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KING'S COLLEGE
Handbook for Graduate Students in Education
2011-2012



Wilkes-Barre, Pennsylvania 18711-0801

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

***ALL INQUIRIES FOR THE GRADUATE PROGRAMS
SHOULD BE ADDRESSED TO THE GRADUATE OFFICE,
LOCATED ON THE GROUND FLOOR OF THE ADMINISTRATION BUILDING***

Office hours are Monday-Friday 8:30 a.m.-4:00 p.m. Voice mail is available 24 hours a day. The Graduate Division telephone number is (570) 208-5991. Fax: (570) 208-8027. E-mail may be sent to gradprograms@kings.edu.

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MISSION STATEMENT

(Adopted by the Board of Directors of King's College on October 7, 2006)

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

HISTORY AND TRADITION

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

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

To achieve its mission:

- King's College welcomes students from diverse backgrounds and strives to educate them in a community committed to academic excellence, mutual respect, and social responsibility.
- Faculty members are committed to active student learning and excellent teaching as their main responsibilities.
- Faculty members engage in ongoing professional development and public scholarship to strengthen their primary role of teaching.
- Faculty, administration and staff members share responsibility for working with students as advisers, coaches, counselors and mentors to nurture the full development of students.
- The academic curriculum is complemented by co-curricular programs, organizations and activities which contribute to the career, civic, cultural, personal, physical, moral and spiritual development of students.
- King's College encourages students, faculty, administration and staff members to participate in their academic, professional, civic, cultural and faith communities.

FACILITIES AND STUDENT SERVICES

THE GRADUATE DIVISION OFFICE

The Graduate Division Office is located in the loft above the Center for Lifelong Learning, ground floor, Administration Building. The dean of graduate programs and the staff of the Graduate Division Office are available to answer questions about graduate programs, application procedures, course schedules and registrations, and any other matters relating to graduate study. Office hours are Monday-Friday 8:30 a.m.-4:00 p.m. Voice mail is available 24 hours a day. The Graduate Division telephone number is (570) 208-5991. Fax: (570) 208-8027. E-mail may be sent to gradprograms@kings.edu.

Information about graduate course offerings is available from the Graduate Division Office at the number listed above and on the Graduate Division website (www.kings.edu/graduate/).

THE SHEEHY-FARMER CAMPUS CENTER

The renovated Sheehy-Farmer Campus Center is the hub of activity on the King's College campus. It is home to the Widmann Gallery, radio station WRKC-FM, an Internet café, a game room, and a performance stage. Connerton's offers seating for 130 and convenient takeout dining. It opens onto Regina Court, which features a waterfall and umbrella tables for relaxing outdoor dining. A marketplace dining area offers seating for 400 and a variety of menu options.

The third floor of the Center includes a large, divisible multi-purpose space for lectures, conferences, banquets, trade shows and other events. Depending on the event, this additional 15,000-square-foot area provides entertainment space for up to 900 guests.

THE BOOKSTORE

The King's College Bookstore, located at 7 South Main St. in downtown Wilkes-Barre, is operated by Barnes and Noble. It offers books and supplies, King's College clothing and accessories for Monarch fans, and a full menu of Starbucks® specialties in the bookstore's spacious café. For Bookstore hours, call (570) 208-4700.

THOMAS J. O'HARA HALL

This new 95,000-square-foot, four-story mixed-use facility opened in Fall 2009. It houses the Education Department and a 120-child daycare center. It also houses apartments for King's students and Leo's on Mane, a dining and take-out café, for both students and neighborhood residents to enjoy.

THE D. LEONARD CORGAN LIBRARY

King's College strives to provide the best possible resources in support of its curriculum. The D. Leonard Corgan Library provides students and faculty members with access to a variety of print and digital information resources. The online catalogue, a growing number of online databases, and other information resources are available via the library's web page. Students and faculty members can access this information through the College's web site (www.kings.edu). From off campus, enter your username and password to open an individual database.

Students may use reciprocal borrowing arrangements to borrow books and materials directly from several area academic, public and medical libraries. Through its affiliation with the Online Computer Library Center, the Library also provides access to other libraries throughout the United States. Additional information about these services is available at either of the Library's reference or circulation desks.

Because graduate study is very much an individual learning process and experience, graduate students are encouraged to meet with reference librarians to discuss their specific information needs.

THE COMPUTING CENTER

The Computing Center, located on the third floor of McGowan Hall, provides students, faculty members, administrators, and staff members with access to a variety of computing resources. Students can access the campus network, the academic computing system, and the internet through computers in any of the following computer labs: Father O'Hara Hall room 127 during education department hours; McGowan Hall rooms 409, 413, 414, 423, 326, 223, and 120; Administration Building Room 425; the library; the lobby of Holy Cross Hall; the lobby of Esseff Hall; Luksic Hall study room; and the Internet Café in the Campus Center. A 24-hour computer lab is also available on the first floor of the Sheehy-Farmer Campus Center.

All computer lab workstations are equipped with Microsoft Office Suite and web browser, as well as access to other selected multimedia, information or computing resources.

To use the campus network, students need a network login. Information about obtaining a network login or account on the academic system is available in the Computing Center. The Computing Center's telephone number is (570) 208-5844. Additional technology-related information is available through the College's web site www.kings.edu under Services.

CAMPUS MINISTRY

King's College provides an active Campus Ministry program to serve the personal and spiritual needs of all the members of the College family – students, administrators, faculty and staff. The J. Carroll McCormick Campus Ministry Center is located on the corner of North Franklin and Jackson Streets.

Campus Ministry has four goals: to foster care and concern by all members of the King's community and those living in the local Wilkes-Barre community, to promote the proclamations of the gospels and the values inherent in them, to coordinate the celebration of community life in prayer and worship, and to foster an atmosphere of moral concern and social awareness on campus.

GRADUATE STUDY AT KING'S COLLEGE

Philosophy of Graduate Programs

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

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

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

Objectives of Graduate Programs

Skills and Abilities

King's College seeks to hone its graduate students' appreciation of, and facility in undertaking, effective research in their specialized field of study. King's College seeks to enhance the student's ability to formulate appropriate solutions to problems in his or her field of study.

Understanding/Knowledge

King's College seeks to improve its graduate students' understanding of their field of study through advanced graduate study employing a variety of instructional techniques. King's College seeks to enhance its graduate students' competency in advanced, graduate-level study and to integrate that knowledge with critical analysis and ethical inquiry. King's College seeks to develop in its students an appreciation of, and the foundation for, continuing graduate education and advanced professional development.

Values

King's College seeks to develop in its graduate students an appreciation for the role that ethical values play in organizational decisions and to improve their ability to make sound, ethically responsible judgments throughout their careers.

Bridging the Undergraduate and Graduate Programs

There is a seamless transition between the undergraduate and graduate programs in education with complementing goals and philosophies. The full-time faculties of the undergraduate and graduate programs meet monthly.

