voice and body for effective oral presentation. The technique of reading aloud from works of literary art with attention to the analysis necessary for appreciation and understanding of the materials to be performed.

ENG 410 Renaissance Literature (3)

Prerequisites: ENG 101 and ENG 201 with grades of "C" or higher.

A study of the poetry, prose and drama of the Elizabethan period, with emphasis on Shakespeare, Sidney, Spenser and Marlowe. Special attention will be given to historical contexts and the development of literary genres.

English as a Second Language

ESL 101 Reading and Vocabulary (NC)

An introductory-level class with a focus on developing basic vocabulary and reading skills.

ESL 102 Listening and Speaking (NC)

An introductory-level class with a focus on developing communicative listening, speaking and pronunciation skills.

ESL 103 Composition and Grammar (NC)

An introductory-level class with a focus on constructing meaningful and grammatically-accurate sentences.

ESL 104/204 Culture and Worldview (NC)

An overview of common American values and culture through real-life observations, interviews, lectures, videos, readings, and comparisons of American beliefs and behaviors.

ESL 105 Academic Enrichment (NC)

Firsthand opportunities for students to experience the richness of American culture through weekly field trips to famous and exciting places such as the Statue of Liberty, the New York Stock Exchange, the United Nations, Rockefeller Center, the Metropolitan Museum of Art, Central Park, Times Square and Yankee Stadium.

ESL 106 TOEFL® Course (NC)

Recommended for students who want to enter an American college or university—this dynamic 21 hour course starts with a comprehensive introduction to the TOEFL®, moves toward specific test-taking strategies and skills for each section of the test, and incorporates TOEFL® specific vocabulary lessons. Offered 5 times per year, this 7-week course is taught by an experienced TOEFL® instructor. Minimum TOEFL® score of 133/450 (computer/paper) is required to register.

ESL 107 Business English Course (NC)

Recommended for all students with an interest in business—this foundational 21 hour course focuses on business speaking, business writing, and American business culture. Offered 5 times per year, this 7-week course is taught by an experienced instructor with a business degree and background. Minimum TOEFL® score of 133/450 (computer/paper) required to register.

ESL 201 Reading and Vocabulary (NC)

A low-intermediate class with a focus on rapidly increasing students' vocabulary and use of reading strategies.

ESL 202 Listening and Speaking (NC)

A low-intermediate class which teaches students to utilize a variety of conversational strategies in conversational situations.

ESL 203 Composition and Grammar (NC)

A low-intermediate class in which students learn to develop organized and coherent paragraphs and essays.

ESL 301 Reading and Vocabulary (NC)

A high-intermediate class in which students develop awareness of abstract concepts and relationships between ideas.

ESL 302 Listening and Speaking (NC)

A high-intermediate class which builds upon students' existing academic skills in listening and speaking.

ESL 303 Composition and Grammar (NC)

A high-intermediate class which helps students improve real-life writing skills through email and computer technology.

ESL 304 Culture and Worldview (NC)

A high-intermediate class using film and popular music to understand how Americans view themselves, their culture, and their history.

ESL 401 Reading and Vocabulary (NC)

An advanced class with a focus on expanding academic and comprehension skills to college-level ability.

ESL 402 Listening and Speaking (NC)

An advanced class in which students learn to develop advanced oral presentation and communicative skills.

ESL 403 Composition and Grammar (NC)

An advanced class which prepares students for entry and success in college-level writing.

ESL 404 Culture and Worldview (NC)

An advanced class which teaches students to identify and analyze the impact of human worldview on personal choices and values, through the exploration of timeless questions in philosophy, metaphysics, epistemology, ethics, and aesthetics.

GEOGRAPHY (GEG)

GEG 210 Fundamental Issues in World Geography (2/3)

The identification and study of key global issues to develop a world (global) mindset and spatial understanding. Issues to be covered will include world religions, poverty and poverty alleviation, resources and trade, population and environmental degradation, human disasters and global health.

GEG 341 Land and People of North America (3)

A study of the basic geographic background of for the USA and Canada. The themes covered include, land forms, settlements and settlement patterns, agriculture, industrial and commercial organization, cultures and culture regions as well as human impacts on the environment.

GEG 431 Regional Geography of Africa (3)

A thematic examination of the African subcontinents physical, economic, and political changes, patterns of human use, resources and dynamics of change examined of change.

