



**KING'S
COLLEGE**
TRANSFORMATION. COMMUNITY. HOLY CROSS.

Teacher as Reflective Practitioner

TEACHER EDUCATION HANDBOOK

**KING'S COLLEGE
EDUCATION DEPARTMENT**

Wilkes-Barre, Pennsylvania 18711

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DEPARTMENT OF EDUCATION

Dear King's College Teacher Candidate,

On behalf of our faculty and staff, we are happy to welcome you to the Education Department at King's College. You have chosen to join a wonderful community—and family!

As you begin formalizing your training as a future educator, please know that you have chosen an opportune time to enter this most noble profession. The Pennsylvania Department of Education has reported a 66% drop in the number of initial teacher certificates issued, indicating a severe teacher shortage. Our King's College teachers are employed in nearly every state in the nation and in countries around the world.

In our Education Department you will learn from knowledgeable, experienced, and dedicated faculty who are committed to supporting your success. Here you will acquire a firm theoretical foundation that will soon translate into exemplary classroom practice. Our field and structured student teaching experiences will prepare you and your future students to thrive.

We hope you enjoy each day and feel surrounded by support from the Education Department at King's College. As you champion the inherent dignity of every person and use your talents to serve the common good, your training will help you transform lives. We look forward to compassionately addressing any challenges and enthusiastically celebrating your achievements.

Sincerely,

Dara Soljaga, Ph.D.
Associate Dean of Education

Introduction

The Education Department of King's College is dedicated to preparing men and women to become teachers who will inspire future generations of children to reach their full potential. It is a program that operates in concert with the mission of King's College, a Catholic College. The preparation of men and women for the teaching profession is viewed as a sacred trust.

The department is small enough to offer individual attention to all students and large enough to be well staffed and equipped.

The program for teacher education at King's College is approved by the Commonwealth of Pennsylvania to recommend candidates for certification in special education PK-12, pre-school to grade 4, and specified secondary areas. Secondary certification at King's is approved for General Science, Biology, Chemistry, Physics, Mathematics, English, Citizenship Education and Social Studies. PK-12 certification is offered in French and Spanish. The Education Department is also approved for Math 4-8 Education and Science 4-8 Education. King's also offers graduate master's degree programs in Curriculum and Instruction, Reading, and Special Education. Students can obtain additional certifications and endorsements for Principal, Reading Specialist, STEM, Instructional Coaching, ESL, and Autism can be added on the graduate level.

Basic Requirements

Preparation for certification must include at least sixty (60) semester hours of general education. The distribution of the courses will also cover the humanities, social sciences, and natural sciences to conform to the college's CORE curriculum.

Conceptual Framework

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 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.

The Unit’s Philosophy, Goals, and Purposes

Education Department Philosophy

Fundamental to the Education Department’s Philosophy is the belief that teachers are social beings who 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. Through this holistic interpretation of the acts of learning and teaching, we understand that these acts are by nature, fluid, complimentary, and service-oriented. Teaching and learning are dependent on each other, never whole in isolation, but instead constituted through continuous, mutually renewing experiences embedded in the context of particular communities. We, teacher-educators and candidates, understand that we will always be learners, especially when we teach.

Accordingly, the core principle of the King’s Education Department is “Reflective Practice,” our belief that effective teaching requires a constant process of learning, practice, and self-reflection to continuously develop the knowledge, dispositions and skills that allow teachers to improve their practice and effect positive change in the schools and communities they serve. We believe that our candidates’ capacity for reflective practice, as well as our own, develops over time and is formed 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 practice of creativity and innovation (Bereiter & Scardamalia, 1996). Small class size, individual consultations, effective use of technology, literacy development, and 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, 2020). We believe that our students need to be active in field experiences so that they can begin the cycle of growth and refinement that is reflective practice. “These experiences will help them [our teacher candidates] 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 are not only an integral part of a teacher 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 which 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 they live in.

This philosophical perspective that frames the initial teacher preparation and graduate programs is realized through the knowledge, dispositions, and skills that the Department believes 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 for our vision of how they will teach. The center of the wheel, Reflective Practice, is the core of our model symbolizing the development of habits of mind which 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 our 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 Department’s goals and reflect the components of developing professional educators.

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



The Department's mission statement reflects the beliefs and findings of many esteemed educational experts and practicing teachers.

From its very beginning, the philosophy of the Congregation of Holy Cross and King's College has foreshadowed the thinking of major scholars concerned with the improvement of education, including Boyer (1995) and Goodlad (1994). Boyer's conception of a basic school for elementary education has implications for education at all levels and embraces four main principles: 1) that the school should be a community; 2) that the curriculum has coherence; 3) that a nurturing climate for education be established; and 4) that a commitment 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, are key components of the center of our conceptual framework: reflective practice. We define reflective practice as learning *and* teaching centered, not learner or teacher centered. This is a deliberate choice of words. We believe the emphasis on action acknowledges the freedom necessary to guide the candidate's as well as our own changing roles as we move toward the shared goal of adaptive expertise (Darling-Hammond, Bransford, LePage, Hammerness, & Duffy, 2005). Inspired by this philosophy, 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 (1242).

The collective efforts of candidates, faculty, staff, and community partners 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 complementary missions of King’s College and the King’s College Education Department.

Purposes

Initial Teacher Licensure Purposes

The professional preparation programs for teacher licensure (PK-4, Special Education, Math 4-8, Science 4-8, Foreign Languages PK-12 and Secondary Education in Citizenship Education, Mathematics, English, and Science and Secondary Special Education) at King’s College aim to achieve the following purposes:

- Prepare effective, mindful, creative teachers who successfully integrate disciplinary and pedagogical knowledge, professional skills, and personal dispositions to meet the challenges found in the 21st century classroom.
- Encourage candidates to develop habits of mind that value intellectual behaviors developed through reflection on and in the praxis of teaching and learning.
- Support the teacher’s commitment to service as they strive to live purposeful lives.
- Develop the skills of lifelong learning that will support the teacher’s continued professional development.

Goals

1. Integrating Knowledge and Practice

Competencies and Dispositions

1. The candidate understands and values the relationship of disciplinary knowledge, effective teaching methods, and the purposes of the content areas related to the candidate’s practice.

2. The candidate assumes responsibility for and effectively integrates multiple teaching and learning strategies (including the use of technology) in student learning experiences.
3. The candidate recognizes the value of, and productively demonstrates, the effective use of a variety of communication techniques, including technology, to foster student learning.

Initial Teacher Candidate Proficiencies

1. The candidate understands the central concepts, tools of inquiry, and structures of the disciplines taught.
2. The candidate effectively integrates multiple teaching and learning strategies (including technology) in student learning experiences.
3. The candidate productively incorporates a variety of communication techniques to foster student learning.

2. Understanding Learners

Competencies and Dispositions

1. The candidate believes that all children can learn.
2. The candidate understands prevailing theories of development, cognition and intelligence to support student's intellectual, social, physical, and moral development.
3. The candidate is committed to and supports the development of effective literacy skills (including technological literacy) in all learners.
4. The candidate is culturally competent and appreciates and values human diversity and is committed to the development and adaptation of learning experiences to support each student's potential.

Initial Teacher Candidate Proficiencies

1. The candidate understands prevailing theories of development, cognition and intelligence to support student's intellectual, social, physical, and moral development.
2. The candidate supports the development of literacy skills in all learners.
3. The candidate adapts instruction to meet the needs of all students and demonstrates cultural competence.

3. Developing Learning Communities

Competencies and Dispositions

1. The candidate displays an entry level skill at creating and maintaining a learning environment that supports instructional goals.
2. The candidate understands how factors in the students' environment outside of school may influence the students' life and learning.
3. The candidate demonstrates effective self-assessment and problem-solving strategies.

4. The candidate values the impact of community on student learning, praxis, and instructional goals.
5. The candidate realizes the importance of respect, motivation, flexibility, adaptation, collaboration and persistence in developing effective learning communities.

Initial Teacher Candidate Proficiencies

1. The candidate creates and maintains an inclusive learning environment that supports instructional goals.
2. The candidate understands how factors in the students' environment outside of school may influence the students' life and learning.
3. The candidate demonstrates effective self-assessment and problem-solving strategies.