King's College Education Department Mission Statement

The mission of the Education Department is to prepare reflective practitioners who are recognized for their vision, motivation, knowledge, skills and dispositions as they develop, manage and monitor communities of learning in a diverse and complex world. This mission is built on the foundational tenets of a broad-based liberal arts education in the tradition of King's College and the Congregation of Holy Cross and the best professional practices of teacher education.

King's College Graduate Programs Mission Statement

The mission of the Graduate Division at King's College is to develop professionals for business, government, health care and education through specialized graduate programs whose aim is to prepare graduates for positions of responsibility and creative leadership in regional, national and international organizations.

King's College Education Department Vision Statement

The Education Department of King's College will be recognized for its ability to effectively reflect upon and revise its own practices, and will be perceived as a leader in educational innovation and reform. We will be a leader in developing productive partnerships with our professional colleagues who represent the educational spectrum from early childhood education through higher education. Our program will be viewed as exemplary in the preparation of outstanding teachers who reflectively integrate disciplinary and pedagogical knowledge, professional skills, and personal dispositions to meet the challenges found in the 21st century classroom.

Education Department Philosophy

Fundamental to the development of the Education Department's Philosophy is the belief that teachers are social beings that live and work in communities. In the spirit of James, Dewey, Piaget, Vygotsky, Bruner, and Boyer, we assert that learning and teaching occur in the shared relationships, experiences, knowledge, and cultures of the communities we serve. It is a holistic interpretation of the acts of learning and teaching, they are by nature, fluid, complimentary, service-orientated, each dependent on the other, never isolated or complete, but continuous experiences embedded in the context of particular communities, each renewing the other. We, teacher-educators and candidates, understand that we will always be learners, especially when we teach.

Accordingly, the core of our conception of learning and teaching in community is "Reflective Practice." This core embodies our belief that effective teachers engage in a continual process of learning, practice, assessment and reflection to develop the knowledge, dispositions and skills that will improve their practice and will affect positive change in the schools and communities they serve. We believe that our candidates', as well as our own personal capacity for reflective practice, develops over time and in professional learning communities where development is ongoing, embedded within the context-specific needs of a particular setting, aligned with reform initiatives, and grounded in a collaborative, inquiry-based approach to learning (Senge, 1990; Knapp, 2004). Teachers educated in the King's College programs become reflective practitioners who understand and practice teacher knowledge (Verloop, Driel, & Meijer, 2002) in authentic contexts (Cranton & Carusetta, 2004). Learning to teach is no longer construed as the transmission of isolated facts, or as teaching behaviors to be imitated, but as a means to creativity and innovation (Bereiter & Scardamalia, 1996). Small class size, individual consultations, effective use of technology, literacy development, and our community partnerships with P-12 and higher education colleagues and institutions play key roles in our development of a professional learning community (Rosenholtz, 1989, McLaughlin & Talbert, 1993, Louis & Kruse, 1995, Darling-Hammond, 2008). Candidates are taught to be mindful of the many ways that teachers impact their students and are encouraged to become "intentional teachers" who constantly reflect on his or her practice and make instructional decisions based on a clear conception of how these practices affect students (Slavin, 2008). We believe that our students need to be active in field experiences so that they can "get their sea legs". These experiences will help them develop and study their own practice and the practice of their mentors and more experienced colleagues, use what they know, and improve their performance in schools and classrooms under the tutelage of expert clinical educators (NCATE, 2010).

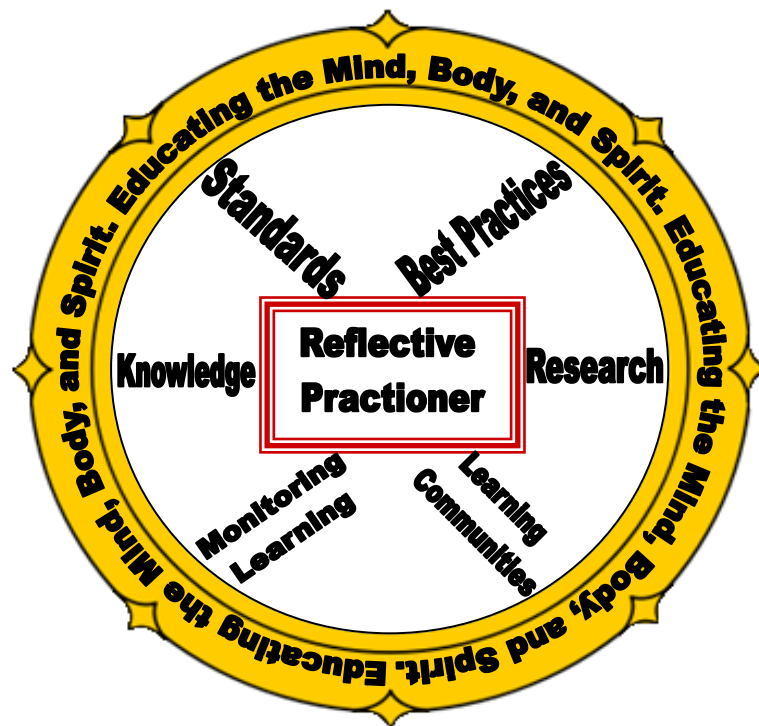
Meaningful interactions with community partners is not only an integral part of a candidate's experience within the King's College Education Department, but one that grows out of the traditions of the Holy Cross Congregation and King's College. Since the founding of the College in 1946, the focus on community has been central to its mission. It is clear in our classrooms that there is a sense of community that develops among our candidates as they support each other in and out of the classroom. This spirit extends into their field experiences as they develop professional relationships and serve the community that we live in.

This philosophical perspective that frames the initial teacher preparation and graduate programs is realized through the knowledge, dispositions, and skills that we believe effective teachers demonstrate. The King's College Model presented below is a visual representation of the organizing framework for each program that prepares professional educators. The Model represents a wheel that informs and supports the process of developing professional educators.

The charism of the Congregation of Holy Cross, cultivation of the mind and heart, provides structure for the preparation of our graduates as well as our vision for how they will teach. The center of the wheel, Reflective Practice, is the core of our model symbolizing the development of habits of mind that foster understanding of the “interrelationships between teachers learning and development and the context of teachers learning” (Hammerness, et.al.2005, p.389).

The spokes of the wheel represent the tools used to achieve our goals and build on reflective practice. Our programs coherence and alignment with professional standards shape our curriculum and field experiences. Best Practices, represents the commitment to identify and incorporate exemplars of “learning in and from practice” (Ball and Cohen, 1999). Each of the components Integrating Knowledge and Practice (symbolized by Knowledge), Understanding Learners, Developing Learning Communities and Monitoring Learners represent the Unit’s goals and demonstrate the components of developing professional educators.

King’s College Education Department: A Model for Developing Reflective Practice



The department’s mission statement reflects the beliefs and findings of many esteemed educational experts and practicing teachers. In addition, the philosophy of the founder of the Holy Cross Congregation, the sponsoring body of King’s College, Father Basil Moreau, provides a strong foundation for our education division’s conceptual framework.