GOVERNMENT (GOV)

GOV 220 American Government (2)

A comprehensive analysis of the American political system using available analytical methods. This course addresses the issues and problems faced by federal, state and local governments. Special attention is paid to the separation of powers and the roles of political parties and interest groups affecting free government.

GOV 350 Classical Political Philosophy (3)

Primary attention is given to Aristotle's *Politics* as a competitor to Plato's *Republic*. Aristotle is said to have corrected and systematized the philosophic speculations of Socrates and Plato. Discussion will include comparisons with modern political thinkers and the Bible.

GOV 355 Constitutional Law (3)

A discussion on the nature of the Constitution as "first principles" or "a living document." Included is an analysis of important Supreme Court decisions since the founding with a focus on their political and moral impact upon American society. Also included are the changing conceptions of the role of the Constitution and the Supreme Court in American society.

GOV 360 (Also PHL 360) Plato's Republic (3)

Plato's *Republic* is the foundational work in the history of political philosophy and the conceptions of government to which modern political philosophy is a reaction or rejection. The Socratic method in politics will be studied through a careful reading of Plato's work.

GOV 365 Statesmanship (3)

Differentiating statesman from politicians by means of an examination of the speeches, life and leadership of Abraham Lincoln. *Plutarch's Lives of Noble Greek and Romans* and Suetonius' *Twelve Caesars* as well as works from Winston Churchill and the lives of selected American leaders will also be examined.

HISTORY (HIS)

HIS 110 History of Civilization (for Education majors only) (4)

A thorough examination of the development of civilization with considerable attention to ancient cultures and their significant contributions to making the contemporary world what it is today. Students are encouraged to recognize how various peoples have helped to construct the civilization of which we are all a part. This course serves as a framework for the integration and understanding of all the other liberal arts.

HIS117 American Civilization I (3)

This course explores American history from the early settlement of North American until the Civil War. Special emphasis is given to the American colonial period and revolution, American exceptionalism, slavery, and the roots of the civil war.

HIS127 American Civilization II (3)

Prerequisite: HIS 117 American Civilization I

Students will explore the political, cultural, and economic development of the United States from reconstruction to the present day. During this period, the United States underwent reconstruction after the civil war, entered the modern industrial age, experimented with imperialism, abandoned isolationism, fought two major wars, became a global power, experienced an extended campaign for civil rights, and entered a period of major cultural change. This course takes students through these dramatic changes and will increase their understanding of American civilization and the American experience.

HIS217: Western Civilization I (also LIT 217) (3)

Students will focus on the development of civilization with considerable attention to the contributions of Greek, Roman, and Medieval European civilizations to the development of the modern world. This course serves as a framework for the integration and understanding of all other liberal arts.

HIS227: Western Civilization II (also LIT 227)

(3)

Prerequisite: HIS 217/LIT 217 Western Civilization I

Students will examine the development of civilization with considerable attention to the contributions of the Renaissance, the Reformation, the Enlightenment, and the Scientific Revolution to the development of the modern world. After becoming familiar with the great events and personalities that have shaped the west, students will identify major philosophical trends that have created the modern world.

INTERDISCIPLINARY STUDIES COURSES (IDS)

IDS 110 Self-Discovery and Career Planning

(2)

An exploration, using traditional and experiential teaching methods, of the fundamental questions of, "Who am I?", "Where am I going?", "How am I going to get there?" as it applies to students' career exploration. It introduces students to Self-Discovery by utilizing and analyzing the validity of personality and assessment tools. IDS 110 also provides a simulated Career Planning process whereby student engage in occupational exploration, resume-writing and mock-interviewing.

IDS 250 Arts and Culture

(4)

An interweaving of common features of major movements in creative human expression, involving music, architecture, painting, sculpture, etc.—ranging from the classical tradition to contemporary forms. There is a historical, topical and thematic emphasis. A lab fee of \$55 will be charged to cover site visits and other activities.

IDS 251 Arts and Culture Seminar

(2-4)

An elective seminar for students interested in pursuing further work in special selected topics in culture and the fine arts. This could include trips abroad to study these topics.

IDS 280 Leadership

(2)

This leadership course includes examining leadership research, evaluating biblical and current models of leadership, assessing leadership styles and skills. Through readings, videos, classroom exercises and projects students identify their leadership strengths and develop some of the needed skills for successful leadership in the 21st century.