4. Monitoring Learning

Competencies and Dispositions

1. The candidate understands the principles of effective classroom management and can use a variety of strategies to promote positive, purposeful learning.
2. The candidate values and strategically uses a variety of formal and informal assessments to promote student learning.
3. The candidate assumes responsibility for the development and implantation of effective lesson plans and units.

Initial Teacher Candidate Proficiencies

1. The candidate understands the principles of effective classroom management and can use a variety of strategies to promote positive, purposeful learning.
2. The candidate effectively uses a variety of formal and informal assessment techniques.

5. Reflective Practice

Competencies and Dispositions

1. The candidate demonstrates a commitment to reflection, assessment, and learning as an ongoing process in the improvement of teaching and learning.
2. The candidate recognizes his/her responsibility to adhere to ethical principles and professional standards in his/her personal and professional dispositions and actions in his/her chosen fields.

Initial Teacher Candidate Proficiencies

1. The candidate displays a commitment to reflection, assessment, and learning as an ongoing process in the improvement of teaching and learning.

2. The candidate acts in a responsible, professional manner.

Teacher Education Curriculum

CORE Curriculum

The CORE Curriculum at King's College is that portion of the curriculum in which all students participate, no matter the major. It is, as its name implies, central to all undergraduate degrees at King's College. It lays the foundation for a liberal education that will be reinforced in the teacher education program and continued throughout life. CORE courses comprise a common educational experience which seek to develop a community of learners, provide opportunities for enlarging and deepening the classroom experience through the sharing of viewpoints and ideas, and encourage a spirit of collegiality in the pursuit, discovery and transmission of that knowledge and truth which are essential to intellectual growth, moral maturity and personal fulfillment.

CORE courses are broadly based so that fundamental human problems and areas of inquiry are approached from a diverse set of methods and viewpoints represented by a variety of disciplines. This emphasis on breadth offers students the opportunity to see the unity of knowledge across methodologies and content areas rather than viewing knowledge as mere information or unconnected ephemera.

The coherence and integrity of knowledge is also made evident by the structure of the CORE Curriculum. The required CORE courses are divided into five categories: the College Seminar, Communication & Creative Expression, Citizenship, Quantitative & Scientific Reasoning, and Wisdom, Faith & the Good Life. Each category has clear and specific liberal learning goals and objectives for all courses within it. These goals and objectives include numerous connections between categories.

The CORE curriculum focuses in a deliberate and systematic manner on the following skills of liberal learning: Critical Thinking, Effective Writing, Effective Oral Communication, Information Literacy, Technology Competency, Quantitative Reasoning, and Moral Reasoning. CORE courses initiate the college level development of these skills, which are further refined in courses required in the teacher education program. The Comprehensive Assessment Program works with the CORE and teacher education curricula to encourage students to see learning as cumulative, transferable across contexts, and integrated between disciplines.

A copy of the College's CORE Curriculum is located in the Appendix. All students are advised to review the program planner for their respective major on the College's website.

Education Pre-Kindergarten to Grade 4 Major Curriculum

Approximately sixty (60) hours are necessary for a major in Education Pre-kindergarten to Grade 4 (PK-4). All students majoring in Education PK-4 must also complete King's Core Curriculum to graduate. To become certified, students must pass the Pennsylvania Educator Certification Exams (PECT) exams, complete student teaching in an appropriate setting, and apply through the Teacher Information Management System (TIMS) website.

Program planners for Education PK-4 majors can be found online.

Special Education Major Certification

All students majoring in Special Education must also complete King's Core Curriculum to graduate. Students who wish to be certified in Special Education will need to pass the Special Education Praxis tests, complete student teaching in an appropriate setting, and apply in TIMS. Students are able to double-major in Grades PK-4 and Special Education. Program planners for Special Education PK-12 majors can be found online.

Five-Year B.A./M.Ed. Program: PK-4, Special Education PK-12, and Reading Specialist

The King's College Education Department offers a 5-year program leading to a double undergraduate major in Grades PK-4 and Special Education PK-12, and a master's degree in reading. This allows students to earn three certificates (after appropriate testing). Students must apply for admission to the 5-year program concurrently with their formal application to the Education Department by completing a Graduate Education application. Please note that students are responsible for following the program planner for the 5-year program throughout their undergraduate program. The planner can be found online.

Grades 4-8 Certification: Math or Science

Students interested in middle level certification (grades 4-8) select a major field of math or science. Students complete approximately 30 credits in that content area, along with 12 credits in the complementary fields (math, science, language arts, social studies), in addition to education coursework. Program planners for these majors can be found online.

Secondary Certification Curriculum Science, Math, or English

Students seeking certification in secondary education will major in one of the following content areas: General Science, Biology, Chemistry, Physics, Mathematics, or English. Students who wish to teach any of these academic subjects must also complete a sequence of education courses. Education Department requirements for secondary certification and the relevant academic planners can be found online.

Secondary Certification Curriculum Citizenship Education/Social Studies

Students seeking certification to teach secondary social studies will major in History, Political Science, or Economics. Students may then earn certification in either 1) “Citizenship Education” or 2) “Social Studies.”

1) Students seeking the “Citizenship Education” certification should take and pass the Praxis exam in Citizenship Education (which has 15 less questions than the “Social Studies” Praxis exam because it covers U.S. History, World History, Government/Civics/Political Science, Geography, and Economics but NOT Behavioral Sciences).

An individual holding a valid PA certificate for Citizenship Education is qualified to teach Citizenship Education courses to students in grades 7 through 12. An individual holding a valid PA certificate for Citizenship Education is qualified to teach courses and programs in areas including Pennsylvania, United States, or world history; geography; civics and government; economics, international trade and global economies; political science; local/state/national commerce, international relations; American and world cultures.

2) Students seeking the “Social Studies” certification may:

Take and pass the “Social Studies” praxis exam. The Social Studies Praxis Exam has 20 more questions than the “Citizenship Education” exam because it covers U.S. History, World History, Government/Civics/Political Science, Geography, and Economics and Behavioral Sciences. An individual holding a valid PA certificate for Social Studies is qualified to teach courses and programs in areas to include Pennsylvania, United States, or world history; geography; civics and government; economics, international trade and global economies; political science; local/state/national commerce, international relations; American and world cultures; psychology, sociology, anthropology and philosophy.

PK-12 Certification: French, Spanish or Health/Physical Education (HPE)

Students seeking certification in French, Spanish or Healthy/Physical Education will major in that language or health/PE and declare their interest in teacher certification. Students who wish to teach any of these academic subjects must also complete a sequence of education courses. PDE requirements for foreign language or HPE certification students can be found online.

Communication

Important information regarding the teacher education programs will be communicated to candidates through King’s College email accounts, Watermark’s Student Learning & Licensure, education classes, the College’s Education Department website, and postings within the Education Department. Be sure to

check your email often and meet with your Education Department advisor each semester.

Use of Cell Phones, Social Media and Technology

Cell phone/social media use is prohibited during class instruction and field experience. This includes, but is not limited to, making and receiving phone calls, text messages, audio and video recording, and accessing email, the internet, and social media. All cell phones should be silent so as not to interrupt class. If there is a reason cell phone access is necessary during a class, this should be discussed with your instructor (or cooperating teacher if at a field site) prior to class. Your cooperation is appreciated and expected.

Teacher education candidates are encouraged to use computers and other instructional technologies for educational purposes whenever possible, but only if approved by the instructor and/or cooperating teacher. Teacher education candidates are never to use school computers to access email or the internet for personal use.

Teacher education candidates are cautioned when utilizing social media for personal purposes. Social media posts should never show or reference any students or any aspect of field experience. Further, these platforms should not be used to make commentary related to King's College classrooms. Teacher education candidates are also cautioned to be mindful of how they portray themselves individually on social media and in any public setting. While working in local school districts, candidates are considered professionals and should appear as such. Please be aware that many employers review social media prior to hiring individuals.

Online meeting backgrounds should be blurred, display an office or classroom setting, or use a background approved by the host organization. Avatars should display professional photographs or initials.