From its very beginning, the philosophy of the Congregation of Holy Cross and King’s College has also mirrored the thinking of major scholars concerned with the improvement of education, including Boyer (1995) and Goodlad (1994). Boyer’s concept of a basic school for elementary education has ramifications for education at all levels and embraces four main principles: 1) school should be a community; 2) the curriculum must have coherence; 3) a nurturing climate for education must be established; and 4) a commitment must be present for character

development. Furthermore, Goodlad (1994) and his colleagues, in developing a mission for teacher education, emphasized the inclusion of moral dimensions, connecting four cornerstone ideas: 1) "enculturating the young in a social and political democracy; 2) providing access to knowledge for all children and youths; 3) practicing pedagogical nurturing; and 4) ensuring responsible stewardship of schools." (p.5)

The "cultivation of the mind" and "cultivation of the heart," as Fr. Moreau emphasized, can be equated easily with the center of our conceptual framework model: reflective practice. We define reflective practice as learning and teaching centered, not learner or teacher centered. It is a deliberate choice of words. We believe the emphasis on the action acknowledges the freedom necessary to guide the candidate's as well as our own changing roles as we move toward our mutual goal of adaptive expertise (Darling-Hammond, Bransford, LePage, Hammerness, & Duffy, 2005). Having been inspired by this, the knowledge base for our department's conceptual framework will be explained through its essential components: integrating knowledge and practice, understanding learners, developing learning communities, monitoring learning, and reflective practice. The King's College Education Programs are organized and enacted in a way that helps candidates make sense of what they study, observe, and experience. As Hammerness (2006) notes:

Repeated experiences with a set of conceptual ideas, along with continual opportunities to practice skills and modes of thinking and analysis, support deeper learning and the development of expertise (Ericsson, Krampe, & Tesch-Romer, 1993). Indeed, if learners can learn in an environment that makes clear how ideas are connected and related, it deepens their understanding and can make their learning more meaningful (p1242).

The collective efforts of candidates, faculty, staff, and partners in our community of learning, emphasize the "interrelationships between *learning and development* and the *context* of teacher's learning (author's emphasis), (Hammerness, et al., 2005, p.389). These essential elements in terms of their "shared understandings" among faculty and candidates (Tatto, 1996, p.176) contribute to the creation of coherent, integrated programs (Bransford, Brown, & Cocking, 2000, Bruner, 1960/1977, 1990, 1996) as we seek to achieve the complimentary missions of King's College and the King's College Education Department.

Graduate Honor Society

The King's College Graduate Division is a member of Alpha Epsilon Lambda (AEL), a national honor society founded in 1990 by former officers of the National Association of Graduate-Professional Students. Before AEL, no honor society was devoted exclusively to recognizing graduate students. The mission of Alpha Epsilon Lambda is to promote intellectual achievement, leadership, and ethics among graduate students.

The King's College Alpha Epsilon Chapter of AEL was established in 1999. To be invited to apply for membership, graduate students must have completed a specific number of credits in their graduate program and place in the top 35% of that graduate program academically (GPA). Admission to membership is based on the student applicant's record of leadership, scholarship, research and service activities. Admission to membership is decided by the Graduate Policy Committee, whose members are the dean of graduate programs and the directors of the individual graduate programs.

ACADEMIC POLICIES

Advisement

Because of the specialized nature of the King's College graduate programs, the academic advisement program has a special role to play. Each matriculated student is assigned to an advisor with whom the student must meet at least once each semester. Each Graduate Program Director serves as the advisor for that specific program. The advisement program, which maintains the student-faculty relation on a personal and somewhat informal basis, is also intended to provide a variety of other academic student services: advisement on course scheduling and sequencing, consultation on academic program-career planning goals, stimulation of professional interest and development, and maintaining lines of communication among the College, the employer and the student/employee.

Each student will also be assisted by his or her advisor in the preparation of the student's program of study and interpretation of academic regulations.

The advisor will review the student's progress in the approved program of study each semester. Consultation is especially important at the time of registration; the advisor must approve the courses in which a student registers as being consistent with the approved program of study.

When necessary, the student may request, or be directed to request, the specialized guidance and counseling services offered to all students at King's College by the Counseling Center and by the Career Planning.

Registration

Registration in graduate courses is open only to those persons who have been formally admitted as degree or non-degree students in the King's College Graduate Programs. Registration must be in accordance with the procedures and schedule of dates designated for a particular semester or session. Information about graduate course offerings is available from the Graduate Division Office at (570) 208-5991 and on the King's College Graduate Division website (www.kings.edu/graduate/).

Current graduate students are encouraged to pre-register for courses they intend to take each semester or session. Pre-registration forms should be completed by the student and approved, if consistent with the student's program of study, by the graduate program director (the academic advisor) or the dean of graduate programs.

Final registration will be accomplished through the submission of a completed and approved registration card to the Graduate Division Office, after completing arrangements with the Business Office for the payment of tuition fees.

Attendance/Class Participation

Attendance at all classes is expected. Class participation and discussion is an integral component of the graduate experience. Any medical emergencies should be reported to the Graduate Office (570-208-5991), with appropriate documentation.

All cell phones should be silenced, so as not to interrupt class. If there is a reason why cell-phone access is necessary during a given class, permission must be obtained from the instructor prior to class.

Adding or Dropping a Course

No courses may be changed without the approval of the graduate student's academic advisor or the dean of graduate programs. Course changes can only be made during the change-of-registration period at the beginning of each semester or session. No courses may be added after the change-of-registration period. A student who does not attend a class for which he/she is registered and who does not notify the Graduate Division Office of the intent to drop the course prior to the approved change-of-registration period will receive a grade of "F" and will be liable for all tuition charges. A schedule of tuition refunds after dropping a course may be found in the Graduate Programs Catalogue.

Withdrawal from a Course

It is presumed that a student will complete the courses for which he or she is registered. If necessary, a student may withdraw from a course, but only within the first half of the semester, as specified in the College calendar. For the deadlines for withdrawal without academic penalty, contact the Graduate Division Office at (570) 208-5991.

Requests for withdrawal will become effective only upon receipt of the official request by the Graduate Division Office. A grade of "W" is given for an approved withdrawal. Discontinuation of class attendance or notice to an instructor does not constitute authorized withdrawal. A student who discontinues attending class and does not notify the Graduate Division Office of the intent to withdraw will receive a grade of "F". For the schedule of tuition refunds after a course withdrawal, see "Financial Information" in the Graduate Programs Catalogue.