IDS 290 Career Internship

(4)

The culmination of each student's self-awareness acquired through completion of the Self-Discovery program, IDS 110 Self-Discovery and Career Planning and academic progress to date. This course helps students to examine their personal commitment to the profession or occupation in which they intern-especially concerning their career goals and educational objectives.

LANGUAGES (FOR EDUCATION MAJORS ONLY)

Students who wish to register for foreign language courses may be required to take a Foreign Language Exam to determine proficiency and appropriate placement.

FRENCH (FRE)

FRE 101 Elementary French I

(3)

Prerequisite: Native or near-native fluency in both spoken and written English

Acquisition of a repertory of non-native language study skills for adult learners. Application of these skills to acquiring the fundamentals of grammar, syntax, and vocabulary with emphasis on the written and spoken language of the modern French-speaking world, especially France. Training in the recognition and proper pronunciation of French sounds that are foreign to American English. Orientation to and practice in the normal rhythms of spoken French, especially as they differ from American English. Acquisition of the ability to recognize that, with regard to language and culture, things that are different from the student's norms must not be judged a priori as inferior. Application of this ability to provide greater insight into one's own assumptions about language, culture, and society. The successful student will complete this course with the ability to understand both written and spoken French at the urban survival level and to speak at that level.

FRE 102 Elementary French II

(3)

Prerequisite: FRE 101. Native or near-native fluency in both spoken and written English.

A refining and expansion of fundamental language skills and knowledge and cross-cultural insights as begun in French 101. At the end of this course, successful students will have expanded their urban-survival language abilities as well as their ability to relate to native speakers of French in a manner that conveys a non-judgmental attitude toward the speakers' inter-personal, cultural, and societal norms. Students will also have determined whether or not the pursuit of further French studies is appropriate for them.

SPANISH (SPA)

SPA 111 Elementary Spanish I

(3)

This course is designed for nonnative and native speakers of Spanish. The course covers the basic fundamentals of reading, writing, speaking, listening and comprehension of Spanish. Language Lab Time required/mandatory.

SPA 112 Elementary Spanish II

(3)

Prerequisite: SPA 111

This course is a continuation of SPA 111 and is designed to convert basic vocabulary, grammatical structures and descriptions as well as introduce students to a variety of readings and modalities to enhance the student's knowledge of the Spanish language. Language Lab time is required/mandatory.

SPA 201 Intermediate Spanish I (3)

Prerequisite: SPA 112 or equivalent.

Briefly reviews basic fundamentals of the Spanish language: grammar, vocabulary and reading. It introduces more advanced structures in all four language skills: oral, auditory, written and comprehension through the use of selected literary, grammatical and cultural readings/selections.

SPA 202 Intermediate Spanish II (3)

Prerequisite: SPA 201 or equivalent.

Continuation of Int. Spanish 1. This course introduces more complex grammatical structures of the Spanish language and includes in-depth reading and analysis of literary and cultural selections/readings. More advanced level conversations are incorporated in this course.

LAW (LAW)

LAW 357 Constitutional Law (Also POL 357) (3)

Prerequisite: POL 117 Foundations of American Politics

This course is a review of the nature of the Constitution as "first principles" or "a living document." Students will analyze important Supreme Court decisions since the founding with a focus on their political and moral impact upon American society. Also included are the changing conceptions of the role of the Constitution and the Supreme Court in American society.

LITERATURE (LIT)

LIT 217 Western Civilization I (3)

Students will focus on the development of civilization with considerable attention to the contributions of Greek, Roman, and Medieval European civilizations to the development of the modern world. This course serves as a framework for the integration and understanding of all other liberal arts.

LIT 227 Western Civilization II (3)

Prerequisite: HIS 217 or LIT 217 Western Civilization I

Students will examine the development of civilization with considerable attention to the contributions of the Renaissance, Reformation, the Enlightenment, and the Scientific Revolution to the development of the modern world. After becoming familiar with the great events and personalities that have shaped the west, students will identify major philosophical trends that have created the modern world.

MATHEMATICS (MAT)

MAT 117 Mathematical Ideas and Practice (3)

Prerequisite: CPP090 (Algebra) with a grade of "C" or higher OR placement via SAT/ACT scores.