Attendance and Participation

Students are expected to attend all classes and actively and cooperatively participate in group discussions, activities, and assignments. As a professional in a teacher education program consider that attendance in class is just one of many required professional responsibilities. Class time and interactions with each other are critical to professional growth and development. Class attendance and cooperative engagement in class activities are necessary for successful completion of this course.

Unavoidable absences are to be discussed with the instructor. Field experience hours should not be scheduled during class times. Missing a class to complete a field experience will be considered an unexcused absence and hours completed during any class time will be forfeited. It is the student's responsibility to arrange

with the instructor any work to be made up due to an absence within 48 hours of return to campus. Absences for scheduled doctor's appointments are not considered excused absences. Athletes in season should meet with the instructor to review how the sports schedule may impact class time. Attendance will be considered in determining the final grade. The grade given for Attendance, Participation, and Professional Conduct will not be higher than the percentage of classes attended.

More than three absences (for a MWF class), two absences (for a TTh class), or one absence (night class) will be considered excessive and will adversely affect final grades. Being late to class three times will be considered the same as one absence. Extended absences should be reported to the Dean of Students Office.

Late Work Policy

A professor in the education department will deduct 10% per day per class from the possible total earned. Should extenuating circumstances prevent timely submission of assignments, they must be communicated to the instructor in advance and will be deferred to the instructor's discretion.

King's College Education Department's Policy on Generative AI Tools

The use of generative AI tools (e.g., ChatGPT, DALL-E, etc.) is permitted in a King's College Education course under specific conditions. These tools may support your learning process by helping with:

- Brainstorming and refining ideas
- Developing or focusing research questions
- Finding background information
- Drafting outlines to organize thoughts
- Checking grammar, clarity, and style
- Exploring AI as a tool for instruction and/or productivity (for specific assignments designated by the professor/course).
- **Restrictions**
Generative AI tools may not be used to:
 - Impersonate you in classroom contexts (e.g., discussion boards, chats)
 - Complete group work assigned specifically to you (unless agreed upon by the group)
 - Write drafts or complete sentences, paragraphs, or full assignments on your behalf, unless explicitly allowed in assignment directions
 - All information submitted to a large language model/Artificial Intelligence (AI) should be redacted, and should not include any identifying information, and be in compliance with the requirements of FERPA and HIPPA

Citation & Academic Honesty

- Any use of AI tools must be documented and cited following APA format.
- Quotation marks or other indicators must be used if including AI-generated text verbatim.

- Students should clearly explain how AI tools informed their process and verify the accuracy of any AI-generated references or claims.
- Failure to cite AI use is a violation of academic honesty and will be treated as plagiarism under King’s College’s Academic Integrity Policy.

Final Note

Assignment guidelines will specify when AI use is permitted, required, or prohibited. If you are unsure about acceptable use, ask for clarification in advance. You are ultimately responsible for the accuracy, integrity, and originality of your submitted work.

Adopted August 20, 2025, by the King’s College Education Department and this is subject to change.

When prompted with “take these three policies and condense them into one.” (OpenAI, 2025).

APA Reference

OpenAI. (2025). *ChatGPT* (August 29 version) [Large language model].
<https://chat.openai.com/chat>

MLA Reference

“Take these three policies and condense them into one” prompt. ChatGBT, 20 August version.

OpenAI. 20 August 2025. <https://chat.openai.com/chat>

Professional Conduct Policy

Professional conduct includes interactions with peers, faculty, and field experience personnel, timely completion of assigned tasks and responsibilities, and adherence to King’s College policies regarding academic integrity. Professional conduct also means being in class on time and restricting technology to use when class is not in session. Professional conduct means behaving in words and actions as a teacher – this includes collaborating and supporting peers and colleagues, focusing class time on the material being discussed, keeping an open mind about new ways of learning material, and exhibiting flexibility in adapting to unforeseen developments or challenges. See the Disposition Rubric for more detail.

Probationary Protocol

The probationary period represents a designated time frame in which a student is offered the opportunity to improve his/her academic standing or professional behavior. During the probationary period, the student is encouraged to seek appropriate assistance, counseling, etc. to ensure a positive resolution. If the indication for being placed on probation has not been resolved or has re-occurred, a recommendation for dismissal will be made to the Education Department. During the teacher preparation program, a student may have no more than two reasons for probation.

If a student is placed on probation, that probation remains in effect for a defined timeframe as outlined in their probationary letter.

A student will be placed on a probation during program for any of the following:

- A student has received academic mid-term warning and has not improved their academic standing by the end of the semester, i.e. failure of EDUC course.
- A student has earned a C- or below in an EDUC course.
- A student does not meet the minimum GPA requirement of 3.00 or 2.80 with the understanding that higher certification exam scores will be needed to qualify for certification.
- A student's behavior is deemed unprofessional.
- The decision to place a student on Probation by the Education Department cannot be appealed.

Adherence to these attributes requires that Education majors to exhibit a high level of maturity and self-control even in highly stressful situations. This involves competent human interaction skills, diplomacy, and attention to following protocols. Displays of anger which include demeaning, offensive, or threatening behavior and language that is insensitive to race, religion, gender, ethnicity, and sexual orientation will not be tolerated. Students must be appropriately responsive to lawful requests from their instructors and College officials. Students shall not display disruptive or obstructive behavior at the College or its affiliates.

Expanding on the above paragraph, students are expected to represent the program with the highest degree of professionalism at all times. Attention to details regarding professional presentation of self in all aspects is required. Students are expected to show competent human interaction skills, diplomacy, and attention to following expectations set forth by the program's administration and faculty. Behavior which is not consistent with the expected standards or blatant disregard for protocols such as those outlined in the King's College Student Handbook will be documented and appropriate disciplinary action will be made.

Students will be referred to the Education Department for unprofessional behavior. Students may be placed on probation or dismissed from the program if the Education Department has identified actions that are unprofessional. Students will receive a probation letter from the Education Department outlining the expectations of the program and the timeframe for reevaluation will occur the following semester. In the case of a probationary status being communicated, one semester will be allowed for the problems to be rectified. In egregious situations, dismissal from the program will be immediate and will be communicated to the Dean of Students for next steps.

Examples of unprofessional behavior include, but are not limited to:

Section adapted from: <https://www.kings.edu/pdf/student-manual-2025-20261.pdf>

Examples of Professional Conduct (including but not limited to) Please DO	Examples of Unprofessional Conduct (including but not limited to) Please do NOT DO
<p>Be Honest and Transparent: Communicate truthfully and represent information accurately to faculty, colleagues, and mentors.</p>	<p>Deception: Misrepresent information or provide false or misleading statements.</p>
<p>Uphold Academic Integrity: Submit original work, cite all sources appropriately, and seek support from the Student Success Center when needed.</p>	<p>Plagiarism: Copy, misuse, or fail to credit another person’s work.</p>
<p>Respect Professional Boundaries: Begin talking with the parties directly involved when self-advocating or advocating for others.</p>	<p>Boundary Violations: Bypass established procedures or fail to follow appropriate professional channels.</p>
<p>Maintain Healthy and Professional Habits: Arrive alert, prepared, and ready to participate fully in all program activities.</p>	<p>Impaired or Distracting Behavior: Attend program activities while under the influence of substances or engage in behaviors that disrupt learning.</p>
<p>Maintain Professional Boundaries: Interact respectfully and appropriately in all professional relationships.</p>	<p>Misconduct: Engage in inappropriate or unprofessional interactions, including all types of misconduct.</p>
<p>Ensure Accuracy in All Work: Record and report field hours, assessments, and student data accurately.</p>	<p>Falsification: Alter or fabricate records, documentation, or data.</p>
<p>Embrace the Candidate Role: Present yourself honestly and appropriately as a teacher candidate under supervision.</p>	<p>Misrepresentation: Misrepresent your role or present yourself as a certified teacher or other professional.</p>