Grading System

The work of graduate students in part-time graduate programs will be evaluated and reported in terms of the following grades:

DESCRIPTION	GRADE POINTS PER CREDIT HOURS
A Superior level of competency	4.0
A- Notable level of competency	3.75
B+ Good level of competency	3.5
B Satisfactory level of competency	3.0
B- Adequate level of competency	2.75
C+ Marginally satisfactory level of competency	2.5
C Minimal level of competency	2.0
F Unsatisfactory level of competency; unapproved withdrawal from course (regardless of quality work at the time); or incomplete course work not completed by midterm report date of the following semester	0.0
IN Work in course not completed. If such work is not completed by midterm report date of the following semester, the grade of "F" will be entered as the final grade.	0.0
IP In progress; used for courses that legitimately extend beyond one semester, such as research or independent study courses. Completion is indicated by one of the regular grades reported in the following semester, and credit is received at that time.	0.0
W Approved withdrawal from course after class meeting has commenced. For the deadline for withdrawal without academic penalty, contact the Graduate Division Office.	0.0
AW Academic withdrawal. The College reserves the right, in those instances where a student is deemed to be in serious violation of college policy, to initiate cancellation of the student's registration.	0.0
NG No grade. The College reserves the right to withhold a final grade if a student fails to complete all necessary enrollment procedures. Completion is indicated by one of the regular grades.	0.0

Academic Standing

Students matriculated in part-time graduate programs are required to maintain an overall grade point average of 3.0 (B) or above in his/her graduate program. A student's GPA is determined by dividing the total number of grade points earned by the total number of graded graduate semester hours earned, exclusive of courses in which the grades IN, IP, and W are recorded.

If a student's GPA is less than 3.0 for any semester or session, his/her standing will be reviewed by the Graduate Policy Committee, and the student may be placed on academic probation. If the student's cumulative GPA remains less than 3.0, his/her registration may be withdrawn and the student may be suspended or dismissed from his/her graduate program.

A student who is suspended from his/her graduate program may reapply for admission. When a student is dismissed from a graduate program, there is no opportunity to return.

Repeating Courses in Part-time Programs

To be used towards a student's program of studies, graduate courses must receive a grade of C or better. Courses in which the grade earned is an F may not be used in the student's program of studies, and, if required for the degree, must be repeated. Courses may be repeated only once. The grade from the repeated course, if C or better, will be counted in the student's cumulative GPA. The original grade will remain on the student's transcript, but will not be counted in the cumulative GPA. If the grade in the repeated course is again an F, a student may be dismissed from his/her graduate program. Courses in which the grade earned is a C or better may not be repeated.

Progress toward Degree

A student accepted to a degree program is expected to work with continuity and to register in that program until all requirements are completed. Ordinarily, a student registers each semester for a minimum of three credit hours.

The usual time limit for completion of a part-time graduate program is seven years from the time of entrance. Failure to complete the requirements for the degree within this time limit will normally result in the dismissal of the student from the program. The student, however, may apply for an extension of time for exceptional reasons. The Graduate Policy Committee will review the request and make a decision. The student will be informed in writing of the Committee's decision.

A student who needs to withdraw from a graduate program for a foreseeable length of time (up to two years) for personal or financial reasons may ask to be placed in a hiatus status. The hiatus period will normally not be counted towards the time limit for program completion.

A student, not in hiatus status, who does not register for graduate courses during two consecutive calendar years will be required to reapply for admission to the graduate program. A student who wishes to be readmitted should schedule an interview with the dean of graduate programs. No fee is required for readmission. Students in good standing may be readmitted under the catalogue standards in effect at the time of re-entry.

Withdrawal from College

A student who withdraws from College is requested to have an exit interview with the academic advisor or the dean of graduate programs. The date of the completed exit interview is considered as the date of withdrawal, and any refund of tuition is based on this date. (See section on refunds policy.) The exit interview may be conducted over the telephone if the student is not able to be on campus.

Conduct

The College cannot be held responsible for the conduct of graduate students outside the premises. It is expected, however, that graduate students, as members of the academic community, will respect the rights of others. Failure to respect these rights could result in disciplinary probation, suspension or dismissal from the College.

Plagiarism

Academic dishonesty in graduate work in any form is regarded as a serious offense and may result in failure of a semester course, suspension, or dismissal from the College. All cases of plagiarism and cheating are to be reported to the dean of graduate programs.

Plagiarism is the dishonest use of the work of others. Plagiarism means presenting as one's own, the words or the work of someone else. The plagiarist offers as his or her own, for credit, the language, or information, or thought for which he or she deserves no credit. Plagiarism defeats the purpose of the course: improvement of the student's own powers of thinking and communication.

Academic Grievances and Appeals

Academic grievances are resolved in the following manner:

- The aggrieved student confers with the faculty member in question. If the grievance is not settled here, then
- The student, the faculty member, and the graduate program director confer to see if an agreement can be reached. If not, then
- The student, the faculty member, and the dean of graduate programs confer to see if an agreement can be reached. If not, then
- The dean of graduate programs shall refer the grievance to the Graduate Policy Committee.

The Graduate Policy Committee shall proceed as follows:

The parties involved shall present the facts to the Graduate Policy Committee, and the Graduate Policy Committee shall decide the issue by a majority vote. The members of the Graduate Policy Committee include the directors of the individual graduate programs and the dean of graduate programs. Each of the members has one vote. The decision of the Graduate Policy Committee completes the grievance procedure.

Access to Student Records

In accordance with the 1975 Family Educational Rights and Privacy Act, the College has established a policy concerning access to student records. The full policy is available upon request from the Registrar's Office. The following items are included here because of their general interest.

- Grade reports, probation and suspension letters and other correspondence are sent directly to students at their home address.
- Access to student records is permitted only upon receipt of a written release by the student.
- Students may not have access to parental financial records submitted in support of financial aid applications.
- With certain exceptions, each student has access to his/her personal and academic records.
- Students may request that directory information not be released to anyone.

Graduation

Students who anticipate graduating after the completion of a certain semester, should check off the appropriate box on the registration form submitted for that semester, indicating intent to graduate. Once the Graduate Office receives the registration form and verifies completion of academic requirements, the Dean of Graduate Programs will forward a list of anticipated graduates to the Registrar's Office. The Associate Registrar will then mail information about graduation (cap and gown, name verification for the diploma, etc.) to each prospective graduating student. There is a \$150 graduation fee. A graduation ceremony is held in May and August of each year, and diplomas are issued at those times. Students may also complete their programs in December. Graduation will be marked on the student's transcript at that time, but participation in a graduation ceremony and receipt of a transcript is only possible in May or August. For questions about graduation, contact the Graduate Office.

Transcripts

All transcript requests must be made in writing. Transcript request forms may be found at www.kings.edu/departments.kings.edu/alumni/transcript.htm. Transcripts may also be requested by calling 570-208-5870.

Master's Projects

Each area of concentration for a Master's Degree has a Master's Project requirement. The project includes investigative and/or action research on a topic approved by the program director. Research involving human subjects must go through the Instructional Review Board Process. See Guidelines for Master's Project at the end of this handbook. When completing a second Master's Project, the Dean of Graduate Programs will review the need for an additional Master's Project. The decision will be based upon the relationship of the content of the first Master's Project and the additional area of study.

Praxis Requirements

The Reading Specialist Certification requires the passing of the PRAXIS examination for certification. Certification can be acquired prior to the completion of the Master's Degree. Information regarding the PRAXIS registration and test sites is available through the Education Testing Service (www.ets.org). The teacher licensure proficiencies are aligned with national standards (NBPTS, INTASC and NCATE). Per the NCATE / Pennsylvania Partnership Protocol for reviews of Professional Education Units in the State of Pennsylvania, the NCATE standards are listed in lieu of the Pennsylvania Department of Education (PDE) Guidelines.