An emphasis on reasoning skills and a survey of mathematics for the liberal arts student. Topics include: review of college algebra and functional notation (linear, quadratic, and exponential functions), set theory, number theory (factors, modular arithmetic, bases), problem solving techniques and practice (use and manipulation of standard formulae, percentage, word problems), use of mathematics in political and economic situations, and the history and cultural influence of mathematics.

MAT 192 Mathematics for Elementary School Teachers (3)

Prerequisite: MAT 117 Mathematical Ideas and Practice

The course will provide the prospective elementary school teacher with the background necessary to teach elementary school mathematics. Topics to be covered are real number systems, probability, descriptive statistics, the metric system, and elementary concepts in geometry.

MAT 210 The Nature of Mathematics (3)

Prerequisite: CPP090 (Algebra) with a grade of "C" or higher

This course emphasizes logic and reasoning skills. Topics include: set theory, number theory (factors, modulo arithmetic, bases), deductive logic and analysis (use of symbols to represent ideas; truthfulness; validity), standard logical forms and fallacies, interpretation and analysis of arguments – including arguments employing statistics, problem solving techniques and practice (use and manipulation of standard formulae, percentage, word problems), and the history and cultural influence of mathematics.

MAT317 Statistics (3)

Prerequisite: MAT 117 Mathematical Ideas and Practice

An introduction to statistics designed for the social sciences. Students are introduced to elementary concepts in statistics and probability. Students are also exposed to statistical software and trained in social science methods.

MUSIC (MUS)

MUS 110 Introduction to Music (3)

An overview of the styles and forms of Western Music beginning with the 16th Century to the present. The course introduces the instruments of the orchestra and will discuss the five elements of music: rhythm, melody, harmony, form, and texture. Popular styles, world music, and the influence of technology on music are also considered. Sacred music is emphasized

PHILOSOPHY (PHL)

PHL217 Logic (3)

Students study all of traditional logic, as well as the philosophical principles on which it rests, with emphasis on metaphysical and epistemological realism, and its practical applications, such as Socratic Method, debate, and writing logically organized essays and papers. Students will compare symbolic, or mathematical, logic with traditional logic and evaluate the limitations of each.

PHL 200 Ethics in the Marketplace (Also BUS 200) (2)

An introduction to biblical and classical values and virtues and to their application in concrete problem-solving and decision making in personal life, family, church, business, government and medicine. The resources of scripture, critical thinking, metaphysics and epistemology will be used to cultivate both knowledge and skill for ethical awareness, choices and behavior. This course may be used for a general education requirement.

PHL 260 Philosophical Apologetics (Also BIS 360) (3)

A critical treatment of the problem of method in apologetics and a philosophical analysis of Christianity as a total worldview in comparison with other worldviews. Particular attention will be given to worldviews students are most likely to encounter in the New York context.

PHL 355 Socratic Logic (3)

A course in the natural logic of the four language arts (reading, writing, speaking, and listening). Using classical "ordinary-language" Aristotelian logic this course emphasizes interpreting ordinary language, not only analyzing but also constructing effective arguments, uncovering hidden assumptions, making "argument maps."

PHL 360 (Also Gov 360) Plato's Republic (3)

Plato's *Republic* is the foundational work in the history of political philosophy and the conceptions of government to which modern political philosophy is a reaction or rejection. The Socratic method in politics will be studied through a careful reading of Plato's work.

PHL 365 Ethics (3)

This course provides an overview of major ethical theories and helps students to form a systematic treatment of ethics and morality. Included will be the nature of values and moral values; considerations of human freedom; the sources and forms of moral goodness, moral evil, and moral obligation; evaluations of major theories; and the specific nature of Christian ethics.

PHL 367 Plato and Aristotle (Also POL 367) (3)

Prerequisite: POL 117 Foundations of American Politics

This course is an investigation into the most influential classics in the history of philosophy, emphasizing issues, ancient and modern, both political and individual. Students will study Plato's cultural context; and the ties between Plato's political philosophy and his metaphysics, cosmology, epistemology, psychology, ethics, and philosophy of religion.

PHL 387 Enlightenment and Liberal Democracy (Also POL 387) (3)

Prerequisite: POL 117 Foundations of American Politics

Students are introduced to the idea of liberal democracy and to the philosophical concepts of the enlightenment on which democracy is based. The class will discuss and debate concepts such as the social contract, the inalienable or universal rights of man, and tolerance.