<p>Protect Student Privacy: Maintain confidentiality by following FERPA and HIPAA guidelines at all times.</p>	<p>Privacy Breaches: Violate confidentiality or misuse student or medical information.</p>
<p>Prioritize Professional Engagement: Attend all classes, seminars, and program-sponsored events.</p>	<p>Absenteeism: Miss required classes, seminars, or program-sponsored events.</p>
<p>Practice Punctuality: Arrive on time and prepared for all classes, meetings, and field placements.</p>	<p>Chronic Tardiness: Arrive late repeatedly or be absent without appropriate justification.</p>
<p>Maintain Professional Appearance: Follow the dress code expectations of your placement site and the college.</p>	<p>Inappropriate Attire: Dress in a way that does not meet professional expectations.</p>
<p>Demonstrate Professional Respect: Interact respectfully with faculty, mentors, students, and school personnel.</p>	<p>Disrespect: Speak or act in ways that show a lack of respect toward others in the school or college community.</p>
<p>Use Professional Communication: Communicate concerns through appropriate, professional channels and represent the program positively.</p>	<p>Misuse of Communication Platforms: Use public or online platforms to complain, criticize, or disclose confidential information.</p>
<p>Demonstrate Accountability: Take responsibility for your learning, meet expectations, and complete all required clearances on time.</p>	<p>Lack of Accountability: Fail to meet responsibilities or delay required tasks and clearances.</p>
<p>Meet Professional Deadlines: Submit all assignments and requirements on time.</p>	<p>Late Submissions: Miss deadlines or submit incomplete or late work.</p>
<p>Foster a Collaborative Community: Support peers, contribute positively, and promote an inclusive learning environment.</p>	<p>Unprofessional Conduct Toward Peers: Exclude, undermine, or speak negatively about others.</p>

Note: Unprofessional behaviors can result in probation or dismissal from the program, lost opportunity (e.g., ability to obtain a teaching certificate), and other ramifications.

Dismissal

A student may be referred to the Education Department with a recommendation for dismissal for the following reasons:

- 1) Having more than two reasons for probation during any point in the program.
- 2) Having a reason for probation in the student teaching phase of the program after having already been placed on probation.
- 3) The accumulation of three (3) negative dispositions (assessed at less than “3-satisfactory” or higher on the disposition rubric criteria)
- 4) Professional behavior of a severity that warrants immediate dismissal from the program.
- 5) Failure to meet the terms of probation.
- 6) Using collective judgment, the faculty reserves the right to recommend the withdrawal or dismissal of a student whose scholastic standing, health, academic and field performance, or conduct make it inadvisable for them to continue in the program.

Process for Appeal for Dismissal from the Program

The student is referred to the Education Department with a recommendation for dismissal from the program. Students with a professionalism issue or concern and students being considered for dismissal will have the opportunity to state their position to the department. This information will be considered before a decision is made. The department will deliberate. A decision will be made by a majority vote of the department.

If a student is dismissed, the department will notify the student and provide a written letter of dismissal. Students who are dismissed from the Program will have the ability to appeal the decision by following the procedure listed below. Students placed on probation are not eligible for appeal.

If a student has been dismissed from the program, the student has the right to appeal the decision. If a student decides to appeal this decision, he or she must submit a written appeal to the Associate Dean of Education within one week (5 business days) of receipt of the letter. The Appeals Committee is composed of the Associate Dean of Education and two King’s College Faculty members who are not assigned to the department but are familiar with the program.

The student’s written appeal must not just be a reiteration of the known facts but must contain compelling evidence as to why he or she is appealing, new or additional evidence disputing the known facts, and copies of any pertinent materials to support the appeal. Upon receipt of the student’s appeal letter, the Associate Dean of Education will clarify any facts or ambiguities. If the appeal letter does not contain new or compelling evidence to support the appeal, as determined by the majority of the Appeals Committee, the process will end here, and the decision of the Education department will be upheld. The student will be notified of this decision by the Education Department.

If the appeal letter contains new or compelling evidence, the Appeals Committee will schedule a meeting with the student and the voting members of the committee within one week (5 business days). At the meeting, the Appeals Committee will listen to the student and ask questions. After the meeting, the members will review the student's appeal and decide within one week (5 business days). The Committee will deliberate in closed session, and the deliberations of the Committee are confidential. The decision to grant the student's appeal is made by a unanimous decision by the Appeals Committee. The final decision whether or not to grant the student's appeal, is communicated by the Education Department in writing. A copy of the decision is placed in the student's permanent file. Should the Committee decide to grant the appeal, the Education Department will develop a contract for the student outlining the requirements for the student to continue in the Program. This contract must be signed by the student. The contract will outline the requirements needed to remain in the major and may require remediation or delay in the student's expected graduation. Any associated cost with any remediation or delayed graduation will be the responsibility of the student. This contract will be placed in the student's permanent file. The decision of the Appeals Committee concludes the appeals process. Both the student and the Education Department must comply with the Committee's decision, as this decision by the Appeals Committee is final.

Section adapted from: <https://www.kings.edu/pdf/student-manual-2025-20261.pdf>

Disabilities, Accessibility, and Inclusive Learning

King's College is committed to ensuring that all students can participate fully in the King's experience, and therefore to creating an inclusive learning environment for all students. King's views disability as an aspect of human diversity, and continually works with students, faculty, and staff to identify environmental and attitudinal barriers to full participation by students with disabilities, and to improve accessibility on campus and on our online platforms. Therefore, if an individual has physical, sensory, psychological, or learning disabilities, the College is committed to supporting access to course materials through reasonable accommodations. Please contact the Disability Services Coordinator in the Academic Skills Center at the beginning of the semester regarding King's policies and procedures for documenting and accommodating differing abilities. See Services for Student with Disabilities in the Student Handbook or online for more information. King's respects the right to keep disabilities confidential and requires faculty to maintain confidentiality in their work with other offices to ensure these accommodations. It is the student's responsibility to share the Classroom Accommodations form to instructors.

Study Abroad

Students are encouraged to take advantage of opportunities to study abroad. Please keep in mind, most 300- and 400- level courses are offered only once per year. Share your intentions with the education advisor and consider studying abroad during the sophomore year to ensure the most time to work in education

courses. Students are strongly encouraged to partake in the short-term, faculty-led study abroad programs that align with PDE required coursework.

Technology and Teaching

Technology is an important tool for teaching, and different education classes will require access and use a variety of software tools. To meet the minimum requirements of classes, students should have access to a laptop or home computer that meets up-to-date specifications defined by the College's IITS team. King's College recommends that you purchase a device with a repair and accidental damage warranty that will last throughout enrollment as a student. More information can be found on the IITS website.

Fee Structure

- \$90 PSEA student membership, charged the first time a student is registered as an education major and is good for four years
- \$70 Watermark user fee and \$65 Background Clearance fee, totaling \$135, charged once per academic year fee for every Education major
- \$250 charged for each student registered for the student teaching semester

Field Experiences

In order to be placed for field experiences, all King's education students must provide the Field Experience Director with the required paperwork and clearances prior to beginning the field experience. Per PDE requirements, course content is intertwined with field experience, thus failure to complete a field experience in a course may result in the need to repeat the course in a future semester, delaying graduation and certification, and resulting in additional tuition costs. **Due dates for turning in clearances are firm and non-negotiable and must be submitted by the College's Add/Drop deadline. All Education students will be invited to complete all requirements on campus the first week of the fall and spring semester. The student who completes the process on campus will incur no additional cost for clearances as it will be covered by the Background Clearance fee. Failure to do so should result in a change in schedule and may delay graduation and certification, and result in additional tuition costs.**

Additional information regarding the field experience requirements can be found online at

http://www.kings.edu/academics/undergraduate_majors/education/forms or by emailing the Field Experience Director at edfieldplacement@kings.edu. Please

note that all field placements must be scheduled by the Field Experience Director. Students are not to arrange for their own field experience.

Policies for Field Experiences Placements: All placements are to be requested by the Field Experience Director. No student should contact a school regarding placements until told to do so by either the Field Experience Director or the class instructor. Volunteer or other professional experience hours not coordinated by the instructor substituted for course-assigned field experience, as the placements are

specifically chosen to address PDE competencies. **In addition, students cannot be missing additional courses to complete field work.**

Attendance: Regular and prompt attendance is required. Teacher Education candidates are expected to notify their cooperating teacher and course instructor when they need to miss due to illness or for other unavoidable reasons; they are to arrange to make up the time missed. **Note: It is not permissible to miss scheduled classes to complete field work. Missing a class to complete a field experience will be considered an unexcused absence, and hours completed during any class time will be forfeited.**

Transportation: Teacher education candidates are to arrange their own transportation.