PROGRAM REQUIREMENTS

Graduate courses may be taken to fulfill the requirements for the degree program or they may be taken individually for personal or professional enrichment. Courses are offered during the evening in the fall and spring, in traditional 15-week semesters and certain accelerated sessions. Summer courses are offered in a variety of accelerated formats, both day and evening. Information about graduate course offerings is available from the King's College Graduate Division Office at (570) 208-5991 and on the King's College Graduate Division website (www.kings.edu). The Master of Education degree programs in Reading and Curriculum and Instruction offer a scholarship incentive program. All students enrolled in the program are automatically eligible for the incentive, and the scholarship incentive is applicable to all courses within the Reading program. For more information, see Financial Information in the Graduate Programs Catalogue.

Master of Education (M.Ed.) in Reading (33 credits)

Jill S. Yurko, Ed.D., Program Director

(570) 208-5900, ext. 5685

e-mail: jillyurko@kings.edu

1. *Prerequisite:* A Bachelor of Science or Arts and Teaching Certification

Teaching certification in elementary education, secondary education, or a K-12 specialty area (e.g., art, music, special education, etc.) is required to enter the master's of education program if the applicant intends to seek reading certification. A photocopy of the certification must be submitted with the other application materials.

The Reading Specialist Certification requires the passing of the PRAXIS examination for certification. Certification can be acquired prior to the completion of the Master's Degree.

2. *Required Course Work* (30 Credits)

- Educ 505 - ELL Adaptations (3 credits)
- Educ 510 - Developmental Nature of Reading (3 credits)
- Educ 515 - Reading in the Content Area (3 credits)
- Educ 517 - The Organization, Administration & Supervision of Reading Programs (3 credits)
- Educ 520 - The Writing Process K-12 (3 credits)
- Educ 523 - Children's & Adolescent Literature in Reading Instruction (3 credits)
- Educ 516 - Reading Disabilities: Diagnosis & Prescription (3 credits)
- Educ 550 - Reading Clinic Practicum (3 credits; prerequisite: Educ 516)
- Educ 500 - Educational Research for Teachers (3 credits)
- Educ 575 - Reading Research Project (3 credits; prerequisite: Educ 500)

3. *Elective Course Work* (3 credits)

- Educ 503 - Educational Statistics (3 credits)
- Educ 518 - Computer Applications for Reading Programs (3 credits)
- Educ 519 - Reading Instruction for the Exceptional Child (3 credits)
- Educ 521 - Alternative Assessment (3 credits)
- Educ 522 - Curriculum Development K-12 (3 credits)
- Educ 524 - Seminar in Topics of Reading (3 credits)
- Educ 525 - Independent Study (3 credits)
- Educ 527 - Special Topics in Education (3 credits)
- Educ 605 - ESL Instructional Materials, Technologies and Their Development (3 credits)

Reading Program Suggested Sequence of Study

Listed below is the sequence of courses from introductory to final. Please note, however, that course order can be changed, if warranted by a student's specific circumstances. Each student should discuss such concerns with his/her advisor during the advisement period prior to each semester and mutually agree upon a sequence of courses.

Sequence	Course	Semester Completed
1 st	510 Developmental Nature of Reading	
2 nd	515 Reading in the Content Area	
3 rd	523 Children's & Adolescent Literature in Reading Instruction	
4 th	517 Organization, Administration & Supervision of Reading Programs	
5 th	520 The Writing Process K-12	
6 th	505 ELL Adaptations (605 may be taken if pursuing the ESL certification)	
7 th	516 Reading Disabilities: Diagnosis & Prescription (Must be taken consecutively with 550)	
8 th	550 Reading Clinic Practicum (Must be taken consecutively with 516)	
9 th	500 Educational Research for Teachers	
10 th	Elective	
11 th	575 Reading Research Project	

When completing the Reading Specialist Certification, there are three student performance transition points or "Gates". To move through Gate A, a candidate must complete an application packet and submit the information to the Graduate School for a decision on acceptance. A candidate must possess a current teaching certificate in elementary education, secondary education, or a K-12 specialty area (e.g., art, music, special education, etc.) if the candidate is seeking reading certification. A photocopy of the certification must be submitted with the other application materials.

A) If a candidate has already earned a graduate degree at King's College or another accredited academic institution, the following weight is assigned:

§	Graduate coursework	60%
§	Three letters of recommendation	40%

B) If a candidate has not earned a prior graduate degree the following requirements must be fulfilled:

- § An undergraduate grade point average (GPA) of 3.00 or better on a grading scale of 4.00
- § Three letters of recommendation.

During Gate A all potential candidates are assigned an advisor. The advisor plays a critical role during this stage and throughout the continuous assessment program in assessing both candidate performance and the effectiveness of the advanced program. All candidates must discuss course selection with the advisor and obtain a signature before registration will be completed for the next semester.

Candidates remain in Gate B for their first twenty-one credit hours in the graduate program. These twenty-one credit hours compromised the core courses and two electives to develop the mind of the candidate to encompass the standards of the International Reading Association. Therefore, in addition to input from the graduate advisor and admission information, candidate performance can be judged based on grades in graduate courses. A minimum 3.0 GPA must be maintained throughout the graduate program. Likewise, program effectiveness can be assessed based on course evaluations completed by candidates.

Candidates must remain in good standing throughout their graduate studies. For example, an overall grade-point average of 3.0 on a 4.0 scale is required for retention in the Graduate Program. Grade point average is a significant factor in determining candidate progress. The multiple factors that work together to produce a grade in a graduate course ensures that attitudes, knowledge, and skills are integrated to the benefit of candidate.

Gate C involves the demonstration of the skills mastered in the core curriculum. During Gate C the candidate completes the practicum and the thesis component of the program. The practicum involves six (6) credit hours of course work. Candidates complete the practicum under the direct supervision of the Director of Graduate Programs in Reading. The thesis involves six (6) credit hours of course work under the supervision of a full-time member of the Education Department. Candidates demonstrate readiness for graduation by their grade-point average, practicum experience, and the completion of a cumulative thesis. Course evaluations are completed for all courses within the Reading Program. These evaluations are utilized to make necessary changes in the curriculum and effectiveness of the program.

A candidate is considered a successful completer of the program when he/she has achieved the appropriate score established by the State of Pennsylvania on the PRAXIS examination, maintained a 3.0 GPA throughout the course of studies, completed a six credit hour practicum, and a cumulative thesis.

Master of Education (M.Ed.) in Curriculum and Instruction (30 credits)

DeBorah A. Carr, Ed.D., Program Director
(570) 208-5900 ext. 5448
e-mail: deborahcarr@kings.edu

1. *Prerequisite:* A Bachelor of Science or Arts
2. *Required Core Course Work* (15 Credits)
 - Educ 580 - Curriculum Theory and Design (3 credits)
 - Educ 582 - Current Issues and Trends in Education (3 credits)
 - Educ 584 - Interactive Learning (3 credits)
 - Educ 586 - Inclusionary Classroom Practices (3 credits)
 - Educ 590 - Educational Research and Statistics (3 credits)

Suggested Sequence of Study: Listed below is the sequence of courses for each area of concentration from introductory to final. Please note, however, that course order can be changed, if warranted by a student's specific circumstances. Each student should discuss such concerns with his/her advisor during the advisement period prior to each semester and mutually agree upon a sequence of courses.