PHL 417 Science and Theories of Origin (Also SCI 417) (3)

A survey of theories of origin, with attention to naturalist and supernaturalist models. Students will be acquainted with a wide range of literature, including the Bible, other classical accounts and contemporary scientific literature. Issues dealt with include epistemology, history of the scientific enterprise, cosmology, the chemical origins of life, and biology.

PHYSICAL EDUCATION, HEALTH AND RECREATION (PHE)

PHE 210 Health and Wellness and Substance Abuse (2)

A study of the physical and mental aspects of healthful living. Areas of consideration are: diet and nutrition, balanced living for physical and mental health, nature and prevention of communicable disease, contemporary health hazards, human sexuality and substance abuse.

POLITICS (POL)

POL117 Foundations of American Politics (3)

Prerequisite: none

Students are introduced to the core principles of American government and politics. The course focuses on concepts of constitutionalism, republican democracy, liberty, civil rights and federalism. Students will trace the development of democratic theory from ancient philosophy through de Tocqueville and into the modern age, examining the American government in practice.

POL357 Constitutional Law (Also LAW 357) (3)

Prerequisite: POL 117 Foundations of American Politics

This course is a review of the nature of the Constitution as “first principles” or “a living document.” Students will analyze important Supreme Court decisions since the founding with a focus on their political and moral impact upon American society. Also included are the changing conceptions of the role of the Constitution and the Supreme Court in American society.

POL367 Plato and Aristotle (Also PHL 367) (3)

Prerequisite: POL 117 Foundations of American Politics

This course is an investigation into the most influential classics in the history of philosophy, emphasizing issues, ancient and modern, both political and individual. Students will study Plato’s cultural context, and the ties between Plato’s political philosophy and his metaphysics, cosmology, epistemology, psychology, ethics, and philosophy of religion.

POL387 Enlightenment and Liberal Democracy (Also PHL 387) (3)

Prerequisite: POL 117 Foundations of American Politics

Students are introduced to the idea of liberal democracy and to the philosophical concepts of the enlightenment on which democracy is based. The class will discuss and debate concepts such as the social contract, the inalienable or universal rights of man, and tolerance.

POL417 Public Policy (3)

Prerequisite: POL 387 Enlightenment and Liberal Democracy

An advanced course in American politics and public policy. Students are exposed to the major institutions and dynamics of American politics and government and later apply this knowledge to the arena of public policy making. Students are challenged with a variety of approaches from formal modeling to journalistic accounts in understanding how the American government works. Student papers will apply these lessons in the key area of public policy making.

POL447 Civil Rights (3)

Prerequisite: POL 357 Constitutional Law/ POL 387 Enlightenment and Liberal Democracy

Respect for civil rights is a cornerstone of democracy and key part of the American constitution. This course will discuss the history and evolution of civil rights in the United States, its basis in constitutional law and the philosophical concepts on which it is based.

POL457 American Foreign Policy (3)

Prerequisite: POL 387 Enlightenment and Liberal Democracy

An introduction to American foreign policy, its historical context, and present day debates. Students will use a case study approach to look at past and present foreign policy challenges facing the United States. Students are introduced to theories of American exceptionalism, isolationism, as well as traditional international relations theories to help explain American foreign policy choices.

POL467 Statesmanship (3)

Prerequisite: POL 387 Enlightenment and Liberal Democracy

This course introduces students to the concept of statesmanship by focusing on the writings, speeches and debates of Presidents Adams and Lincoln. Students debate core questions of American politics such as what is politics, who should rule, and how does society balance the interests of the majority against the concerns of the minority.

POLITICS, PHILOSOPHY, AND ECONOMICS (PPE)

PPE417 Senior Thesis (3)

Prerequisite: Senior standing

The Senior Thesis is the culmination of the student’s academic work at the college and is required for graduation. Students work extensively with faculty members and make an original research contribution in their chosen topic. Students are expected to spend a semester conducting research and writing on a topic of their choice approved by their thesis advisor.