Dress: Teacher Education Candidates are expected to dress and groom in accordance with standards expected of professionals. No jeans, sweats, leggings, shorts or other non-professional attire is permitted. This policy applies to field trips, observations, on-campus events hosting PK-12 students, and all other field experiences.

Professional Relationships: In all professional settings, formal titles (e.g., Miss, Ms., Mrs., Mr., Dr.) are advised, rather than first names. Teacher education candidates are expected to be courteous, kind, and discreet in conversations with students. Teacher education candidates are to avoid overly casual language and inappropriate slang.

Critiques of Experiences: Although careful observation and evaluation of teaching and schooling are encouraged, participants' conversation and writing about educators, children, and schools are to be professional. Teacher education candidates are guests of the school personnel, and are therefore expected to relate to them respectfully, even when philosophical or operational differences exist.

Use of Technology: Teacher education candidates are encouraged to use computers and other instructional technologies for educational purposes whenever possible, but only if approved by the cooperating teacher. Teacher Education Candidates are never to use school computers to access email or the internet for personal use. Cell phone use is prohibited during the field experience. This includes, but is not limited to, making and receiving phone calls, text messages, audio and video recording, accessing email, the internet, and social media. All cell phones should be silent so as not to interrupt class. If there is a reason cell phone access is necessary during a given class, this should be discussed with the cooperating teacher prior to class. Failure to follow this policy may result in penalty as indicated by the instructor.

Online meeting backgrounds should be blurred, display an office or classroom setting, or use a background approved by the host organization. Avatars should display professional photographs or initials.

Emergency Preparedness: At the beginning of your placement, become familiar with the physical aspects of the building and talk with cooperating teachers about emergency procedures, i.e., fire drills and lockdowns. Should a candidate be in the classroom during such a procedure, follow the directives of the cooperating teacher and school administration.

Note: The Education Department reserves the right to call and verify all signatures and times submitted as part of a class assignment.

Guidelines for Reporting Off-Campus Abuse Committed by Non-King’s College Community Members (from the King’s College Child Protection Policy)

*If a person has reasonable cause to suspect that a child participating in a college-related activity is being abused off campus, it is their responsibility to report the alleged abuse to the King’s College supervisor of the activity. The King’s College supervisor will report the suspected abuse to the head(s) of any outside organization(s) also connected to the activity. Both the initial reporter and any outside organizations should follow the mandates of the Pennsylvania Child Protective Services Law in reporting suspected child abuse to the Department of Public Welfare’s ChildLine (1-800-932-0313). **If abuse is witnessed first-hand, the person who is witness to such abuse is urged to contact the local authorities immediately by calling 911.*** *Adapted from California University of Pennsylvania Teacher Handbook

Field Experience Hour and Classroom Requirements

Course Number and Title	Pre-Requisite	Number of Field Experience Hours	Type of Classroom
EDUC 215 Development, Cognition, and Learning	None	20 hours + 10 hours of Flood tutoring program	Elementary
EDUC 217 Adolescent Development, Cognition, and Learning	EDUC 215	5 hours	Elementary
EDUC 220 Education of the Young Child	EDUC 215	10 hours	Elementary
EDUC 230/240 Multicultural, Linguistic, and Instructional Methods	None	10 hours	Secondary
EDUC 235 Secondary Development, Cognition, and Learning	None	20 hours, in at least two locations	Secondary
EDUC 260 Literacy Foundations	EDUC 215	5 hours	Elementary

EDUC 270 Introduction to Special Education	None	5 hours	SPED
EDUC 320 Secondary Math Methods	EDUC 235	25 hours: teach min of 3 lessons in coop classrooms	Secondary Math
EDUC 304 Foreign Language Methods	EDUC 235	25 hours: teach min of 3 lessons in coop classrooms	Secondary Foreign Language
EDUC 302 Secondary Science Methods	EDUC 235	25 hours: teach min of 3 lessons in coop classrooms	Secondary Science
ENGL 399 English Methods	EDUC 235	25 hours: teach min of 3 lessons in coop classrooms	Secondary English
EDUC 303 Secondary Social Studies Methods	EDUC 235	25 hours: teach min of 3 lessons in coop classrooms	Secondary Social Studies
EDUC 308 Secondary Health/Physical Education Methods	EDUC 235	25 hours: teach min of 3 lessons in coop classrooms	Secondary Health/PE
EDUC 305 Assessment 1	EDUC 215 or 235	20 hours in the Dan Flood tutoring program	Flood Tutoring
EDUC 306 Assessment of Diverse Learners	EDUC 305	7 hours	Elementary
EDUC 314 Transition Options for At-Risk Students	EDUC 270	5 hours	Secondary
EDUC 318 Low Incidence Disabilities	EDUC 270	2 hours	SPED Significant Disabilities
EDUC 350 Secondary Classroom Management	EDUC 235 and Methods	5 hours	Secondary
EDUC 366 Methods for Teaching Diverse Learners	EDUC 305	25 hours	Secondary SPED content area
EDUC 370 Specifically Designed Instruction	EDUC 270	12 hours	Secondary
EDUC 390 Differentiated Reading for Developing Child	EDUC 260	15 hours	Elementary
EDUC 410 Social Studies Methods Grades 4-8		65 hours: 30 regular ed. hours and 35 content area hours	4th-8th grade
EDUC 411 Math Methods Grades 4-8		65 hours: 30 regular ed. hours and 35 content area hours	4th-8th grade
EDUC 412 Science Methods Grades 4-8		65 hours: 30 regular ed. hours and 35 content area hours	4th-8th grade

EDUC 413 Language Arts Methods Grades 4-8		65 hours: 30 regular ed. hours and 35 content area hours	4th-8th grade
EDUC 420 Social Studies Methods PK-4	EDUC 390 and 220	10 hours	Elementary Social Studies
EDUC 421 Math Methods PK-4		Theme Cycle: 115 hours split EDUC 421, 422, and 423	Elementary Math
EDUC 422 Science Methods PK-4		Theme Cycle: 115 hours split EDUC 421, 422, and 423	Elementary Science
EDUC 423 Literacy Methods PK-4		Theme Cycle: 115 hours split EDUC 421, 422, and 423	Elementary Literacy
EDUC 437 PK-4 Student Teaching		Student Teaching Experience	Elementary
EDUC 457 Special Education Student Teaching		Student Teaching Experience	SPED
EDUC 440 Inclusive Education		Student Teaching Experience	SPED
EDUC 467 PK-12 Health/PE or Foreign Language Student Teaching		Student Teaching Experience	Secondary Health/PE/Foreign Language

Required Field Experience Hours: A completed clearance packet must be submitted to the Director of Education Field Placements thomaskillino@kings.edu or edfieldplacement@kings.edu at the beginning of each semester when taking (a) class(es) that require field experience placement(s).

Note: In accordance with PDE guidelines, either or both the student teaching and/or pre-student teaching placement must occur in a public school.

Student Clearances Packet

The following documents are required for all students completing field experiences through the Education Department to be submitted to the Director of Field Experience on or before the start of the student's semester classes. All documents can be found online at:

http://www.kings.edu/academics/undergraduate_majors/education/forms

1. Education courses clearances check list
2. ACT 34, Pennsylvania State Police Clearance
3. ACT 151, the Pennsylvania Child Abuse Clearance
4. ACT 114, FBI Fingerprinting
5. ACT 24 of 2011, Arrest/Conviction Report and Certification Form
6. King's College Student Attest Form/FBI Clearance
7. King's College TB Test Results form

8. National Sex Offender public registry check
9. Verification of recertification of child protection training (certificate)
10. Signature of reading and acknowledging King's College's "Guidelines for Appropriate Interactions with Children"
11. Signature of reading and acknowledging King's College Education Department's "Social Media Policy"
12. Student Information Release

Student Teaching

Student Teaching Semester

Teacher education culminates in student teaching. Having satisfied the pre-requisites for student teaching courses, undergraduates are assigned to positions in public or private schools for the first or second semester of their senior year.

