



Graduate & Professional Studies programs differ from traditional programs in the following respects:

Adult-Oriented Programming

The King Graduate & Professional Studies programs are adult-oriented degree programs that are designed to eliminate some of the challenges facing adult learners.

Accelerated Pace

Students are enrolled in only one or two courses at a time in their major. Students in the face-to-face programs attend only one or two class sessions per week. Many courses are completed in five to eight weeks. Each Bachelor's level face-to-face class session is four hours long; Master's level face-to-face classes are three hours long. Master of Science in Nursing students attend class for eight hours one day per week for the entire semester.

Although class meeting time is less, students are expected to be engaged with their coursework for the same number of hours regardless of delivery mode—traditional, GPS, or online. See Catalog Section 2.05.210 for the Definition of a Credit Hour.

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

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

Applied Learning

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

Participative Methodology

The primary role of the instructor in the GPS and Online Master's and Bachelor's programs is that of facilitator. The lecture method is used only in a limited way. Students are expected to commit considerable time to acquiring information from textbooks, web-enhanced activities, and work-related assignments. Class time is given over, largely, to the processing of information. The teacher functions as a facilitator in a learner-centered, rather than a teacher-centered, environment.