PSYCHOLOGY (PSY)

PSY 109 Introduction to Psychology (FOR EDUCATION MAJORS ONLY) (2)

A general overview of psychology as a behavioral science. This course challenges students to examine psychological theories and studies from various philosophical perspectives and a Christian worldview. Topics include: psychology’s philosophical history, cognition, learning, perception, development, personality and social psychology. Offered for 2 credits to education students.

PSY 110 Introduction to Psychology (3)

A general overview of psychology as a behavioral science. This course challenges students to examine psychological theories and studies from various philosophical perspectives and a Christian worldview. Topics include: psychology’s philosophical history, cognition, learning, perception, development, personality and social psychology.

PSY 220 Child Psychology (Also, EDU 325) (2)

Prerequisite: PSY 110 Introduction to Psychology

A study of the development of the individual from conception through later childhood. Emphasis is placed on the concept of development and on the contribution of such factors as the learning process, the development of the self and the roles of the home and society in the behavior of the child.

PSY 245 Social Psychology (Also, EDU 245) (2)

Prerequisite: PSY 110 and 2 credit hours of Sociology

The study of the relationship between the individual and the group emphasizing the relationship between behavior and attitudes and the process of attitudinal change. Also includes attribution, the influence of norms and roles, conformity, the influence of groups on individuals and discussions of the causes.

RELIGION (REL)

REL 157 Introduction to New Testament Literature (3)

An introduction to the distinctive genres of New Testament literature, coupled with hermeneutical principles and methodology for each. Emphasis is given to the development of motivation and aptitude for study and interpretation of the New Testament, as well as application to life. Course assignments will center on acquisition of practical skills useful for independent study of the New Testament.

REL 167 Introduction to Old Testament Literature (3)

An introduction to the distinctive genres of Old Testament literature, coupled with hermeneutical principles and methodology for each. Emphasis is given to the development of motivation and aptitude for study and interpretation of the Old Testament, as well as application to life. Course assignments will center on acquisition of practical skills useful for independent study of the Old Testament.

REL 187 Foundations of Judeo-Christian Thought (3)

An introduction to theology for liberal arts students which addresses the philosophical and historical basis of Christian biblical theology. Particular attention is given to the doctrine of humanity and salvation.

REL217 Comparative Religions (3)

Prerequisite: REL 187 Foundations of Judeo-Christian Thought

This is a survey of the major religions and religious movements that students are likely to encounter in the New York context. Studies include the major spiritual alternatives to Christianity—Hinduism, Buddhism, and Islam, naturalism, and modern atheism. After examining orthodox versions of non-Christian faiths, as well as variations common in the contemporary American context—Nation of Islam and New Age practices, students conclude the class by studying various new religious movements—Mormonism, Jehovah's Witness, Christian Science, Scientology, etc.

REL317 Principles of Biblical Interpretation (3)

As an introduction to principles and methods of Biblical interpretation, students will focus on learning the methodological model for studying and interpreting Biblical literature in the context of New Testament epistolary literature. Students will focus on applying this model to other genres of Biblical literature. Emphasis is given to the development of motivation and aptitude for study and interpretation of the Bible, as well as application to life.

REL417 Theology and Social Transformation (3)

Prerequisite: REL 317 Principles of Biblical Interpretation

An introduction to the study of social transformation from theological and sociological points of view. Studies will include an exploration of the impact of modern society on religion as well as the impact of religion on modern society. Students will explore the relationships between religion, modernity, and social change.

SCIENCE (SCI)

SCI 417 Science and Theories of Origin (Also PHL 417) (3)

A survey of theories of origin, with attention to naturalist and supernaturalist models. Students will be acquainted with a wide range of literature, including the Bible, other classical accounts and contemporary scientific literature. Issues dealt with include epistemology, history of the scientific enterprise, cosmology, the chemical origins of life, and biology.

SOCIOLOGY (SOC)

SOC 210 Cultural Anthropology (4)

A study of the concept of culture and its importance for the study of man; an examination of culture as it relates to substantive items such as family, religion and economy; an elaboration of the theoretical significance of culture in such areas as culture and race, culture and personality and culture and language; a discussion of cultural dynamics; and the examination of a few cultures in some depth.

SOC 310 Topics in Urban Studies (3)

An introduction to the study of cities through a focus on New York City. Part I studies cities through the method of participant observation and interviews. Part II develops a theoretical model for understanding urban life. Part III examines the creation, change and role of the physical, social and cultural boundaries of cities.

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