Semester coursework has been carefully sequenced and clustered to benefit the student and maintain balanced classes within the department. Tracking begins in the sophomore year, and the student teaching semester should be determined at this time. Student athletes will need to track their student teaching experience for the off-season semester. When possible, plan to student teach in the off-season. Student teachers are expected to be in the schools teaching during all teacher contracted hours for the duration of the placement. If attendance at a **school-sponsored event** has been communicated at the start of the placement and an excused absence has been approved in writing by the cooperating teacher, college supervisor, director of student teaching, and associate dean of education, the up to three absence days must be made up at the conclusion of the regular placement. No more than three days can be excused and made up.

If the student has a break between coursework and student teaching, it is the student's responsibility to contact the Director of Field Experience to be aware of deadlines for student teaching. (Usually, the 2nd week in May and the 1st week in November.)

Student Teaching Placement

The King's College Education Department has established and maintained an outstanding relationship with all our surrounding School Districts. Most student teachers will be placed in one of these districts and the placements are based on the availability of qualified cooperating teachers in their subject area and the willingness of schools with programs approved by the Education Department of King's College. The Education Department will make every effort to place student teachers within a 40-minute driving radius of the College so that our supervisors are able to get to the schools while still teaching at King's. Also, **it is our policy to make every effort to not place students in a school they have attended, where they completed their pre-professional experience, or where a relative works.** The placement decision will be made by the Field Experience Director with the full

knowledge of the Director of Student Teaching. Students should be prepared to accept assignments in any of our local cooperating school districts.

Student Teaching Fee

Students are charged a student teaching fee in addition to the tuition fee. The fee is used to offset the cooperating teacher honorarium for their help in training the student teacher and other associated costs. If the student is assigned more than one cooperating teacher, the fee is shared equally by the teachers involved.

Course Prerequisites for Student Teaching

PK-4 and Special Education PK-12

All EDUC-prefixed courses and the two math and two English courses.

PK-12 (French, Spanish, HPE), 4-8, and Secondary

All professional education requirements and content area courses.

Eligibility for Student Teaching

Eligibility for student teaching will be determined at the registration period prior to the semester of student teaching.

Student teaching eligibility is contingent upon:

1. Completion of a student teaching application and face-to-face meeting with the Director of Field Experience to sign a student teaching contract generally on or before the semester deadline. (Usually, the 2nd week in May and the 1st week in November)
2. Possession of a 3.0 GPA, or a 2.8 GPA with higher cut-scores on certification exams.
3. Completion of appropriate coursework determined by each Teacher Education Program. Candidate must have earned a grade of “C” or better in all education courses prior to student teaching.
4. Formal admission to the teacher education program.
5. Completion of student teaching clearances packet submitted to the Field Experience Director by the set deadline. (Usually, the second Monday in May and the 1st Monday in November)
6. Completion of Act 34, Act 151 and FBI clearances.
7. Completion of Act 24 form
8. King’s College FBI Clearance Document (Student Attest Form)
9. Health Certificate
10. TB Test Results Form
11. National Sex Offender Public Registry Check
12. Verification of Child Protection Training
13. Signed copies of King’s College’s “Guidelines for Appropriate Interactions with Children” and “Education Department’s Social Media Policy”
14. Signed Student Information Release

15. Oral Proficiency Interview for those seeking Foreign Language Certification.
16. Schedule a meeting with the Associate Vice President of Student Affairs to obtain a signature on the student teaching application.

Minimum Grade Point Average Requirement

Students must possess an overall GPA of 3.0 GPA, or a 2.8 GPA with higher cut-scores on certification exams, to gain certification by PDE. If a student does not meet the GPA requirement prior to the semester of student teaching, alternative courses must be taken.

A student receiving a “C-,” “D,” or “F” grade in a course may retake that course. All grades involved will appear on the transcript, but only the repeat grade will be used in the calculation of the grade point average. Students are encouraged to repeat courses in order to increase their overall GPA and must retake any education course for which the student has earned a “C-“ grade or below. Refer to the above Probationary and Dismissal section for additional guidance.

If a course must be repeated more than once, the first repeat grade will remain and will be averaged in with the second repeat. The student who is retaking a “D” or “F” graded course must indicate this to the Registrar through the appropriate form at the time of registration.

PA Health Certificate with Negative TB Test Results

All student teachers are to obtain a physician’s statement confirming they are physically and mentally capable of performing all duties of a regular classroom teacher and are free from tuberculosis. The appropriate form will be provided to the student at pre-registration.

Criminal Record/Teacher Certification

The Education Department makes every effort to develop teachers who will become role models for academic skills, high moral character and good citizenship. Education majors must be aware of the consequences they may face for abusing alcohol, illegal drugs, or committing any illegal act.

The Public School Code and regulations prohibit the issuance of a professional certificate to applicants who do not possess good moral character, or who abuse alcohol or narcotic drugs. A prior criminal conviction is often the basis for questioning whether an individual has good moral character.

Education majors are to be aware that any misdemeanor or felony conviction will automatically mean that the Department’s Administrative Review Panel must review their application for teacher certification. A conviction may prevent applicants from receiving a professional certificate, or later on, employment as a teacher or administrator, per Act 30 of 1997, which amends 24 P.S. Section 111. Background checks of prospective employees prohibit employment for five years

for individuals convicted of certain offences. Felonies require a waiting period of ten years. Misdemeanors require a waiting period of five years. The Education Department defers to the most current version of Act 14 or other relevant regulations.

Pennsylvania State Police Criminal Record Check (Act 34)

Pennsylvania school districts require student teachers to obtain a clearance by the Pennsylvania State Police stating that the applicant does not have a criminal record. If a criminal record exists, there is a possibility that school districts will deny acceptance of the individual as a student teacher. Applications for the Act 34 Clearance will be provided to students. The Act 34 Clearance is valid for one year and directions for obtaining it are in the King's College Education Requirements Book.

Pennsylvania Child Abuse History Clearance (Act 151)

Pennsylvania school districts require student teachers to obtain a child abuse history clearance from the Department of Public Welfare stating that the applicant does not have a child abuse record. If a child abuse record exists, there is a possibility that school districts will deny acceptance of the individual as a student teacher. The Act 151 Clearance is valid for one year.

FBI Fingerprinting (Act 114)

Teacher candidates will need an FBI Fingerprinting Check to enter the schools for field experiences and student teaching. The FBI clearance is valid for one year. This service will be offered the first week of the fall and spring semesters. Additional information for obtaining this FBI check can be found in the Education Clearances Requirements Book.

Testing Requirements

Pennsylvania Tests

- I. Content Knowledge: Be sure to verify you are taking the correct test at the time of certification via PDE's latest requirements.

King's College teacher candidates should take the following test(s) near the end of the senior year (normally during student teaching) unless otherwise noted:

A. Education PK-4

Three PECT Modules – see www.pa.nesinc.com for details

- Module I is best taken after completion of EDUC 215, 220, and 305.
- Module II is best taken after completion of EDUC 260, 390 and 420.
- Module III is best taken after completion of EDUC 421 and 422.

B. Grades 4-8

Regardless of content area, you must take the PA Grades 4-8 Core Assessment (Pedagogy, English Language Arts, Social Studies, Math and Science) and your content area test (Middle Level Math 4-8 or Middle Level Science 4-8). See www.ets.org/praxis for more information.

- C. **Secondary Education Majors Specific subject area (History, Mathematics, etc.).** See www.ets.org/praxis for more information and the specific test required in Pennsylvania at the time of certification.
- D. **PK-12 Certification – World Language**
Regardless of the language of certification, the ACTFL Oral Proficiency Interview (OPI) and Fundamental Subjects: Content Knowledge are needed through www.ets.org/praxis.

Foreign Language Candidates have a choice of how to demonstrate written proficiency in the language. French: Content Knowledge (through ETS) or ACTFL Written Proficiency Test (WPT). Spanish: Content Knowledge (through ETS) or ACTFL Written Proficiency Test (WPT).

- E. **Health/PE**
See www.ets.org/praxis for more information and the specific test required in Pennsylvania at the time of certification
- F. **Special Education PK-12**
The Special Education Core Knowledge and Applications (5355) and Fundamental Subjects (5511) tests are required.