3. *Concentration Area Course Work* (15 credits)

PK-4 Elementary Education

- Educ 510 - Developmental Nature of Reading (3 credits)
- Educ 625 - Instructional Methods, Technologies and Their Development in the Elementary Classroom (3 credits)
- Educ 630 - Elementary Mathematics and Science Instruction (3 credits)
- Educ 521 - Alternative Assessment (3 credits)
- Educ 635 - Master's Project (3 credits; prerequisite: Educ 590)

Concentration in PK-4 Elementary Education Suggested Sequence of Study

Sequence	Course	Semester
1st	580 Curriculum Theory and Design	
2nd	510 Developmental Nature of Reading	
3rd	625 Instructional Methods, Technologies and Their Development in the Elementary Classroom	
4th	630 Elementary Mathematics and Science Instruction	
5th	521 Alternative Assessment	
6th	584 Interactive Learning	
7th	586 Inclusionary Classroom Practices	
8th	590 Educational Research and Statistics	
9th	582 Current Issues and Trends in Education	
10th	635 Master's Project	

English as a Second Language

- Educ 600 - Basics of English Grammar, First and Second Language Acquisition and Instructional Strategies for Second Language Acquisition (3 credits)
- Educ 605 - Instructional Materials, Technologies and Their Development (3 credits)
- Educ 610 - Assessment and Evaluation of Student, Program, Instruction, Family Involvement and Support Services (3 credits)
- Educ 615 - Cultural and Linguistic Diversities, Approaches and Collaborative Methods for Developing Cultural Awareness (3 credits)
- Educ 620 - Master's Project (3 credits; prerequisite: Educ 590)

Concentration in English as a Second Language (ESL) Suggested Sequence of Study

Listed below is the sequence of courses from introductory to final. Please note, however, that course order can be changed, if warranted by a student's specific circumstances. Each student should discuss such concerns with his/her advisor during the advisement period prior to each semester and mutually agree upon a sequence of courses.

Sequence	Course
1 st	600 Basics of English Grammar First & Second Language Acquisition & Instructional Strategies for Second Language Acquisition
2 nd	615 Cultural & Linguistic Diversities, Approaches & collaborative Methods for Developing Cultural Awareness
3 rd	605 Instructional Materials, Technologies & Their Development
4 th	610 Assessment & Evaluation of Student, Programs, Instruction, Family Involvement, and Support Services
5 th	580 Curriculum Theory & Design
6 th	584 Interactive Learning
7 th	586 Inclusionary Classroom Practices
8 th	590 Educational Research and Statistics
9 th	582 Current Issues and Trends in Education
10 th	620 Master's Project

Mathematics Education

Educ 640 - Mathematics Curriculum and Instruction (3 credits)

Educ 642 - Mathematics Instructional Materials, Technologies and Their Development (3 credits)

Educ 644 - Advanced Studies in Mathematics (3 credits)

Educ 647 - Assessment in Mathematics (3 credits)

Educ 650 - Master's Project (3 credits; prerequisite: Educ 590)

Concentration in Mathematics Education Suggested Sequence of Study

Listed below is the sequence of courses from introductory to final. Please note, however, that course order can be changed, if warranted by a student's specific circumstances. Each student should discuss such concerns with his/her advisor during the advisement period prior to each semester and mutually agree upon a sequence of courses.

Sequence	Course	Semester
1 st	580 Curriculum Theory and Design	
2 nd	640 Mathematics Curriculum & Instruction	
3 rd	642 Mathematics Instructional Materials, Technologies & Their Development	
4 th	647 Assessment in Mathematics	
5 th	644 Advanced Topics in Mathematics	
6 th	584 Interactive Learning	
7 th	586 Inclusionary Classroom Practices	
8 th	590 Educational Research and Statistics	
9 th	582 Current Issues and Trends in Education	
10 th	650 Master's Project	

Science Education

- Educ 660 - Science Curriculum and Instruction (3 credits)
- Educ 662 - Science Instructional Materials, Technologies and Their Development (3 credits)
- Educ 664 - Advanced Studies in Science (3 credits)
- Educ 667 - Assessment in Science (3 credits)
- Educ 670 - Master's Project in Science (3 credits prerequisite: Educ 590)

Concentration in Science Education Suggested Sequence of Study

Listed below is the sequence of courses from introductory to final. Please note, however, that course order can be changed, if warranted by a student's specific circumstances. Each student should discuss such concerns with his/her advisor during the advisement period prior to each semester and mutually agree upon a sequence of courses.

Sequence	Course	Semester
1st	580 Curriculum Theory and Design	
2 nd	660 Science Curriculum & Instruction	
3 rd	662 Science Instructional Methods, Technologies and Their Development	
4 th	667 Assessment in Science	
5 th	664 Advanced Studies in Science	
6 th	584 Interactive Learning	
7 th	586 Inclusionary Classroom Practices	
8 th	590 Educational Research and Statistics	
9 th	582 Current Issues and Trends in Education	
10th	670 Master's Project	

Social Studies Education

Educ 680 - Social Studies Curriculum and Instruction (3 credits)

Educ 682 - Social Studies Instructional Materials, Technologies and Their Development (3 credits)

Educ 684 - Advanced Studies in Social Studies (3 credits)

Educ 687 - Assessment in Social Studies (3 credits)

Educ 690 - Master's Project (3 credits; prerequisite: Educ 590)

Concentration in Social Studies Education Suggested Sequence of Study

Listed below is the sequence of courses from introductory to final. Please note, however, that course order can be changed, if warranted by a student's specific circumstances. Each student should discuss such concerns with his/her advisor during the advisement period prior to each semester and mutually agree upon a sequence of courses.

Sequence	Course	Semester
1st	580 Curriculum Theory and Design	
2nd	680 Social Studies Curriculum & Instruction	
3rd	682 Social Studies Instructional Methods, Technologies and Their Development	
4th	687 Assessment in Social Studies	
5th	684 Advanced Studies in Social Studies	
6th	584 Interactive Learning	
7th	586 Inclusionary Classroom Practices	
8th	590 Educational Research and Statistics	
9th	582 Current Issues and Trends in Education	
10th	690 Master's Project	

Excellence in Teaching

- Educ 535 - Master's Project (3 credits; prerequisite: Educ 590)
- Electives (choose four courses; 12 credits)
- Educ 530 - Standards Aligned System (SAS)
- Educ 532 - Assessment
- Educ 536 - Literacy in the Content Area
- Educ 537 - Classroom Set-up and Management
- Educ 538 - Differentiating Instruction
- Educ 539 - Exceptional Learners: Gifted and Special Education
- Educ 540 - School Law for Today's Teacher
- Educ 541 - Developing Collaboration with Parents
- Educ 542 - ELL Learners
- Educ 5xx - Other courses, as offered

Excellence in Teaching Certificate Program Suggested Sequence of Study

Listed below is the sequence of courses from introductory to final. Please note, however, that course order can be changed, if warranted by a student's specific circumstances. Each student should discuss such concerns with his/her advisor during the advisement period prior to each semester and mutually agree upon a sequence of courses.