It is the responsibility of the applicant to register for the proper tests. Students should pay careful attention to identifying and recording the correct code number of King’s College (RA2353 for ETS) on the registration form. King’s College must be identified as a score recipient. Be sure to save the PDF file of your scores from ETS or Pearson for your records. The test numbers listed above may change by the time you are preparing for certification. Reference [Certification Testing \(pa.gov\)](http://www.pa.gov) for the most up-to-date information before registering for any tests.

Students are encouraged to visit the Praxis Series Website at <http://www.ets.org> to get current information on testing requirements. Also, students can download “Tests at a Glance” booklets at <http://www.ets.org/praxis/prxtest.html>.

Information about Pearson tests can be found at www.pa.nesinc.com.

Retake Vouchers

Retake vouchers allow candidates who meet certain eligibility criteria to retake a test module at no additional cost. Vouchers may be available for all tests in the PECT program. See the link below for additional details. PECT/Pearson

https://www.pa.nesinc.com/TestView.aspx?f=PACBT_TestFeesAndPaymentInformation.html&t=PA001

ETS Exams

See the appendix for the FAQs related to the retake program.

Certification

Applying for Teacher Certification in Pennsylvania

All candidates for initial certification in Pennsylvania must have earned at least a Baccalaureate degree, completed an approved program of teacher education, and have passed the Praxis Series and/or Pearson tests for their certification area. All scores are to be sent to King's College.

After students have successfully completed all of the requirements (including student teaching), they are to submit their application for certification online at [Certification \(pa.gov\)](#).

Applying for Teacher Certification in Other States

Students seeking certification from another state should apply for PDE initial certification and then contact the particular State Department of Education for current reciprocity procedures. The Verification of Program Completion Form should be sent to the Education Department at King's College. Please note that you may need to take additional tests or course module for different states.

Student Groups in the Education Department

Students are encouraged to take part in the many extracurricular activities offered at King's College. King's College's Education Department has active student groups including the Education Club, Kappa Delta Pi International Education Honor Society, and the PSEA Student Chapter. Every Education major will be automatically enrolled in the King's College PSEA Student Chapter. Members will receive additional liability coverage for field experiences and the benefits afforded to student members for up to four years from initial enrollment in an education major. Students are expected to continue this liability coverage throughout the duration of their program, if it exceeds the four years. While these groups often work together, each offers individual programming to our students that are interested in education.

The Education Department Assessment System

Overview of the System

- Education students will be assessed at four gates (Gates A, B, C, and D). These assessments will take place during advisement sessions.

- Advisement sessions take place once a semester with the assigned advisor to determine courses for the following semester. Candidates are responsible for scheduling these sessions, which will take approximately 10-15 minutes.

- Each semester, education professors will also be assessing dispositions to gauge abilities to interact in a professional manner. (See Appendix for Dispositions Grading Rubric.)

Requirements for Each Gate of the Assessment System

Gate A Initial Assessment

I. Dispositions: Education professors will also be assessing your dispositions at the end of each semester in terms of your ability to interact in a professional manner (see Appendix for Dispositions Grading Rubric).

Gate B Formal Admission to the Teacher Education Program

The following requirements are mandated by the Pennsylvania Department of Education:

Undergraduate students must submit, in Watermark, a completed application packet no sooner than the completion of 48 credits and no later than the completion of 60 credits.

Post-baccalaureate students submit a completed application in Watermark after the completion of six education credits and before beginning student teaching or the special education culminating field experience.

The following classes must be completed prior to application:

- EDUC 202, Educational Philosophy, Ethics, Issues, and Trends
- EDUC 215/235, (PK-4/Secondary) Development, Cognition, and Learning I (with field experience)
- Six credits in English (ENG 110 and Literature core)
- Six credits in Mathematics (MATH 101 and MATH 102, or higher level as required by content area)
- Transfer Undergraduate Students: If any or all credits were transferred, apply for candidacy after the completion of nine education credits at King's College, but no sooner than the total completion of 48 credits and no later than the 60 transfer and 9 King's credits.

The following criteria must also be met:

- Grade of "C" or better in all education courses. Secondary certification students must achieve a grade of "C" or better in their major certification area.
- An overall cumulative grade point average (GPA) of 3.0 or a 2.8 GPA with the understanding that higher cut-scores will be required on content exams for certification.
- The qualities of personal character, integrity, high moral conduct, and positive personality traits must be evident in application essays, instructor recommendations, and disposition rubrics.

- Two (2) recommendation forms completed by education professors who taught the candidate a class. Professors complete the recommendations directly in Watermark by accessing the forms in the Testing section.
- Completion of the entire application for formal Admission to the Teacher Education Program.

Deadlines for Application to Candidacy are for the Fall Semester on October 30 and for the Spring Semester on March 30.

Admission Decisions

The Education Department reviews all documents in the application and then determines acceptance, deferral, or rejection.

Full Acceptance, Admission Granted: Admission is granted when all criteria are adequately met. Full acceptance is required to be eligible to student teach. It is also needed for application to the graduate program, a requirement for all 5-year program majors.

Admission Deferred: Admission is deferred when an area is not adequately met or when deficiencies are identified and can be rectified in time for student teaching, with details communicated via a personalized letter. A student on deferred status must rectify the deficiencies to be placed for student teaching, which may result in delayed graduation and increased tuition costs. Failure to rectify will result in being transferred from an education certification pathway into other programs, which may also delay graduation and result in increased tuition costs.

Admission Denied: Admission is denied when deficiencies are great enough that it does not appear that a student can make the necessary improvements in a timely manner. A student on denied status must immediately change majors, which may result in delayed graduation and increased tuition costs.

Appeal: The committee's decision may be appealed by appearing before the entire Education Department faculty to provide evidence in support of the application appeal. Final appeals are made to the Academic Affairs Office.

Dispositions: Dispositions, in terms of the ability to interact in a professional manner, are assessed via rubric. (See Appendix for Dispositions Grading Rubric.)

Gate C Eligibility for Student Teaching

Eligibility for student teaching will be determined at the registration period prior to the semester of student teaching.

Student teaching eligibility is contingent upon:

1. Completion of a student teaching application and face-to-face meeting with the Field Experience Director to sign a student teaching contract generally on or before the semester deadline (Usually, the 2nd Monday in May and the 1st Monday in November)

2. Possession of an overall cumulative grade point average (GPA) of 3.0 or a cumulative GPA 2.8 with required higher cut-scores on the Praxis II or PECT tests
3. Completion of appropriate coursework determined by each Teacher Education program. Candidate must have earned a grade of “C” or better in all education courses prior to student teaching
4. Formal admission to the teacher education program
5. Completion of student teaching clearances packet submitted to the Field Experience Director by the set deadline (usually, the 2nd Monday in May and the 1st Monday in November)
6. Physician’s Statement and TB test form
7. Completion of Act 34, Act 151 and FBI clearances
8. Completion of Act 24 form
9. King’s College FBI Clearance Document (Student Attest Form)
10. PDE Health Certificate
11. TB Test Results Form
12. National Sex Offender Public Registry Check
13. Verification of Child Protection Training
14. Signed copies of King’s College’s “Guidelines for Appropriate Interactions with Children” and “Education Department’s Social Media Policy”
15. Signed Student Information Release
16. Mandated Reporter Certificate
17. Self-Service Progress printout
18. Oral Proficiency Interview for those seeking Foreign Language Certification.
19. Signature of the Dean of Students or Vice President for Student Affairs on the student teaching application

Dispositions: Dispositions, in terms of the ability to interact in a professional manner, are assessed via rubric. (See Appendix for Dispositions Grading Rubric.)

Gate D Final Assessment

1. Successful completion of student teaching (grade of “C” or better).
2. Successful completion of degree requirements.
3. Take Praxis II or PECT tests (normally during student teaching).

Program Completer

Students seeking Pennsylvania teacher certification who are considered program completers must meet the following criteria:

- Successful completion of the appropriate undergraduate degree.
- Successful completion of student teaching with a grade of C or better.
- Possession of an overall cumulative GPA of 3.0 or overall cumulative GPA 2.8 and higher cut-score for Praxis II or PECT tests.
- Successful completion of the Praxis II or PECT Tests. Praxis and PECT Qualifying Scores are established by the Pennsylvania Department of Education and can be found as an insert in the Praxis Series Registration Bulletin.

- Successful completion (Advanced Low rating or higher) of Oral Proficiency Interview for those seeking Foreign Language Certification.

Appendices

Appendix A



TO: Pennsylvania Educator Preparation Program Provider Deans, Chairs, and Certifying Officers

FROM: Dr. Christina Baumer
Division Chief, Professional Education and Teacher Quality

DATE: December 18, 2018

RE: Notification Form: Act 82 of 2018 Section 1202.1 Grades 5 and 6 Add-on Option for PreK-4 Certificate Holders

MESSAGE:

On October 19, 2018, Governor Wolf signed into law Act 82 of 2018 which amends the Public School Code of 1949 to add Section 1202.1 pertaining to Instructional Certificate Grade Spans. It is important to clarify that Act 82 of 2018 has no impact on and should not be confused with Act 82 of 2012, which is primarily known for teacher evaluation provisions.

Per Act 82 of 2018 Section 1202.1, all candidates enrolled in an Early Childhood PreK-4 program and all Early Childhood PreK-4 certificate holders may add Grades 5 and 6 to their certificate by attaining qualifying scores on the following assessments:

- Grades 4-8: Module 2 – English Language Arts & Social Studies (5154) and
- Grades 4-8: Module 3 – Mathematics & Science (5155).

These assessments are administered through the Educational Testing Service (ETS).

Candidates may take these assessments during or after completion of their Early Childhood PreK-4 program. However, the Pennsylvania Department of Education cannot grant the Grades 5 and 6 add-on certificate until after the PreK-4 certificate has been awarded. To expedite the process, candidates may apply for the add-on simultaneously with the PreK-4 certificate. Information on this option is available on the [Certification Test and Score Requirements](#) chart on the Pennsylvania Department of Education's website.

All teacher preparation programs must provide this notification form to all individuals seeking an early childhood certification per Section 1202.1(b)(1)(ii).

Please contact the department's certification staff with any questions at 717-PA-TEACH (728-3224) or ra-edcertquestions@pa.gov.

Appendix B

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. §§ 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a

temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§ 235.6-235.11 may constitute an independent basis for private or public reprimand and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. §§ 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. §§ 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or

vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

(2) Knowingly and intentionally distort evaluations of colleagues.

(3) Sexually harass a fellow employee.

(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.

(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Appendix C

*praxis.

What about combined tests and step combinations?

Combined Tests (e.g., 5001, 7001) include multiple subtests. If you've taken the full test 3+ times, you qualify for a free retake of the entire test, not individual subtests.

What happens after I submit the form?

- The Praxis Operations team will verify your eligibility.
- If approved, you'll receive a test-specific voucher via email.
- You can apply the voucher during checkout on the Praxis website.

How long will it take to receive a test voucher?

It should take 7-10 business days to receive a voucher to the email address you submitted.

Does my voucher expire?

Yes. Each voucher is valid for 6 months from the date of issue. You must register and apply the voucher within that 6-month window, but your actual test date can be scheduled beyond the expiration date.

How do I request a voucher replacement if it expires?

If your voucher expires before you use it, you must submit a new request by completing the online form.

Can I use the voucher for any test?

No. The voucher is:

- User-specific: Only you can use it.
- Test-specific: It only applies to the test title for which you qualified.

What if my state switches to a new test version?

If your state replaces a test with a new version (e.g., switching from the 5001 series to the 7001 series in the 2026–2027 testing year), your previous attempts will count toward the Free After 3 policy as long as the new version is a direct replacement.

Example:

If you took 5002 twice and then 7002 once after your state switched, you would qualify for a free retake of 7002. You would not be eligible to retake 5002, since it is no longer offered by your state.

Is this available in every state?

Free After 3 is available in all Praxis states, with the exception of Indiana and Missouri. These states have their own retest policies, tailored to better support their test takers.

To understand the specific guidelines, please visit your state requirements page.

Does this apply to ParaPathways or ParaPro?

No, ParaPathways and ParaPro are not Praxis titles. This only applies to Praxis titles.



APPENDIX E: Disposition Rubric	Needs Remediation (1)	Acceptable (2)	Exemplary (3)	Comments
The candidate:				
Personal Qualities				
a) Possesses integrity and displays ethical behaviors				
b) Exhibits the emotional maturity to perform as a professional in the education field				
c) Displays perseverance				
d) Arrives to class and other meetings on time and is prepared; turns in assignments on time				
E) Collaborates effectively with peers and demonstrates a positive reaction to collaborative work/assignments				
f) Articulates and defends beliefs and demonstrates maturity of judgement				
g) Presents a professional appearance and demeanor				
Communication Skills				
a) Oral communication is acceptably free of grammatical and spelling errors and uses a broad vocabulary				
b) Uses receptive language to articulate and defend beliefs				
c) Exhibits an appropriate level of communication; is an active contributor and shows respect for others				
d) Demonstrates effective written communication skills; adheres to assignment guidelines, formats papers appropriately				
e) Employs both formal and informal writing styles				
Diversity				
a) Respects diversity and demonstrates that all children can learn.				
b) Displays sensitivity to ethnically, linguistically, cognitively, physically socially diverse groups and individuals				
c) Recognizes the effective use of a variety of communication techniques, including technology to foster student learning				
Professional Qualities				
a) Obtains required clearances according to established timeline				
b) Avoids any violations of PA's Code of Professional Practice and Conduct for Educators				
c) Values relationships of disciplinary knowledge, effective teaching methods and the purposes of the content areas related to the educational practice				
d) Demonstrate an awareness of external contexts that have an impact on the teaching profession and the learning process.				
e) Honors confidentially issues associated with teaching				
f) Interacts professionally and respectfully with school personnel, parents and others				
g) Exhibits respect, empathy, compassion and caring for peers and professors				

Appendix F

2019-2020 Catalog

Core Curriculum

General Requirements

A student must earn a minimum of 120 credit hours to be awarded the baccalaureate degree. The number of credit hours required for graduation may be higher in certain major programs or if the student elects to pursue a second major. The requirements of the Core Curriculum represent 48 credit hours. Beyond the requirements of the Core Curriculum and of a student's chosen major program, the balances of the credit hours required for graduation are free electives. Keep in mind that **some majors require specific core courses**. It is important to refer to your Major Academic Planner and consult with your academic advisor when selecting your courses.

Core Curriculum			Credits
College Seminar			
_____	Quest for Meaning	CSEM 100	3
Communication & Creative Expression			
_____	Writing*	ENGL 110*	3
_____	Oral Communication	COMM 101	3
_____	Literature	ENGL 140-149	3
_____	The Arts	ARTS 100-149	3
Citizenship			
_____	History	HIST 100-149	3
_____	Intercultural Competence**	FREN/GERM/SPAN 100-level or Study Abroad**	3
_____	Global Connections	ECON 150-199; GEOG 150-199; HIST 150-199; PS 150-199; SOC 150-199	3
Quantitative & Scientific Reasoning			
_____	Quantitative Reasoning*	MATH 120 or higher-level math class*	3
_____	Scientific Endeavor	NSCI 100	3
_____	Science in Context	NSCI 171-199	3
_____	Human Beh. & Soc. Inst.	ECON 111, 112; GEOG 101, 102; PS 101, PSYC 101, SOC 101	3
Wisdom, Faith, & the Good Life			
_____	Introduction to Philosophy	PHIL 101	3
_____	Philosophical Investigations	PHIL 170-199; MSB 287	3
_____	Theology & Wisdom	THEO 150-159	3
_____	Theology & the Good Life	THEO 160-169	3
			48

* A student may be required to take the course(s) below based on placement exams administered prior to their first semester at King's College. ENGL 105 and MATH 100 are 3-credit courses and will count as free elective credits.

_____	Composition	ENGL 105	3
_____	College Algebra	MATH 100	3

**The Intercultural Competence requirement can be satisfied by taking a 100-level language class for 3 credits or participating in an approved Study Abroad experience.

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