Sequence	Course	Semester
1 st – 10 th	580 Curriculum Theory and Design	
1 st – 10 th	530 Standards Aligned System (SAS) or 540 School Law for Today's Teachers	
1 st – 10 th	532 Assessment or 536 Literacy in the Content Area	
1 st – 10 th	537 Classroom Set-up and Management or 538 Differentiating Instruction	
1 st – 10 th	539 Exceptional Learners: Gifted and Special Education or 541 Developing Collaboration with Parents	
1 st – 10 th	584 Interactive Learning	
1 st – 10 th	586 Inclusionary Classroom Practices	
7 th or 8 th	590 Educational Research and Statistics	
1 st – 10 th	582 Current Issues and Trends in Education	
10 th	535 Master's Project	

Graduate Certificate: Program Specialist, English as a Second Language (12 credits)

DeBorah A. Carr, Ed.D., Program Co-Director
(570) 208-5900, ext. 5448

e-mail: deborahcarr@kings.edu

Elizabeth S. Lott, Ph.D., Program Co-Director
(570) 208-5991

e-mail: elizabethlott@kings.edu

The 12-credit (four course) ESL Program Specialist graduate certificate program is designed for individuals who:

- are working in public schools within the Commonwealth;
- are seeking Act 48 credits or courses for personal and professional enrichment;
- are graduate students seeking elective credits to transfer into their degree programs.

This program is approved by PDE. Upon successful completion, students will receive certification as a Pennsylvania Program Specialist, English as a Second Language (ESL). Courses are offered on the campus of King's College in Wilkes-Barre through an accelerated weekend format. Each three-credit course runs for two ALTERNATING weekends AND INCLUDES 60 HOURS OF FIELD EXPERIENCE completed within the class as well as outside class experiences. Classes are held at the following times:

- Friday, 5:00-9:00 p.m., and
- Saturday and Sunday, 9:00 a.m.-5:00 p.m.

Information about graduate course offerings is available from the King's College Graduate Division Office at (570) 208-5991 and on the King's College Graduate Division website (www.kings.edu/graduate/).

The graduate certificate program in ESL offers a scholarship incentive program. All students enrolled in the program are automatically eligible for the incentive, and the scholarship incentive is applicable to all four courses within the certificate program. For more information, see above under Financial Information.

1. Prerequisite: A Bachelor of Science or Arts and Teaching Certification

Teaching certification in elementary education, secondary education, or a K-12 specialty area (e.g., art, music, special education, etc.) is required to enter the ESL certificate program if the applicant intends to seek certification as a Program Specialist, English as a Second Language (ESL). A photocopy of the teaching certification must be submitted with the other application materials.

2. Required Course Work (12 Credits)

Educ 600 - Basics of English Grammar, First and Second Language Acquisition and Instructional Strategies for Second Language Acquisition (3 credits)

Educ 605 - Instructional Materials, Technologies and Their Development (3 credits)

Educ 610 - Assessment and Evaluation of Student, Program, Instruction, Family Involvement and Support Services (3 credits)

Educ 615 - Cultural and Linguistic Diversities, Approaches and Collaborative Methods for Developing Cultural Awareness (3 credits)

ESL Program Specialist Suggested Sequence of Study

Sequence	Course	Semester
1st	600 Basics of English Grammar, First and Second Language Acquisition & Instructional Strategies for Second Language Acquisition	
2nd	615 Cultural and Linguistic Diversities, Approaches and Collaborative Methods for Developing Cultural Awareness	
3rd	605 Instructional Materials, Technologies & Their Development	
4th	610 Assessment & Evaluation of Student, Program, Instruction, Family Involvement and Support Services	

**Graduate Certificate:
Excellence in Teaching (15 credits)**

**DeBorah A. Carr, Ed.D., Program Director
(570) 208-5900 ext. 5448
e-mail: deborahcarr@kings.edu**

The 15-credit (five course) graduate certificate program in Excellence in Teaching is designed for individuals who:

- are working in public, private or parochial schools within the Commonwealth;
- are seeking Act 48 credits or courses for personal and professional enrichment;
- are graduate students seeking elective credits to transfer into their degree programs.

The graduate certificate program in Excellence in Teaching offers a scholarship incentive program. All students enrolled in the program are automatically eligible for the incentive, and the scholarship incentive is applicable to all four courses within the certificate program. For more information, see above under Financial Information.

Course Schedules

Courses are offered on main campus during the fall, spring and summer semesters. Information about graduate course offerings is available from the Graduate Division Office at (570) 208-5991 and on the King's College Graduate Division website (www.kings.edu/graduate/).

Admission Requirements

To be admitted into the graduate certificate program, applicants must have completed a Bachelor of Science or Bachelor of Arts degree with an overall undergraduate GPA of 3.00 or better. Applicants must submit an application form, an application fee of \$35, official transcripts from all undergraduate and graduate institutions attended, and two letters of recommendation.

Required Course Work (choose five courses; 15 credits)

- Educ 530 - Standards Aligned System (SAS)
- Educ 532 - Assessment
- Educ 536 - Literacy in the Content Area
- Educ 537 - Classroom Set-up and Management
- Educ 538 - Differentiating Instruction
- Educ 539 - Exceptional Learners: Gifted and Special Education
- Educ 540 - School Law for Today's Teacher
- Educ 541 - Developing Collaboration with Parents
- Educ 542 - ELL Learners
- Educ 5xx - Other courses, as offered

Excellence in Teaching Certificate Program Suggested Sequence of Study

Sequence	Course	Semester
1 st – 10 th	580 Curriculum Theory and Design	
1 st – 10 th	530 Standards Aligned System (SAS) or 540 School Law for Today's Teachers	
1 st – 10 th	532 Assessment or 536 Literacy in the Content Area	
1 st – 10 th	537 Classroom Set-up and Management or 538 Differentiating Instruction	
1 st – 10 th	539 Exceptional Learners: Gifted and Special Education or 541 Developing Collaboration with Parents	
1 st – 10 th	584 Interactive Learning	
1 st – 10 th	586 Inclusionary Classroom Practices	
7 th or 8 th	590 Educational Research and Statistics	
1 st – 10 th	582 Current Issues and Trends in Education	
1 st – 10 th	535 Master's Project	

Professional Development Center

Nicholas A. Holodick, Ed.D., Director
(570) 208-5900, ext. 5901
e-mail: naholodi@kings.edu

King's College has created the Professional Development Center to give K-12 teachers opportunities for meaningful professional development, with convenient scheduling formats and affordable tuition. PDC classes are three-credit graduate-level courses offered by experienced instructors on the main campus of King's College (unless otherwise noted).

Regular tuition for the 2011-2012 academic year is \$695 per course. Students who register two weeks or more before class start are eligible for a \$25 discount.

The Professional Development Center is a collaborative effort with the Education Department and the Graduate Division at King's College, and teachers and administrators at schools within the Wyoming Valley. Instructors and course offerings are selected by members of an advisory board chaired by Dr. Nicholas Holodick, professor of education, vice president for academic affairs and dean of the faculty, and director of the Professional Development Center.

Courses taken through the Professional Development Center may not normally be used for degree credit in the King's master's of education program. Courses may be used in transfer for degree credit at other institutions, at the discretion of the individual institution. Act 48 credit is automatically processed by King's for all students who complete graduate courses, including PDC courses.

Information about graduate course offerings is available from the King's College Graduate Division Office at (570) 208-5991, by e-mail bridgetford@kings.edu, and on the King's College Graduate Division website (www.kings.edu/graduate/).

GRADUATE PROGRAMS ADMINISTRATION

Elizabeth S. Lott

Dean of Graduate Programs

Program Co-Director, Graduate Certificate Program, English as a Second Language (ESL)

B.A., University of Minnesota

Ph.D., Harvard University

Briget A. Ford

Graduate Office Assistant

A.A., King's College

GRADUATE PROGRAMS FACULTY

Laurie Ayre

Professor of Education

B.A., University of Mary

M.Ed., Reading Education, Montana State University – Billings

Ph.D., Reading Education, Syracuse University

Deborah A. Carr

Assistant Professor of Education

Director, Graduate Program in Curriculum and Instruction

B.A., King's College

M.Ed., Reading, Lehigh University

M.Ed., Educational Leadership, Lehigh University

Ed.D., Lehigh University

Thomas A. Drazdowski

Professor of Education

B.S., M.S., University of Scranton

Ph.D., The Pennsylvania State University

Denise M. Reboli

Professor of Education

Certification Officer

Chair, Department of Education

B.A., Drew University

M.A., State University of New York at Binghamton

Ph.D., State University of New York at Binghamton

Robert W. Richards

Assistant Professor of Education

B.A., Wilkes University

M.Ed., Bloomsburg University

Jill S. Yurko

Assistant Professor of Education

Director, Graduate Program in Reading

B.S., University of Scranton

M.Ed., King's College

Ed.D., Temple University

Master's Degree Research Project

Master's degree programs culminate with a research project. The project begins with the Educational Research Course, Educ 590 for Curriculum & Instruction Programs and Educ 500 for the Reading Program. The research course should be taken as the 7th or 8th course in your program. The majority of course work should be completed prior to the educational research course where the Master's Project proposal is formulated and the Instructional Review Board process begins. For the Curriculum & Instruction degree, research is conducted through quantitative, qualitative, mixed methods, or action research. For the Reading degree, action research is required.

Educational Research Proposal Outline:

- Title
- Abstract
- Introduction (includes statement of the problem)
- Review of the Literature (10-12 references)
- Methods and Design
- References
- Appendices (data collection tools, IRB approval documents, etc.)

Master's Project Outline:

- Title
- Abstract
- Introduction (includes statement of the problem)
- Review of the Literature (at least 30 references)
- Methods and Design
- Results
- Conclusions
- References
- Appendices (data collection tools IRB approval documents, etc)

*Special Note: All papers should be APA style, 12 point font, with standard margins. Only one side of a piece of paper should be printed on. A paper copy and an electronic copy are to be handed in to project advisor.

Title Page Format:

TITLE OF MASTER'S PROJECT

Name

A Master's Project

Submitted in partial fulfillment of the

Requirements for the Degree of

Master of Education

At King's College
Wilkes-Barre, Pennsylvania

Year

King's College Graduate Division

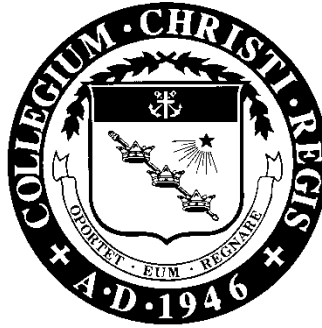
Reading or Curriculum & Instruction Master's Projects

Institutional Review Board (IRB) Guidelines:

Attached please find the consent form you will need as a component of the paperwork you must submit to your instructor of Educational Research (Educ 575 or Educ 500).

- This consent form must be completed completely by you and signed by an administrator in the building/district where the study is being conducted.
- **This form should be turned in with your completed IRB form.** This form is available on the King's College website (www2.kings.edu/irb/).
- It is pertinent to get this form completed and distributed to the administrator as soon as possible, allowing time for review and discussion between you and the administrator.
- Please be very clear when giving this consent form to the administrator that you will be conducting research in the classroom of a proven reading/instruction strategy and it will not be a major diversion from your normal teaching.
- There is absolutely no risk to the students and, in many cases, they will not even be aware of the action research. They will simply see it as a component of their normal school day.
- **If you are conducting a survey or questionnaire, you must create this instrument and also turn it in with your IRB paperwork on December 1st for the Fall Semester and the end of April for the Spring Semester.**

If you have any questions of any kind, please call or e-mail jillyurko@kings.edu (208-5900 Ext. 5685), Director of the Reading Program or deborahcarr@kings.edu (208-5900 ext. 5448), Director of the Curriculum and Instruction Program.



KING'S COLLEGE
Education Department

As a final component of the Master's Degree in Education, graduate students are required to complete action research. Graduate students often investigate the impact of teaching strategies used in their own classroom. To proceed, the College requires students to obtain approval from the institution/school district. The description of the research is listed below. Carefully review the information and if you have any questions, please contact the student researcher or his or her supervisor. Your consent is appreciated. Deadline for approval is December 21, 2011.

INFORMED CONSENT FOR: (Title of the Study)

Research Supervisors:

Dr. Jill Yurko, Program Director of Reading Specialist Program
570-208- 5900 ext. 5685
jillyurko@kings.edu

Dr. Deb Carr, Program Director of Curriculum & Instruction Program
570-208-5900 ext. 5448
deborahcarr@kings.edu

Graduate Student Researcher:

Contact phone number/e-mail:

Brief summary of study:

Anticipated duration of school's involvement in project:

from:

to:

If research involves students:

- grade levels needed:
- total number of students needed at each grade level:
- time needed (per subject/respondent):

If research involves teachers, administrators, parents, or other non-students:

- number of subjects/respondents needed:
- time needed (per subject/respondent):

Special considerations (kinds of students, classrooms, etc.):

Information needed from the cooperating teacher, school, or district:

Potential benefits to participating school(s):

Maintenance of Confidentiality:

Questions or concerns about this study, including your role as a participant, may be directed to the investigator listed above, the Institutional Research Board of King's College, or the Ethics Center at King's College. Contact phone numbers may be obtained by calling the college at (570) 208-5900. Written correspondence should be directed to any of the above at King's College, 133 North River Street, Wilkes-Barre, PA 18711.

I have read the above information and I fully understand the nature of this study. I understand that my/my school's involvement in this study will be confidential, and that if a summary of the results is used for educational or publication purposes, individual results will not be identified. I also understand that I have the right to terminate.

Participant's Signature / Date